

Musical Outcomes (Reception Musicianship)

	Autumn Term	Spring Term	Summer Term
Singing	Use different voice types including speaking, whispering, loud (but not shouting) and thinking voices	Join in with simple songs, chants and rhymes	Sing songs using the pentatonic scale with good tuning and tone quality
Playing	Begin to play unpitched instruments from around the world, exploring sound	Recognise and play a range of pitched and unpitched instruments from around the world, practicing fine motor skills and exploring sound	Perform or play as a team or in small groups, using eye contact and aural cues to guide and being aware of their space, balance and coordination
Musical terminology and understanding	Manipulate a song or played piece of music to make it faster or slower, often using verbal and/or physical instructions to indicate tempo change to another child/the group	Use body sol-fa for so-mi, la-so-mi and mi-re-do patterns	Recognise note values including ta (crotchet) and ti-ti (quavers) and sh (crotchet rest), and understand how they fit within a bar of music
Rhythm and pulse	Respond physically in time and with rhythm to played or recorded music	Understand the concept of pulse and maintain a pulse during spoken, sung and played musical activities, using their whole body and instruments	Recognise and recreate the Suzuki Twinkle Rhythms (Everybody down up, run pony run pony, fatter than a caterpillar) when played on an instrument or clapped
Improvising and composing	Improvise sung responses to a sung question or compose new words within a song	Improvise simple rhythms with voice, on the body or on instruments	Understand, manipulate and create simple pictorial rhythmic scores
Listening and reflecting	Respond to sung and spoken instructions vocally or physically	Distinguish between high and low, loud and soft, and fast and slow	Explore and share their ideas, thoughts, feelings and emotions on music

Musical Outcomes (Year 3 Musicianship)

	Autumn Term	Spring Term	Summer Term
Singing	Sing songs in unison and 2 or 3 parts, developing an awareness of how different parts fit together	Continue to sing with good posture that promotes breath control, developing stamina over longer phrases and singing with expression	Sing songs in major and minor keys with a range of up to an octave, with accurate tuning and an even tone quality with gradual changes of dynamics
Playing	Use instruments to accompany their singing	Play simple melodic patterns on tuned percussion using a limited range of notes	Play with others in unison and in simple parts, keeping in time
Musical terminology and understanding	Perform rhythmic patterns from notation (including crotchets, quavers, semiquavers, crotchet rests, minims, and dotted crotchets)	Perform simple melodies from staff notation on tuned percussion	Perform simple melodies from staff notation on tuned percussion
Rhythm and pulse	Perform rhythms on untuned percussion instruments, keeping in time with a pulse	Perform rhythms on untuned percussion instruments, keeping in time with a pulse	Perform rhythms on untuned percussion instruments, keeping in time with a pulse
Improvising and composing	Compose longer melodies using familiar rhythms and notes	Improvise within a given structure (e.g. a section within one of their pieces/songs) using a given scale/set of notes/rhythmic device	Explore structure in their compositions through repetition and contrast
Listening and reflecting	Identify and answer questions about the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary	Identify the structure of music they hear (e.g. repeated sections)	Recognise the tonality of a piece as either major or minor

Musical Outcomes (Year 4 Musicianship)

	Autumn Term	Spring Term	Summer Term
Singing	Sing songs with a wider range of dynamics, maintaining a good tone quality and posture that promotes breath control	Sing songs with expression in a variety of keys with a range of an octave or more, with accurate tuning and an even tone quality throughout an increasing range	Sing songs in unison and 2 or 3 parts, such as canons, partner songs and simple harmonies, demonstrating an awareness of balance
Playing	Play pieces in multiple parts, listening to and responding to others Perform with a sense of occasion, developing confidence as a performer	Play in a mixed ensemble of classroom percussion instruments and string instruments	Perform with expression, starting to develop their own interpretations of repertoire by following guidance from their teacher and making some decisions about tempo, dynamics, phrasing etc.
Musical terminology and understanding	Develop fluency in reading rhythmic patterns from notation using crotchets, quavers, semiquavers, crotchet rests, minims, and dotted crotchets	Perform melodies of up to a fifth from staff notation on tuned percussion	Develop fluency in reading rhythmic patterns from notation using crotchets, quavers, semiquavers, crotchet rests, minims, and dotted crotchets
Rhythm and pulse	Perform and layer rhythms on untuned percussion instruments or body percussion, keeping in time	Perform and layer rhythms on untuned percussion instruments or body percussion, keeping in time	Perform and layer rhythms on untuned percussion instruments or body percussion, keeping in time
Improvising and composing	Improvise a series of rhythmic or melodic phrases for others to copy or improvise answers to	Compose longer melodies in simple structures such as binary (AB) or ternary (ABA).	Make decisions about dynamics, tempo, timbre and texture when composing
Listening and reflecting	Discuss the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary	Discuss the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary	Discuss the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary

Musical Outcomes (Year 5 Musicianship)

	Autumn Term	Spring Term	Summer Term
Singing	Sing songs in unison and in multiple parts, listening and responding to others	Sing with expression, creating different moods within a song	Sing songs in a variety of keys with a range of an octave or more, maintaining accurate tuning and good tone quality and greater control of changing dynamics
Playing	Play melodies and chords on tuned percussion	Play classroom percussion instruments in a mixed ensemble with string players	Play a variety of classroom percussion instruments, both tuned and untuned, further developing control and quality of sound
Musical terminology and understanding	Perform melodies of up to an octave from staff notation on tuned percussion	Develop fluency in reading rhythmic patterns from notation using crotchets, quavers, semiquavers, crotchet rests, minims, and dotted crotchets	Develop fluency in reading rhythmic patterns from notation using crotchets, quavers, semiquavers, crotchet rests, minims, and dotted crotchets
Rhythm and pulse	Layer rhythms in two parts in 2/4, 3/4 and 4/4 by clapping/performing with body percussion/playing untuned percussion instruments while others perform a different part	Layer rhythms in two parts in 2/4, 3/4 and 4/4 by clapping/performing with body percussion/playing untuned percussion instruments while others perform a different part	Layer rhythms in two parts in 2/4, 3/4 and 4/4 by clapping/performing with body percussion/playing untuned percussion instruments while others perform a different part
Improvising and composing	Improvise in the style of a piece they are learning, using appropriate scales/modes/rhythms from that genre	Compose pieces within the style of a piece of music that they have learnt or listened to, developing their understanding of how the elements/interrelated dimensions of music are used in that style, notating their compositions and using music technology where appropriate	Improvise and compose in the style of music that they have learnt or listened to, developing their understanding of how the elements/interrelated dimensions of music are used in that style
Listening and reflecting	Discuss the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary	Discuss the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary	Discuss the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary

Musical Outcomes (Year 6 Musicianship)

	Autumn Term	Spring Term	Summer Term
Singing	Sing with expression using a variety of dynamics and dynamic changes, contributing to collective decisions about how to shape a performance	Sing songs in unison and in multiple parts with greater independence and good diction	Sing songs in a variety of keys with a range of an octave or more, maintaining accurate tuning and good tone quality throughout more challenging repertoire
Playing	Continue to develop appropriate technique on a wide range of classroom percussion instruments Perform melodies and accompaniments, increasing their fluency in notation reading	Copy back melodic patterns in a variety of keys and time signatures performed by the teacher or another student, matching dynamics and phrasing	Demonstrate an awareness of others when playing in an ensemble, watching and following the leader or conductor and leading the group or a part within the ensemble themselves where appropriate Evaluate and learn from their performances to an audience
Musical terminology and understanding	Develop fluency in reading rhythmic patterns from notation using more complicated time signatures such as 6/8 and 5/4	Develop fluency in reading rhythmic patterns from notation using more complicated time signatures such as 6/8 and 5/4	Perform more complex melodies and accompaniments from staff notation
Rhythm and pulse	Layer more complex rhythms in two parts in 2/4, 3/4 and 4/4 by clapping/performing with body percussion/playing untuned percussion instruments or body percussion while others perform a different part, including syncopation	Layer more complex rhythms in two parts in 2/4, 3/4 and 4/4 by clapping/performing with body percussion/playing untuned percussion instruments or body percussion while others perform a different part, including syncopation	Layer more complex rhythms in two parts in 2/4, 3/4 and 4/4 by clapping/performing with body percussion/playing untuned percussion instruments or body percussion while others perform a different part, including syncopation
Improvising and composing	Use music technology for composition as appropriate, e.g. making audio recordings of their work, using score writing software to notate their compositions, or using a Digital Audio Workstation to create a backing track	Improvise in a variety of styles taken from pieces they are learning, using appropriate scales/modes/rhythms/musical devices from that genre	Compose pieces for a specific purpose, e.g. for a celebration or ceremony, manipulating the elements/interrelated dimensions of music to create their intended effect

Listening and reflecting	Discuss the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary	Discuss the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary	Discuss the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary
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Non-musical Outcomes (all year groups)

Does the student...	Possible behaviours
Enjoy music?	Are they happy to come to their music lessons? Do they appear to enjoy taking part in activities within the lesson? Do they talk about music with enthusiasm?
Feel proud of their achievements in music?	Do they talk about their successes? Do they appear pleased when they do something well in their music lessons? Are they confident to share their skills with other students?
Show resilience?	Is the student motivated to work at things they find difficult? Do they persevere when they experience setbacks and learn from mistakes?
Appreciate a diverse range of music and musicians?	Do they respond to music from a range of styles, cultures and traditions? Are they open to learning about unfamiliar music and the people who create and perform it?
Enjoy making music in a group?	Do they appear to enjoy singing/playing with others? Do they work collaboratively with their peers?