

- **Technical control:** demonstrate musicality in the control and production of sound using expression. Sing confidently with control and accurately match pitch across a range of notes; leaps, lengths and rhythmic complexity in unison, in parts and as a soloist. Produce a consistent tone. Confidently demonstrate a secure sense of pulse when singing and playing a variety of instruments fluidly in unison and within an ensemble.
- **Notation:** select and perform with greater accuracy from both graphic and western notation scores.
- **Ensemble awareness:** physically and aurally lead others in performance controlling the tempo and pulse within an ensemble.
- **Communication & audience:** confidently perform considering style or message of the music.

- **Technical control:** sing and play to convey mood and emotion to enhance the intended effect. Confidently match pitches across a wider range of notes, leaps, lengths and rhythmic complexity. Confidently demonstrate a secure sense of pulse when playing and singing in different time signatures.
- **Notation:** recognise and perform from an increasing range of western notation.
- **Ensemble awareness:** lead others into a performance controlling the tempo of the pulse.
- **Communication & audience:** demonstrate increased confidence when performing, showing an awareness that a performance is an occasion.

- **Technical control:** sing with greater control of breath and awareness of dynamics. Pitch with increasing accuracy over a larger range. Perform a repetitive rhythmic pattern maintaining own part independently with a secure sense of pulse.
- **Notation:** confidently recognise and perform from simple western notation symbols and rhythm grids.
- **Ensemble awareness:** maintain own part within an ensemble performing rhythmically and singing with increased accuracy.
- **Communication & audience:** show increased confidence and commitment when performing to an audience.

- **Technical control:** sing with projection and clear diction over a greater range of pitches, leaping and stepping and accurately match the starting pitch. Play a simple rhythmic accompaniment or drone maintaining a steady pulse.
- **Notation:** begin to recognise and perform from simple western notation symbols.
- **Ensemble awareness:** begin to perform independently and in small groups.
- **Communication & audience:** develop confidence to perform as an individual and within a group.

- **Technical control:** sing with developing control of pitch and demonstrate an ability to follow pitch direction with hands. Find and perform the pulse with increasing success. Accompany singing with actions and body sounds in time with a steady pulse.
- **Notation:** begin to relate simple graphic images to changes in sound.
- **Ensemble awareness:** demonstrate increased confidence when following musical directions given both aurally and through physical inflection.
- **Communication & audience:** begin to control sounds with intention.

- **Technical control:** sing simple songs in different styles with an awareness of pitch and clarity in diction. Play to a steady pulse. Accompany singing with actions and body sounds to a steady pulse.
- **Notation:** begin to relate images to sounds.
- **Ensemble awareness:** follow simple performance indications for start, stop, gradually change dynamics.
- **Communication & audience:** begin to control sounds demonstrating subtle changes, gradually louder, quieter, faster slower.

- **Technical control:** distinguish between singing and speaking. Copy simple rhythm patterns using instruments, body sounds and the voice with an introduction to a steady pulse and pitch.
- **Notation:** begin to follow written symbols.
- **Ensemble awareness:** begin to start and stop together with others.
- **Communication & audience:** explore sounds using instruments and voice, showing an awareness of tempo and dynamics.

Year  
6

- **Technical control:** know that the use of inter-related dimensions when playing and singing helps to tell the message of the piece.
- **Notation:** understand the differences between semibreves, minims, crotchets, quavers and their equivalent rests.
- **Ensemble awareness:** know how to self correct when a performance goes wrong.
- **Communication & audience:** understand that the way the performance is represented to the audience influences the quality of the performance and the messages the music is trying to convey.

Year  
5

- **Technical control:** know that the strong beat 1 of each bar will help me to play and sing in time
- **Notation:** understand the differences between semibreves, minims, crotchets and crotchet rests and paired quavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures.
- **Ensemble awareness:** know that eye contact during the performance will help us to stay in time and bring the piece together as a performance.
- **Communication & audience:** know that a performance starts before we play/sing and finishes after so consideration of how we enter and exit affects the performance.

Year  
4

- **Technical control:** know when to breathe developing an awareness of phrase.
- **Notation:** understand that a neutral clef is used for untuned instruments. Know that rhythm grids can be performed in different ways to change the sound.
- **Ensemble awareness:** understand the importance of knowing how to start and finish a piece.
- **Communication & audience:** know that different styles of music should be performed in different ways.

Year  
3

- **Technical control:** know that a drone is usually played on beat 1 and rings out for the other beats.
- **Notation:** know the values of a crotchet, paired quavers and minim and understand that where they are placed on the staff shows the pitch.
- **Ensemble awareness:** demonstrate an understanding of my own role within the ensemble and know that playing to a steady pulse will help us to start, stop and stay together.
- **Communication & audience:** know to watch others so that I know when to play.

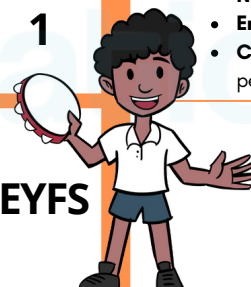
Year  
2

- **Technical control:** know that listening to the starting pitch will help me to start and stay in tune.
- **Notation:** know that if a symbol sits higher in space it represents a higher pitch.
- **Ensemble awareness:** know when and how to play by following signals.
- **Communication & audience:** be aware of the expectations when listening to others perform and when performing to an audience.

Year  
1

- **Technical control:** know that the pulse is the steady beat of the music. Know that standing up tall with my shoulders back will help improve my singing.
- **Notation:** know that images and symbols on a score show me when to play and when to stop.
- **Ensemble awareness:** know that different hand signals tell me how to play or sing.
- **Communication & audience:** know to make eye contact with my group and the audience when performing.

EYFS



- **Technical control:** know that when singing I can move my voice higher and lower.
- **Notation:** know that 'ta' is one sound and 'titi' is two sounds.
- **Ensemble awareness:** know to watch and listen to others to start and stop together.
- **Communication & audience:** know how to play different instruments e.g. shake, scrape, hit, blow.