Year Group	Musical Purpose	Listening & Responding	Creating & Composing	Performing & Communicating	Musical Knowledge & Understanding	Vocabulary, Notation & Technology
EYFS	Explore and enjoy sound through play, movement and singing.	Respond physically and verbally to music through movement, discussion and play.	Explore sounds using voices, bodies and instruments to create simple musical ideas.	Join in with songs, rhymes, games and group music making.	Explore pulse, tempo, dynamics and pitch through practical experience. Recognise that different sounds can represent characters, moods and actions.	Begin to use simple musical vocabulary (loud, quiet, fast, slow, high, low). Explore recorded music and sounds.
Year 1	Discover how music can communicate ideas and feelings.	Listen carefully and describe how musical features communicate ideas and emotions.	Compose short musical ideas using pitch, dynamics and timbre to represent ideas, feelings and movement.	Sing confidently in unison and perform simple compositions using voices and instruments.	Understand and apply pitch, tempo, dynamics and timbre with increasing intention. Begin using graphic notation to record ideas.	Use vocabulary including pitch, tempo, dynamics and timbre. Read and create simple graphic scores. Explore tuned instruments using letter names.
Year 2	Discover how music can create atmosphere and represent different places.	Explain how musical elements create atmosphere and represent contrasting places.	Create rhythmic ideas, soundscapes and simple compositions inspired by places and stories. Begin recording original ideas digitally.	Perform confidently within an ensemble, maintaining pulse and responding to others.	Develop understanding of pulse, rhythm, pitch, dynamics, timbre and texture, selecting these deliberately for a purpose.	Use vocabulary including pulse, rhythm, texture and soundscape. Extend graphic notation. Record and edit simple soundscapes using GarageBand.
Year 3	Explore how music can tell stories without words.	Explain how composers combine musical elements to communicate narrative and atmosphere.	Combine soundscapes, rhythmic ostinati and melodic motifs into structured collaborative compositions.	Perform increasingly independent parts within ensemble performances and collaborative compositions.	Understand how rhythm, melody, texture and structure work together to create musical narratives. Develop confidence composing and notating simple melodic ideas.	Introduce vocabulary including motif, ostinato, syncopation, drone and melody. Develop use of simple rhythmic and melodic notation. Use digital recording to support composition where appropriate.
Year 4	Develop technical control and confidence as an	Listen critically to improve instrumental performance and ensemble balance.	Improvise and compose using growing instrumental knowledge and staff notation.	Perform accurately from staff notation with increasing fluency,	Develop secure understanding of rhythm, pitch, notation, ensemble	Read staff notation confidently (treble clef), including an expanding range of notes and rhythms. Use technology to

	ensemble musician.			*confidence and ensemble awareness.*	*performance and instrumental technique.*	*support rehearsal and self-evaluation where appropriate.*
Year 5	*Explore how music reflects culture and how technology can transform sound.*	*Compare music from different cultures, traditions and technologies, recognising similarities and differences.*	*Compose within different musical traditions and experiment with recording, manipulating and layering sounds using technology.*	*Perform confidently in increasingly complex ensembles, responding to conductors and performing music from different traditions.*	*Deepen understanding of texture, structure, harmony, polyrhythm and stylistic features from different musical traditions.*	*Develop vocabulary including conductor, layering, texture, tala, raga and polyrhythm. Use GarageBand confidently to record, manipulate and refine compositions.*
Year 6	*Use music purposefully to communicate meaning, emotion and ideas to an audience.*	*Evaluate musical choices, explaining how composers and performers communicate meaning for different audiences and purposes.*	*Compose, refine and adapt music for a specific purpose, selecting appropriate musical devices and technology to communicate meaning.*	*Perform confidently and expressively in multi-part ensembles with accuracy, control and musicality.*	*Demonstrate secure understanding of musical elements, structure, harmony and style, making increasingly sophisticated musical decisions.*	*Apply vocabulary confidently, including harmony, chord, bass line, leitmotif, soundtrack, arrangement and graphic score. Select and use technology independently to compose, refine and present original musical ideas.*