

Music Learning Ladder				
Key Concepts	Performing and Communicating	Improvising and Composing	Listening, Understanding and Appreciation	Dimensions
Foundation Rec	<ul style="list-style-type: none"> Children sing songs, make music, move to music and dance, and experiment with ways of changing them. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. Can sing in a group or on their own, increasingly matching the pitch and following the melody. Does develop storylines in their pretend play. Can explore and engage in music making and dance, performing solo or in groups. 			
Foundation ELG	<ul style="list-style-type: none"> Children can invent, adapt and recount narratives and stories with peers and their teacher. Children can sing a range of well-known nursery rhymes and songs. They can perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. 			
Autumn Term Year 1	<p>Children can demonstrate the different ways to use their voices.</p> <p>Children can keep a steady beat.</p> <p>Children can start to play percussion with control.</p> <p>Children can make high and low sounds.</p> <p>GD- Children can identify loud and quiet, long and short.</p>	<p>I can use different instruments for effect.</p> <p>GD – Children can explain why they use different instruments.</p>	<p>Children can recognise and respond in tempo.</p> <p>Children can understand high and low pitch.</p> <p>Children can make different sounds for different needs.</p> <p>GD- Children can tell you the fast and short tempo.</p>	<p>Pitch: recognise and respond to high and low sounds.</p> <p>Duration: recognise and respond to steady beats and patterns of long and short sounds.</p> <p>Dynamics: Understand loud, quiet and silence.</p> <p>Tempo: Understand fast and slow.</p> <p>Timbre: Identify families of school percussion instruments and their properties by sound.</p> <p>Texture: Recognise and respond to one sound and to many sounds.</p> <p>Structure: Understand and identify the use of beginning, middle, end and the use of introduction and repetition.</p>
Year 1 Spring term	<p>Children can keep a steady beat at different speeds.</p> <p>Children can keep a steady beat with 2, 3 and 4 beats. (metre)</p> <p>Children can start to follow a graphic symbol.</p> <p>I can create two contrasting as a group.</p> <p>GD- Children can make up their own patterns using a different metre.</p>	<p>Children can sequence a beat.</p> <p>Children explore sounds using instruments.</p> <p>GD- Children can vary their way to make different sounds.</p>	<p>Children identify different changes in pitch.</p> <p>Children can identify how the music makes them feel.</p> <p>Children can identify different sounds that instruments make.</p> <p>I can identify the metre by the pattern.</p> <p>GD- Children can explain why the music makes them feel that way.</p>	
Year 1 Summer term	<p>They can start to combine a rhythm pattern and a steady beat.</p> <p>They can rehearsal and preform others with concentration.</p> <p>Children can play slow, fast, loud and quiet.</p> <p>Children can keep a steady beat on an instrument.</p> <p>GD- Children can they tell the difference between loud and quiet sounds.</p>	<p>Invent and perform new rhyme to the steady beat.</p> <p>GD- Children to preform combining voices, instruments and movement.</p>	<p>Children can identify repeated rhythm patterns.</p> <p>Children can respond to a change of mood fast and steady beat.</p> <p>Children can understand how music can tell a story.</p> <p>GD- Can they identify two types of sound happening at the same time?</p>	
Autumn term Year 2	<p>Children can develop, respond and create vocal sounds.</p>	<p>Children to use simple line graphics.</p>	<p>Children to understand how to use voice to express themselves.</p>	

	<p>Children can understand and perform call and respond songs and sing in two parts. Children can confidently a steady beat at different speeds within a 4-beat metre. Children identify ways of producing instrumental sounds. Children can recognise and play rhythmic patterns and Ostinato patterns. GD- Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?</p>	<p>Children can create and perform changes in tempo. Rehearse and develop a performance to a given song. GD- Children can create and share a simple graphics with others.</p>	<p>Children to identify instrumental sounds in music. Children can understand how different instrument can create descriptive sounds. Children to listen and evaluate a composition. GD- Children to use technical music vocab when evaluating music.</p>	<p>general shapes of melodies; begin to recognise steps, leaps and repeated notes. Duration: recognise, respond and distinguish between beat and rhythm. Understand that rhythmic patterns fit to the beat. Dynamic: Understand getting louder and quieter. Tempo: Understand getting faster and slower. Timbre: Identify the way sounds are made. Texture: Recognise and respond to different layers in music. Structure: Understand and identify repetition and contrast.</p>
<p>Spring term Year 2</p>	<p>Children can identify and copy in pitch with voices. Children to read pitch line notation. Children can perform in small groups. Children to perform a steady beat and simple rhythms. Children explore how to use their voices to create descriptive effects. Children to sing with express, paying attention to pitch. Children to sing and play a ostinato. GD- Children can use their voices with a descriptive effect.</p>	<p>Children can create pitch line graph and play in a small group. Children to combine sounds to make different effects in groups. GD- Children can create their own pitch line graph on their own.</p>	<p>Children can listen to and respond to a steady beat in music. Children understand and different rhythm and beat. Children to understand the links between music, dance and drama in storytelling. GD- Children can recognise sounds that move by steps and by leaps.</p>	
<p>Summer term Year 2</p>	<p>Children can perform a chant rhythmically with actions. Children can perform vocal and instrumental ostinato to accompany a chant. Children can perform a rap. Children can perform their composition in groups. Children can perform steady beat patterns in groups, including three beat rhythms. Children can perform a melody with tuned percussion. Children can perform music following a leader. GD - Children can perform expressively with instruments.</p>	<p>Children can compose music to illustrate a story. Children can create simple rhythms using a simple score. Children can use musical scales, high and low notes. GD – Children can create more complex rhythms using a simple score and some simple notation.</p>	<p>Children can listen to music and suggest ideas for how music can depict a scene. Children can interpret scores to perform different beat patterns. Children understand and use note names. Children can listen and respond to contemporary orchestral music with their own opinion. GD – Children can explain how music helps depict different scenes.</p>	

<p>Autumn term Year 3</p>	<p>Children can sing in a two-part harmony. Children can perform an ostinato accompaniment in a small group. Children can sing with expression to reflect lyrics. Children can perform a piece with ternary structure following a leader. Children can perform a rondo structure as a class. Children can use voice and actions to perform simple rhythms within a steady beat. GD – Children can lead a performance using ternary structure.</p>	<p>Children can create descriptive music for a picture. Children can create a musical sequence using different instruments. Children can make choices about musical structure. Children can create a call and response pattern. GD – Children can explain why they have made choices about instruments and structure.</p>	<p>Children can understand a ternary structure. Children understand the rondo structure. Children understand music can be structured into different sequences and layers. Children understand the different classifications of musical instruments. GD – Children can describe the different music structures in pieces they listen to.</p>	<p>Pitch: identify steps, leaps and repeated notes in melodies. Duration: begin to understand 2, 3 and 4 metre and how rhythms fit into a steady beat. Dynamics: Understand getting louder and quieter in finer graduations. Tempo: Understand getting faster and slower in finer graduations. Timbre: Identify a range of percussion and non-percussion instruments by name and the way they are played. Texture: Recognise different combinations of layers in music. Structure: Develop understanding of repetition (e.g. ostinato) and contrast (e.g. verse/chorus) structures.</p>
<p>Spring term Year 3</p>	<p>Children can sing and play pentatonic scales and melodies. Children can perform a pentatonic song using tuned and untuned percussion. Children can combine instrumental parts in different metres in small groups. Children can perform layered metre rhythms. Children use their voices creatively and expressively. GD – Children can perform more complex rhythms using notation.</p>	<p>Children can compose using a pentatonic scale on tuned percussion. Children can use graphic notation using the pentatonic scale. Children can improvise melodies to an ostinato. Children can represent different sounds with simples. GD – Children can use tempo to change the mood of their composition.</p>	<p>Children can understand the pentatonic scale. Children understand pitch using graphic notation. Children can identify the metre in a piece of music (2, 3 and 4). Children start to understand simple pitch notation. GD – Children can use simple pitch notation.</p>	
<p>Summer term Year 3</p>	<p>Children can perform a group call and response performance using untuned percussion. Children can sing in two parts, combining two songs. Children can sing a song using melodic echoes. Children can sing in two vocal parts and perform a song as a round. Children can perform a round in three parts. Children start to use a score to combine sounds to create different musical textures. Children can accompany a song with drone and ostinato parts. GD – Children can use a score to combine sounds to create musical textures and explain their choices.</p>	<p>Children can compose music for a specific purpose. Children can explore pitch shapes in a melody and notate a new sequence. Children can create different moods using repetitive patterns based on ostinati. GD – Children can use notation to show a melody using different pitch shapes.</p>	<p>Children understand binary structure in music. Children can demonstrate an awareness of different pitch shapes when singing and playing melodies. GD – Children can explain why pitch shapes create different moods and effects.</p>	

<p>Year 4 Autumn term</p>	<p>Children can perform a poem using expression in their voice. Children can perform paying attention to notation, accent, diminuendo and balance. Children can use beatbox sounds to imitate the sounds of a drum kit. Children can perform a rap with beatbox accompaniment. Children can perform a poem with rhythmic accuracy. Children can accompany a song with drone and/ or ostinato. Children can sing partner songs. Children can perform using verse and chorus structure. Children can chant in three-part harmony. Children can perform in rondo form. GD – Children can lead a performance using different musical structures e.g., rondo, ABA.</p>	<p>Children can develop a canon or ostinato to accompany their poem performance. Children can devise a rhythmic accompaniment based on repeated text fragments. Children can explore different timbres to accompany a song. Children can compose an introduction to a song. GD – Children can use different timbres to create effects in their song introduction.</p>	<p>Children can understand musical notation with reference to metre and accent. Children can explore how different timbres can be descriptive. Children can explore the descriptive music of two different composers. Children can understand how instruments are classified based on their sound. Children can understand and explore aerophones. Children understand ABA structure. GD – Children can explain how different timbres create different descriptive effects.</p>	<p>Pitch: identify melodic shape and different scale patterns (pentatonic, major and minor). Duration: understand 2, 3 and 4 metre and how rhythms fit into a steady beat. Dynamics: Identify getting louder and quieter. Tempo: Understand getting faster and slower in finer graduations. Timbre: Identify a wide range of non-percussion instruments by name and the way they are played. Texture: Identify solo, unison, drone, layers and simple harmony (e.g. drone; melodic ostinati).</p>
<p>Spring term Year 4</p>	<p>Children can perform four-part ostinati using body percussion. Children can accompany a melody with a drone. Children can play a pentatonic song with leaps. Children can rehearse and prepare for a performance. Children can sing in a minor key. Children can sing in two parts with an accompaniment. Children can perform using combined tuned, untuned percussion and singing. GD – Children can perform using a range of instruments and their voices in more than two-part harmony.</p>	<p>Children can devise rhythmic ostinati. Children can use rondo structure to build a performance. Children can compose and notate pentatonic melodies. Children can create descriptive accompaniments using different textures. GD – Children can compose and notate an accompaniment using rondo structure in a minor key.</p>	<p>Children can explore texture through layered ostinati. Children can describe the structure of a piece of orchestral music. Children can understand the pentatonic scale. Children can describe music using musical and non-musical terms. Children understand that melodies have phrases. Children can compare and contrast structures of musical pieces. Children can understand features of minimalist structure. Children can identify a minor key. GD – Children can identify the structure and key of a piece of music and note any changes to structure or key.</p>	<p>Structure: Develop understanding of conventional musical structures (e.g. rondo, theme and variations, drone/ostinato).</p>

<p>Summer term Year 4</p>	<p>Children can copy rhythms and short melodies. Children can play layered ostinati in a performance. Children can convey meaning through musical performance. Children can sing in three independent parts. Children can use notation to play ostinati patterns. Children can combine multiple parts in different metres. Children can learn to play a Renaissance dance from the musical notation. Children can learn and perform a pop song from the 1960s. Children can combine expressive use of their voices with physical movements. Children can perform sequences of sound matched to visual sequences. Children can sing a call and response chant. Children can learn and perform a traditional West African call and response song. GD – Children can lead call and response songs.</p>	<p>Children can compose a rap. Children can improvise using off-beat syncopated rhythms. Children can use music to tell a story. Children can compose a fanfare. Children can compose and play sequences of word rhythms. GD – Children can compose music using different metres and syncopation for a specific purpose.</p>	<p>Children can identify the metre of a new song. Children can identify how a well-known story has been told using music. Children can understand rondo structure. GD – Children can identify a metre and spot changes to metre in music.</p>	
<p>Autumn term Year 5</p>	<p>Children can sing a song. Children can demonstrate an understanding of metre of 4, 2 and 3 through singing and playing instruments. Children can perform using different media. Children begin to use dynamics in performance. Children can play an ostinato from staff notation. Children can perform a rap using different texture and rhythm. Children can learn a song with a complex texture. Children can perform a song with attention to tone and phrasing. GD – children can sing confidently with expression.</p>	<p>Children can create an accompaniment using improvised ostinato or rhythms. Children can write lyrics. Children can use images to inspire them to create descriptive sound sequences. Children can create a performance of song, music and poetry. GD – children can use staff notation to write an ostinato.</p>	<p>Children can sing songs inspired by local communities. Children can listen to and analyse music using musical vocabulary. Children can describe the effects of different musical dimensions. GD – children can evaluate music across a range of historical periods.</p>	<p>Pitch: identify a range of different scale patterns (pentatonic, major and minor, chromatic). Duration: understand more complex rhythms and metres, e.g. counting in 6 or 8. Dynamics: Understand how a wide range of dynamics can be manipulated for expressive effect. Tempo: Understand how a wide range of tempi can be manipulated for expressive effect. Timbre: Identify families of instruments and different ensemble combinations (e.g. samba band, orchestra, choir). Texture: Begin to understand types of harmony (e.g. simple parts; use of chords as an accompaniment). Structure: Understand a wider range of musical structures (e.g. rondo, theme and variations, drone/ostinato, leitmotifs).</p>

<p>Spring term Year 5</p>	<p>Children can sing in 2 and 3 parts. Children can accompany a song using tuned and untuned instruments. Children can play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression. Children can sing syncopated melodies. Children can use steady beat and syncopated rhythms. Children can use chromatic melodies. Children can use sung and played drones. GD – Children can sing syncopated melodies with fluency and control.</p>	<p>Children can create a performance in 4 parts. Children can use structure to combine sounds. Children can create musical effects by using contrasting pitch. Children can explore beat at different tempi. GD – children can use beats at different tempi to create different effects.</p>	<p>Children can read a melody and baseline in grid and staff notation. Children can learn about the music of an early opera. GD – children can use a score to notate melody and baseline.</p>	
<p>Summer term Year 5</p>	<p>Children can create and perform a sequence of melodic phrases. Children can create and perform music for a movie using musical dimensions. Children can sing in unison and three-part harmony. Children can perform a song with a complex structure in 4 parts. Children can control short, loud sounds on a range of instruments. GD – children can lead a small group performance.</p>	<p>Children can use a storyboard to structure sounds. Children can compose sound effects to perform movie. Children can explore phrase structure in a melody. GD – children can use cue scores.</p>	<p>Children can understand musical narrative. Children can identify changes in tempo and their effects. Children can explore the effect of music in movies. Children can evaluate and refine their compositions. GD – children recall sounds demonstrating an increasing aural memory.</p>	
<p>Autumn term Year 6</p>	<p>Children can explore syncopation through song and body percussion. Children can perform a rhythmic sequence to a piece of music. Children can sing in a 3 part harmony. Children use singing to explore part songs and echoes. Children can sing a pop song. Children can sing major and minor note patterns accurately. GD – children show expressive singing.</p>	<p>Children can create rhythm patterns. Children can arrange different musical sections to create a larger scale performance. Children can explore ways of combining and structuring rhythms. Children create a song cycle performance incorporating mixed media. Children can devise own rhythms in patterns of 8. GD – Children can direct and rehearse a performance.</p>	<p>Children demonstrate understanding of pitch through movement and notation. Children can explore rhythm through dance. Children understand the structure of a pop song. GD – Children use notation to show pitch shape.</p>	<p>Pitch: identify a range of different scale patterns (pentatonic, major and minor, chromatic, modes, raga). Duration: understand more complex rhythms and metres, e.g. counting in 6, 8, 5 or 7. Dynamics: Understand how a wide range of dynamics can be manipulated for expressive effect. Tempo: Understand how a wide range of tempi can be manipulated for expressive effect.</p>

<p>Spring term Year 6</p>	<p>Children can dance to a 3-beat pulse. Children can perform a rhythmic ostinato. Children can play and perform in solo and ensemble contexts using harmony. Children can sing a traditional song from a different culture. Children can play different rhythm cycles. Children can sing call and response songs in two groups with fluency and accuracy. Children perform a musical play to an audience. GD – children can lead a call and response as a soloist.</p>	<p>Children can improvise rhythmic ostinati. Children create musical effects using contrasting pitch. Children can combine rhythm cycles within a piece. Children can develop pieces for a finale. GD – children devise a melody on tuned instruments.</p>	<p>Children understand chords. Children understand the process of musical performance. Children can sing a traditional song from a different culture. GD – children can identify different rhythm patterns</p>	<p>Timbre: Identify families of instruments and different ensemble combinations (e.g. jazz band, orchestra, choir, blues group). Texture: Begin to understand types of harmony (e.g. simple parts; use of chords as an accompaniment), and how they can be used for effect. Structure: Understand a wider range of musical structures (e.g. rondo, theme and variations, drone/ostinato, leitmotifs, 12 bar blues).</p>
<p>Summer term Year 6</p>	<p>Children can sing a verse and chorus song in unison. Children can perform a fanfare on tuned and untuned percussion. Children learn a song with attention to phrasing and breathing. Children can sing a song with expression and sustained notes. Children can sing in 2 part and 3-part harmony. Children can perform complex song rhythms competently. Children can play a melody with chordal accompaniment. Children can play instrumental parts to accompany a song. Children can perform a song with complex structure. GD – children can perform elements of a song as a soloist.</p>	<p>Children can compose music from a visual stimulus. Children write new verses for a rap. Children can write a script with a musical accompaniment. GD – children can improvise a short, echoed melodic phrase.</p>	<p>Children can recognise music for a special occasion. Children can identify instruments and structure in a fanfare. Children can listen to music and describe the mood. Children can identify the structure of a piece of music. Children can listen to and understand modulation in a music bridge. GD - Children can research other sporting music.</p>	