

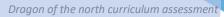
ELG

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aut 1		Sing a range of well-	- Identify the	- Identify the	- Identify the	- Identify the	- Identify the	- Identify the
		known nursery rhymes and songs;	pulse through	pulse through	pulse through	pulse through	pulse through	pulse through
Aut 2	Listen with	Listen attentively,	movement, using	movement,	movement, using	movement, using	movement,	movement,
	increased attention to	move to and talk about music,	different voice	using different	different voice	different voice	using different	using different
	sounds.	expressing their	production.	voice	production.	production.	voice	voice
	Respond to	feelings and responses.		production.			production.	production.
	what they have		- Play simple		- Play simple	- Play simple		
	heard, expressing	Perform songs, rhymes, poems and	rhythms and	- Play simple	rhythms and	rhythms and	- Play simple	- Play simple
		stories with others	melodies on	rhythms and	melodies on	melodies on	rhythms and	rhythms and
	and feelings.	(nativity)	tuned and	melodies on	tuned and	tuned and	melodies on	melodies on
		Sing in a group or	untuned	tuned and	untuned	untuned	tuned and	tuned and
		on their own, increasingly	percussion.	untuned	percussion.	percussion.	untuned	untuned
		matching the pitch and following the melody (nativity).	- Sing simple	percussion.			percussion.	percussion.
			melodies in		- Sing simple	- Sing simple		
			solfege	- Sing simple	melodies in	melodies in	- Sing simple	- Sing simple
			expressively and	melodies in	solfege	solfege	melodies in	melodies in
			creatively.	solfege	expressively and	expressively and	solfege	solfege
			Creativery.	expressively and	creatively.	creatively.	expressively and	expressively and
			- Respond and	creatively.			creatively.	creatively.
			interpret through					



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 Carricalan Map						
	movement	- Respond and	- Respond and	- Respond and	- Respond and	- Respond and
	changes in	interpret	interpret through	interpret through	interpret	interpret
	dynamics, speed,	through	movement	movement	through	through
	pitch and starting	movement	changes in	changes in	movement	movement
	and stopping.	changes in	dynamics, speed,	dynamics, speed,	changes in	changes in
	- Create simple	dynamics,	pitch and starting	pitch and starting	dynamics,	dynamics,
	rhythms using	speed, pitch and	and stopping.	and stopping.	speed, pitch and	speed, pitch and
	high and low	starting and			starting and	starting and
	sounds.	stopping.	- Create simple	- Create simple	stopping.	stopping.
	sourius.		rhythms using	rhythms using		
	- Identify visually	- Create simple	high and low	high and low	- Create simple	- Create simple
	and through	rhythms using	sounds.	sounds.	rhythms using	rhythms using
	movement,	high and low			high and low	high and low
	crotchets, quavers	sounds.	- Identify visually	- Identify visually	sounds.	sounds.
	and minims.		and through	and through		
		- Identify	movement,	movement,	- Identify	- Identify
		visually and	crotchets, quavers	crotchets,	visually and	visually and
		through	and minims,	quavers and	through	through
		movement,	semibreves and	minims,	movement,	movement,
		crotchets,	semi-quavers.	semibreves and	crotchets,	crotchets,
		quavers and		semi quavers.	quavers and	quavers and





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		minims,	- Notate simple		minims,	minims,
		semibreves and	rhythms and	- Notate simple	semibreves and	semibreves and
		semi-quavers.	conduct simple	rhythms and	semi-quavers.	semi-quavers.
			melodies using	conduct simple		
		- Notate simple	Solfege.	melodies using	- Notate simple	- Notate simple
		rhythms.		Solfege.	rhythms and	rhythms and
			- Identify and		conduct	conduct
			differentiate	- Identify and	melodies in	melodies in
			between and	differentiate	Solfege using	Solfege using
			perform 2	between and	the Major scale.	the Major scale.
			different musical	perform 2		
			parts as part of an	different musical	- Identify and	- Identify and
			ensemble.	parts as part of	differentiate	differentiate
				an ensemble.	between and	between and
			- Sing simple 2		perform 2	perform 2
			part melodies	- Sing simple 2	different	different
			using Solfege.	part melodies	musical parts as	musical parts as
				using Solfege.	part of an	part of an
			- Improvise simple		ensemble	ensemble
			four beat rhythms	- Improvise	(melody and	(melody and
			to the pulse.	simple four beat	chord shapes).	chord shapes).



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			rhythms to the		
			pulse.	- Sing simple 2	- Sing simple 2
				part melodies	part melodies
			- Recognise,	using Solfege.	using Solfege.
			interpret and		
			articulate	- Sing a Round	- Sing a Round
			between	in 4 parts.	in 4 parts.
			different sections		Improvise
			of a piece or song	- Improvise	simple four beat
			(AABA).	simple four beat	rhythms to the
				rhythms to the	pulse.
				pulse.	
					- Recognise,
				- Recognise,	interpret and
				interpret and articulate	articulate
				between	between
				different sections of a	different
				piece or song	sections of a
				(AABAC).	piece or song
					(AABAC).
Spr 1	Perform songs, rhymes, poems and		- Improvise and compose music		





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	1 = 5	0.00						
Spr 2		stories with others, and – when appropriate – try to move in time with music. Sing a range of well- known nursery rhymes and songs;	- Play tuned and untuned instruments musically			for a range of purposes using the inter-related dimensions of music	- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. - Use and understand staff and other	
Sum 1	Listen with increased attention to	Sing in a group or on their own, increasingly		- Experiment with, create, select and	- Improvise and compose music for a range of		musical notations	- Improvise and compose music for a range of
	Respond to what they have heard, expressing	matching the pitch and following the melody. Listen attentively, move to and talk		combine sounds using the interrelated dimensions of music.	purposes using the inter-related dimensions of music			purposes using the inter-related dimensions of music.



Dragon of the north curriculum assessment

Development matters

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	their thoughts and feelings.	about music, expressing their feelings and responses.				
Sum 2		Sing a range of well-known nursery rhymes and songs;	- Experiment with, create, select and combine sounds using the interrelated dimensions of music.			- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Use and understand staff and other musical notations.