EYFS – • Expressive Arts and Design • Communication and Language					
Prerequisite skills for music within the national curriculum					
Age	**Expressive arts and design**		**Communication and Language**		
	Exploring and using media and materials	**Being imaginative**	**Listening and attention**	**Understanding**	**Speaking**
30 – 50 months	Sings a few familiar songs. Imitates movement in response to music.	Developing preferences for forms of expression. Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms.	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.	Responds to simple instructions	Uses intonation, rhythm and phrasing to make the meaning clear to others.
40 – 60 months	Begins to build a repertoire of songs and dances.	Initiates new combinations of movement and gesture in order to express and respond to	Two-channelled attention – can listen and do for short span.	Responds to instructions involving a two-part sequence.	Uses language to imagine and recreate roles and experiences in play situations.

	Explores the different sounds of instruments.	feelings, ideas and experiences. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.			
ELG	Children sing songs, make music and dance, and experiment with ways of changing them.	They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories	They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.	Children follow instructions involving several ideas or actions.	Children express themselves effectively, showing awareness of listeners' needs

Knowledge, Skills and Understanding breakdown for Music			
Year 1			
Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process (one that includes a repeated cycle of operations) of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. Listen to a variety of music using different styles. Start to identify instruments used. Start to find and internalise the pulse using movement. Start using basic musical language - pitch/rhythm, tempo/pitch and dynamics.. Describe feelings towards music. Begin to understand the importance of working together as part of a group when singing. To play an instrument using simple notes- and treat it with respect. To explore and create musical sounds with my instrument.			
Play and Perform	**Create and Compose**	**Appraising Skills**	**Knowledge and Understanding**
Use voices in different ways, such as speaking, singing and chanting. To create and choose sounds. To perform simple rhythmic patterns, beginning to show awareness of pulse.	To experiment with sounds. To recognise how sounds can be organised using simple criteria.	To talk about how music makes you feel or want to move. To think about and suggest what could make their work better.	To begin to identify simple repeated patterns and follow basic musical instruction. To begin to understand that different musical elements can be used to create different moods and effects. To begin to represent simple sounds using shapes and marks.

Knowledge, Skills and Understanding breakdown for Music			
Year 2			
Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process (one that includes a repeated cycle of operations) of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. Listen to a variety of music from different styles, traditions and times and being to identify where in the world they are from. Start to recognise different styles of music and the instruments used. Begin to understand that pulse is the foundation of music upon which all the other dimensions are built. Understand musical language - pitch/rhythm/tempo/pitch and dynamics and how they fit into the music I am listening to. Begin to listen, with respect to other people's ideas and feelings towards music. Understand why we warm up our voices. To play an instrument and begin to recognise that music has a language e.g notation. Make up simple improvisations on my own.			
Play and Perform	**Create and Compose**	**Appraising Skills**	**Knowledge and Understanding**
Use voices expressively and creatively. To perform rhythmic patterns, keeping a steady pulse. Create and choose sounds for a specific effect. To begin to show an awareness of audiences while performing.	Repeat short rhythmic patterns. To begin to explore, choose and order sounds using the inter-related dimensions of music.	To respond to different moods in music and explain their thinking about changes in sounds. To suggest what improvements could be made to their own work, and make these changes.	To identify and recognise repeated patterns in music. To understand how musical elements create different moods and effects. To represent sounds with a range of symbols, shapes or marks. To listen to pieces of music and discuss when and where they may be heard, explaining why using simple musical vocabulary.

Knowledge, Skills and Understanding breakdown for Design and Technology			
Year 3			
Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process (one that includes a repeated cycle of operations) of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. Listen with increasing concentration to a variety of music from all over the world and the different instruments used. Explain that the pulse is a musical heartbeat and that it is the foundation of a piece of music. Use more musical language - pulse/ rhythm/pitch/tempo/dynamics/timbre/texture/structure. Understand the importance of working together and how the musical outcomes are of a higher quality when we do. To play tuned instrument and to experience playing together as a group.			
Play and Perform	**Create and Compose**	**Appraising Skills**	**Knowledge and Understanding**
To sing in unison, becoming aware of pitch. To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. To think of the audience when performing, maintaining eye contact.	To create simple rhythmical patterns that use a small range of notes. To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.	To explore and comment on the ways sounds can be used expressively. To comment on the effectiveness of own work, identifying and making improvements.	To listen with attention and begin to recall sounds. To begin to understand how different musical elements are combined and used to create an effect. To begin to recognise simple notations to represent music, including pitch and volume. To listen to and begin to respond to music drawn from different traditions and great composers and musicians.

Knowledge, Skills and Understanding breakdown for Design and Technology			
Year 4			
Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process (one that includes a repeated cycle of operations) of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. Begin to place music in its historical context based on different instruments and their sounds. To understand that every piece of music has a pulse but it is different. To understand and explain more musical language - pulse/ rhythm/pitch/tempo/dynamics/timbre/texture/structure. Comment and discuss views about music respectfully. Understand that the words of a song convey meaning and how it is important to show how I feel when I sing a song. To play a tuned instrument and to see how music is written down when we play instruments. To improvise confidently.			
Play and Perform	**Create and Compose**	**Appraising Skills**	**Knowledge and Understanding**
To sing in unison maintaining the correct pitch and using increasing expression. To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.	To create rhythmical and simple melodic patterns using an increased number of notes. To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.	To recognise and explore the ways sounds can be combined and used expressively and comment on this effect. To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.	To listen to and recall patterns of sounds with increasing accuracy. To understand how different musical elements are combined and used expressively. To understand and begin to use established and invented musical notations to represent music. To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.

Knowledge, Skills and Understanding breakdown for Design and Technology			
Year 5			
Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process (one that includes a repeated cycle of operations) of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. Enjoy listening to a variety of music from different styles, traditions and times and place the music in its historical context. To recognise/identify different style indicators and different instruments and their sounds. To find the pulse of any piece of music with ease and confidence, internally or externally, with body movement. To use musical words/language to describe the music that is listened to. Enjoy singing in a group and think about how the whole song fits together. To play a tuned instrument, improvise and compose. To feel confident creating improvised melodies with their voice and instrument.			
Play and Perform	**Create and Compose**	**Appraising Skills**	**Knowledge and Understanding**
To sing in unison with clear diction, controlled pitch and sense of phrase. To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. To maintain my own part and be aware how the different parts fit together.	To create increasingly complicated rhythmic and melodic phrases within given structures.	To describe, compare and evaluate different types of music beginning to use musical words. To comment on the success of own and others work, suggesting improvements based on intended outcomes.	To listen to and recall a range of sounds and patterns of sounds confidently. To begin to identify the relationship between sounds and how music can reflect different meanings. To recognise and use a range of musical notations including staff notation. To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.

Knowledge, Skills and Understanding breakdown for Design and Technology			
Year 6			
Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process (one that includes a repeated cycle of operations) of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]. Enjoy listening to a variety of music from different styles, traditions and times and place the music in its historical context securely. To confidently recognise/identify different style indicators and different instruments and their sounds. To understand and explain that the pulse is the foundation upon which all other dimensions are built. To keep a strong sense of pulse and recognise when people are out of time. To use musical words/language to describe feelings towards the music. To can confidently discuss other dimensions of music and how they fit into music that is listened to. To understand that when we sing, we should know what the song is about and how the melody and words work together. To play a tuned instrument and to play solos. To feel more confident when improvising with more notes independently.			
Play and Perform	**Create and Compose**	**Appraising Skills**	**Knowledge and Understanding**
To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase. To play and perform with accuracy, fluency, control and expression. To think about the audience when performing and how to create a specific effect.	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.	To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music. To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.	To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence. To identify and explore the relationship between sounds and how music can reflect different meanings. To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material. To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.