

Primary Music Curriculum

Skills Progression Framework

Primary Music Curriculum Skills Progression Framework

The aim of this document is to provide a progression of musical skills for primary pupils from Reception to Year 6 in order to develop increasingly high standards of musical knowledge, understanding and skill. It is intended for use by specialist Curriculum Music Teachers from Bolton Music Service and also Primary Music Coordinators and non-specialist teachers responsible for leading and delivering the Primary Music Curriculum in schools.

The plan for each year group focuses on a set of skills to be developed over the year. The skills have been divided into '**Acting as a Musician**' and '**Thinking as a Musician**' and then subdivided again:

Acting as a Musician

- **Singing, Playing and Performing:** Singing and playing a range of tuned and untuned percussion instruments should be at the heart of the music curriculum and children should have regular opportunities to perform musically (both *formally* e.g. a class performance for parents and *informally* e.g. for their peers within a lesson.)
- **Exploring and Composing:** Children should have opportunities to be creative and imaginative and to compose and make choices about their own music. Composition and improvisation activities allow children to use and develop the skills they have been taught and also encourage collaborative work.

Thinking as a Musician

- **Transcribing:** As well as learning by ear, children should learn to use both invented symbols (graphic notation) and standard musical notation when singing, playing and composing. Musical notation exists to support musical learning and so learning musical notation should be done to support music-making.
- **Describing:** Children should have regular opportunities for listening and responding to music (including listening to music they have produced themselves, live music performances and carefully chosen recordings that reflect a wide range of cultures, times and places.) Such listening should then support children's composing and performing.

The activities chosen to develop these skills will depend on the children's previous knowledge and experience and what is relevant to them. Some schools use cross-curricular learning (or 'creative curriculum') and music can be used as a vehicle to support learning in other areas. Many primary school children will also experience whole class ensemble tuition (also known as First Access or Wider Opportunities). Therefore, even though each school's curriculum will look different, it is our aim in supporting schools to secure a consistent and progressive development of skills underpinning a diverse range of musical activities and opportunities. As a result, it will be possible to identify the musical progress which children make over time.

		EYFS Skills Progression
Acting as a musician	Singing, playing & performing	<ul style="list-style-type: none"> • Join in with simple songs and rhymes (with a limited pitch range) and begin to build a repertoire of songs. • Explore using the voice in different ways (e.g. whispering, singing, speaking, animal sounds.) • Copy a soh-me pattern with voice. • Move to the pulse of the music. • Imitate changes in dynamics (loud and quiet) and tempo (fast and slow) using voice, body percussion and instruments. • Explore the different sounds of musical instruments. • Copy simple rhythms based on words. • Experience and develop awareness of rhythm and rhyme in speech.
	Exploring & composing	<ul style="list-style-type: none"> • Experiment with and change sounds (voice, body percussion, instruments and sound makers.) • Create simple representations of events, people and objects and feelings using sounds. • Suggest words and sounds to add to simple songs e.g. choosing an animal when singing 'Old Macdonald') • Experience using simple music technology (e.g. CD player.)
Thinking as a musician	Transcribing	<ul style="list-style-type: none"> • Suggest symbols to represent sounds e.g. large foot for Daddy Bear, small foot for Baby Bear.
	Describing	<ul style="list-style-type: none"> • Move body in response to different pieces of music, responding to obvious changes in tempo and dynamics. • Respond to obvious changes in pitch e.g. stand up/ sit down. • Know that different instruments make different sounds and match instruments to sounds.

		Year 1 Skills Progression
Acting as a musician	Singing, playing & performing	<ul style="list-style-type: none"> • Perform simple songs from memory, singing collectively at the same pitch. • Explore using the voice in different ways. • Explore using the voice expressively and creatively. • Find the pulse of a piece of music with some support (by movement or clapping.) • Copy a simple rhythm. • Explore crescendo (getting louder) and diminuendo (getting quieter) vocally and instrumentally. • Explore accelerando (getting faster) and rallentando (getting slower) vocally and instrumentally. • Sing in unison and sing call and response songs. • Respond to simple visual clues e.g. stop, go, loud, quiet. • Begin to use the 'thinking' voice.
	Exploring & composing	<ul style="list-style-type: none"> • Create music as a response to a stimulus e.g. a rocket launching, a rainstorm, a rockpool etc. choosing and using appropriate instruments to create an idea. • Experiment with, create, select and combine sounds using the inter-related dimensions.
Thinking as a musician	Transcribing	<ul style="list-style-type: none"> • Follow pictures and symbols to support singing and playing e.g. 4 spots=4 taps on the drum • Suggest symbols to represent sounds. • Experience using Music Technology to capture, change and combine sounds.
	Describing	<ul style="list-style-type: none"> • Recognise changes in dynamics, tempo and timbre. • Respond physically to high and low sounds. • Name some common hand-held percussion instruments and recognise their sounds aurally. • Listen to a variety of music from a range of cultures, traditions and historical periods; express own opinions and feelings about the music.

		Year 2 Skills Progression
Acting as a musician	Singing, playing & performing	<ul style="list-style-type: none"> • Sing songs with a wider pitch range (C-C) showing a sense of melodic shape. • Sing lah-soh-me songs with accurate pitch matching. • Explore using the voice expressively and creatively. • Copy a simple rhythm on a percussion instrument. • Beat the pulse of a piece of music, using body and using a percussion instrument. • Begin to identify the difference between pulse and rhythm. • Internalise a steady pulse e.g. use the 'thinking voice' to 'sing' short extracts in own head. • Create crescendo (getting louder) and diminuendo (getting quieter) vocally and instrumentally. • Create accelerando (getting faster) and rallentando (getting slower) vocally and instrumentally. • Experience singing songs with different structures e.g. verse/ chorus. • Add simple accompaniments to songs using tuned and untuned percussion instruments e.g. drones or keeping pulse on a drum.
	Exploring & composing	<ul style="list-style-type: none"> • Create music as a response to a stimulus e.g. a rocket launching, a rainstorm, a rockpool etc. choosing and using appropriate instruments to create an idea. • Experiment with, create, select, combine and sequence sounds using the inter-related dimensions. • Clap a simple rhythmic pattern for others to copy.
Thinking as a musician	Transcribing	<ul style="list-style-type: none"> • Use a simple graphic score for performing or as a stimulus for composition. • Begin to recognise the link between shape and pitch in graphic notations. • Experience using Music Technology to capture, change and combine sounds.
	Describing	<ul style="list-style-type: none"> • Identify patterns of one and two sounds per beat and use rhythm names (walk/jogging or ta/te-te). • Know that pitch means 'high and low' and identify high and low sounds when listening to a piece of music. • Recognise changes in dynamics, tempo and timbre and explain in simple ways how these changes affect the music. • Listen with concentration to a range of recorded and live music and express an opinion about the music. • Group instruments in different ways e.g. according to how they are played, wooden/metal/skin etc.

		Year 3 Skills Progression
Acting as a musician	Singing, playing & performing	<ul style="list-style-type: none"> • Sing a growing range of songs in tune and with expression. • Experience singing canons, simple rounds and other partner songs. • Understand the difference between pulse and rhythm. • Choose and maintain an appropriate pulse. • Play simple ostinato parts (repeating rhythms) on percussion instruments. • Play simple melodic patterns using a small number of notes. • Show control of dynamics and tempo when singing and playing, following physical signals. • Begin to show an awareness of the audience when performing.
	Exploring & composing	<ul style="list-style-type: none"> • Compose music for a range of purposes, thoughtfully using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas. • Begin to improvise and compose simple rhythmic patterns within a given structure. • Compose, rehearse and perform with others and begin to improve own work.
Thinking as a musician	Transcribing	<ul style="list-style-type: none"> • Recognise the symbols for crotchets, quavers and crotchet rests. • Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains crotchets, quavers and crotchet rests. • Begin to show the link between shape and pitch using graphic notations. • Explore and develop using Music Technology to capture, change and combine sounds.
	Describing	<ul style="list-style-type: none"> • Identify patterns of one and two sounds per beat plus rests and use rhythm names (walk/jogging/rest or ta/te-te.) • Recognise pitch changes and motifs (repeating phrases) in a piece of music. • Listen with increasing concentration and recognise how the inter-related dimensions of music can be used to create different moods and effects. • Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make. • Appreciate and understand a growing range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

		Year 4 Skills Progression
Acting as a musician	Singing, playing & performing	<ul style="list-style-type: none"> • Sing within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing. • Sing canons, rounds and other partner songs with increased control. • Choose and maintain an appropriate pulse. • Maintain an ostinato part (repeating rhythm), keeping to the pulse • Maintain a simple melody, vocally or on an instrument, keeping to the pulse. • Show control of dynamics and tempo when singing and playing, following physical signals and written symbols (pp p mp mf f ff < > accelerando rallentando.) • Maintain an independent part when singing or playing in two parts e.g. ostinato, drone, simple part singing. • Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression.
	Exploring & composing	<ul style="list-style-type: none"> • Compose music for a range of purposes, thoughtfully using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas. • Create simple rhythmic patterns, melodies and accompaniments. • Compose and perform within given structures e.g. ABA, rondo, call and response. • Make improvements to own work, giving reasons for changes made.
Thinking as a musician	Transcribing	<ul style="list-style-type: none"> • Recognise the symbols for minims, crotchets, quavers and crotchet rests. • Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains minims, crotchets, quavers and crotchet rests. • Experience staff notation and begin to understand how pitch is represented on a staff. • Explore and develop using Music Technology to capture, change and combine sounds.
	Describing	<ul style="list-style-type: none"> • Identify patterns of one and two sounds per beat plus rests and two beat sounds and use rhythm names (walk/jogging/rest/stride.) • Recognise how pitch changes can be used to convey a character or theme. • Listen with increasing concentration and describe how the inter-related dimensions of music can be used to create different moods and effects. • Recognise the different instrumental families when listening to a piece of live or recorded music. • Appreciate and understand a growing range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

		Year 5 Skills Progression
Acting as a musician	Singing, playing & performing	<ul style="list-style-type: none"> • Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style. • Play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece. • Maintain a strong sense of pulse and recognise when going out of time. • Confidently and appropriately make use of dynamics and tempo when performing, following physical signals and written symbols (pp p mp mf f ff < > accelerando rallentando.) • Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression. • Conform to the etiquette of performance situations as a musician and as an audience member.
	Exploring & composing	<ul style="list-style-type: none"> • Improvise and compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas. • Improvise and compose rhythmic patterns and melodic patterns within given parameters e.g; structures, using particular notes. • Make improvements to my own work, giving reasons using appropriate musical vocabulary.
Thinking as a musician	Transcribing	<ul style="list-style-type: none"> • Recognise the symbols for semibreves, minims, crotchets, quavers, semi-quavers and crotchet rests. • Follow notated rhythms and melody lines as an aid to performance. • Identify different metres (2 3 4) with increasing confidence. • Combine layers of sound using Music Technology software e.g. Garage Band, Audacity.
	Describing	<ul style="list-style-type: none"> • Listen with attention to detail and recall sounds with increasing aural memory. • Understand, recognise and describe how the inter-related dimensions of music can be used to create different moods and effects using appropriate musical vocabulary. • Recognise and name a growing number of individual instruments within instrumental families. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Begin to relate music across time to other factors such as world events and to develop a basic idea of a musical timeline.

		Year 6 Skills Progression
Acting as a musician	Singing, playing & performing	<ul style="list-style-type: none"> • Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style. • Play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece. • Maintain an independent part when singing or playing, showing an awareness of how parts fit together. • Refine use of dynamics and tempo when performing, following physical signals and written symbols (pp p mp mf f ff < > accelerando rallentando.) • Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression. • Conform to the etiquette of performance situations as a musician and as an audience member.
	Exploring & composing	<ul style="list-style-type: none"> • Improvise and compose music for a range of purposes, refining the use of the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas. • Improvise and compose rhythmic patterns and melodic patterns within given parameters e.g; structures, using particular notes. • Suggest improvements to my own and others' work using appropriate musical vocabulary.
Thinking as a musician	Transcribing	<ul style="list-style-type: none"> • Recognise the symbols for semibreves, minims, crotchets, quavers, semi-quavers and crotchet rests. • Experience notation for dotted rhythms. • Use notation on the staff with increasing confidence. • Combine layers of sound using Music Technology software e.g. Garage Band, Audacity.
	Describing	<ul style="list-style-type: none"> • Listen with attention to detail and recall sounds with increasing aural memory. • Understand, recognise and describe how the inter-related dimensions of music can be used to create different moods and effects using appropriate musical vocabulary. • Recognise and name a growing number of individual instruments within instrumental families. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Begin to relate music across time to other factors such as world events and to develop a basic idea of a musical timeline. • Describe, compare and evaluate different kinds of music using appropriate vocabulary.

SKILLS PROGRESSION – EYFS & KS1

		EYFS	Year 1	Year 2
Acting as a musician	Singing, playing & performing	<ul style="list-style-type: none"> • Join in with simple songs and rhymes (with a limited pitch range) and begin to build a repertoire of songs. • Explore using the voice in different ways (e.g. whispering, singing, speaking, animal sounds.) • Copy a soh-me pattern with voice. • Move to the pulse of the music. • Imitate changes in dynamics (loud and quiet) and tempo (fast and slow) using voice, body percussion and instruments. • Explore the different sounds of musical instruments. • Copy simple rhythms based on words. • Experience and develop awareness of rhythm and rhyme in speech. 	<ul style="list-style-type: none"> • Perform simple songs from memory, singing collectively at the same pitch. • Explore using the voice in different ways. • Explore using the voice expressively and creatively. • Find the pulse of a piece of music with some support (by movement or clapping.) • Copy a simple rhythm. • Explore crescendo (getting louder) and diminuendo (getting quieter) vocally and instrumentally. • Explore accelerando (getting faster) and rallentando (getting slower) vocally and instrumentally. • Sing in unison and sing call and response songs. • Respond to simple visual clues e.g. stop, go, loud, quiet. • Begin to use the 'thinking' voice. 	<ul style="list-style-type: none"> • Sing songs with a wider pitch range (C-C) showing a sense of melodic shape. • Sing lah-soh-me songs with accurate pitch matching. • Explore using the voice expressively and creatively. • Copy a simple rhythm on a percussion instrument. • Beat the pulse of a piece of music, using body and using a percussion instrument. • Begin to identify the difference between pulse and rhythm. • Internalise a steady pulse e.g. use the 'thinking voice' to 'sing' short extracts in own head. • Create crescendo (getting louder) and diminuendo (getting quieter) vocally and instrumentally. • Create accelerando (getting faster) and rallentando (getting slower) vocally and instrumentally. • Experience singing songs with different structures e.g. verse/ chorus. • Add simple accompaniments to songs using tuned and untuned percussion instruments e.g. drones or keeping pulse on a drum.

<p style="text-align: center;">Acting as a musician</p>	<p style="text-align: center;">Exploring & composing</p>	<ul style="list-style-type: none"> • Experiment with and change sounds (voice, body percussion, instruments and sound makers.) • Create simple representations of events, people and objects and feelings using sounds. • Suggest words and sounds to add to simple songs e.g. choosing an animal when singing 'Old Macdonald') • Experience using simple music technology (e.g. CD player.) 	<ul style="list-style-type: none"> • Create music as a response to a stimulus e.g. a rocket launching, a rainstorm, a rock-pool etc. choosing and using appropriate instruments to create an idea. • Experiment with, create, select and combine sounds using the inter-related dimensions. 	<ul style="list-style-type: none"> • Create music as a response to a stimulus e.g. a rocket launching, a rainstorm, a rock-pool etc. choosing and using appropriate instruments to create an idea. • Experiment with, create, select, combine and sequence sounds using the inter-related dimensions. • Clap a simple rhythmic pattern for others to copy.

Thinking as a musician	Transcribing	<ul style="list-style-type: none"> • Suggest symbols to represent sounds e.g. large foot for Daddy Bear, small foot for Baby Bear. 	<ul style="list-style-type: none"> • Follow pictures and symbols to support singing and playing e.g. 4 spots=4 taps on the drum • Suggest symbols to represent sounds. • Experience using Music Technology to capture, change and combine sounds. 	<ul style="list-style-type: none"> • Use a simple graphic score for performing or as a stimulus for composition. • Begin to recognise the link between shape and pitch in graphic notations. • Experience using Music Technology to capture, change and combine sounds.
	Describing	<ul style="list-style-type: none"> • Move body in response to different pieces of music, responding to obvious changes in tempo and dynamics. • Respond to obvious changes in pitch e.g. stand up/ sit down. • Know that different instruments make different sounds and match instruments to sounds. 	<ul style="list-style-type: none"> • Recognise changes in dynamics, tempo and timbre. • Respond physically to high and low sounds. • Name some common hand-held percussion instruments and recognise their sounds aurally. • Listen to a variety of music from a range of cultures, traditions and historical periods; express own opinions and feelings about the music. 	<ul style="list-style-type: none"> • Identify patterns of one and two sounds per beat and use rhythm names (walk/jogging or ta/te-te). • Know that pitch means 'high and low' and identify high and low sounds when listening to a piece of music. • Recognise changes in dynamics, tempo and timbre and explain in simple ways how these changes affect the music. • Listen with concentration to a range of recorded and live music and express an opinion about the music. • Group instruments in different ways e.g. according to how they are played, wooden/metal/skin etc.

SKILLS PROGRESSION – KS2

		Year 3	Year 4	Year 5	Year 6
Acting as a musician	Singing, playing & performing	<ul style="list-style-type: none"> • Sing a growing range of songs in tune and with expression. • Experience singing canons, simple rounds and other partner songs. • Understand the difference between pulse and rhythm. • Choose and maintain and appropriate pulse. • Play simple ostinato parts (repeating rhythms) on percussion instruments. • Play simple melodic patterns using a small number of notes. • Show control of dynamics and tempo when singing and playing, following physical signals. • Begin to show an awareness of the audience when performing. 	<ul style="list-style-type: none"> • Sing within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing. • Sing canons, rounds and other partner songs with increased control. • Choose and maintain and appropriate pulse. • Maintain an ostinato part (repeating rhythm), keeping to the pulse. • Maintain a simple melody, vocally or on an instrument, keeping to the pulse. • Show control of dynamics and tempo when singing and playing, following physical signals and written symbols (pp p mp mf f ff < > accelerando rallentando.) • Maintain an independent part when singing or playing in two parts e.g. ostinato, drone, simple part singing. • Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression. 	<ul style="list-style-type: none"> • Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style. • Play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece. • Maintain a strong sense of pulse and recognise when going out of time. • Confidently and appropriately make use of dynamics and tempo when performing, following physical signals and written symbols (pp p mp mf f ff < > accelerando rallentando.) • Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression. • Conform to the etiquette of performance situations as a musician and as an audience member. 	<ul style="list-style-type: none"> • Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style. • Play or sing a rhythmic pattern or melody and maintain it as part of a multi-layered ensemble piece. • Maintain an independent part when singing or playing, showing an awareness of how parts fit together. • Refine use of dynamics and tempo when performing, following physical signals and written symbols (pp p mp mf f ff < > accelerando rallentando.) • Play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression. • Conform to the etiquette of performance situations as a musician and as an audience member.

Acting as a musician	Exploring & composing	<ul style="list-style-type: none"> • Compose music for a range of purposes, thoughtfully using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas. • Begin to improvise and compose simple rhythmic patterns within a given structure. • Compose, rehearse and perform with others and begin to improve own work. 	<ul style="list-style-type: none"> • Compose music for a range of purposes, thoughtfully using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas. • Create simple rhythmic patterns, melodies and accompaniments. • Compose and perform within given structures e.g. ABA, rondo, call and response. • Make improvements to own work, giving reasons for changes made. 	<ul style="list-style-type: none"> • Improvise and compose music for a range of purposes, confidently and appropriately using the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas. • Improvise and compose rhythmic patterns and melodic patterns within given parameters e.g; structures, using particular notes. • Make improvements to my own work, giving reasons using appropriate musical vocabulary. 	<ul style="list-style-type: none"> • Improvise and compose music for a range of purposes, refining the use of the inter-related dimensions of music to create specific effects, moods, atmospheres and ideas. • Improvise and compose rhythmic patterns and melodic patterns within given parameters e.g; structures, using particular notes. • Suggest improvements to my own and others' work using appropriate musical vocabulary.

Thinking as a musician	Transcribing	<ul style="list-style-type: none"> • Recognise the symbols for crotchets, quavers and crotchet rests. • Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains crotchets, quavers and crotchet rests. • Begin to show the link between shape and pitch using graphic notations. • Explore and develop using Music Technology to capture, change and combine sounds. 	<ul style="list-style-type: none"> • Recognise the symbols for minims, crotchets, quavers and crotchet rests. • Read and clap/tap a 4 beat pattern (e.g. from a flashcard) that contains minims, crotchets, quavers and crotchet rests. • Experience staff notation and begin to understand how pitch is represented on a staff. • Explore and develop using Music Technology to capture, change and combine sounds. 	<ul style="list-style-type: none"> • Recognise the symbols for semibreves, minims, crotchets, quavers, semi-quavers and crotchet rests. • Follow notated rhythms and melody lines as an aid to performance. • Identify different metres (2 3 4) with increasing confidence. • Combine layers of sound using Music Technology software e.g. Garage Band, Audacity. 	<ul style="list-style-type: none"> • Recognise the symbols for semibreves, minims, crotchets, quavers, semi-quavers and crotchet rests. • Experience notation for dotted rhythms. • Use notation on the staff with increasing confidence. • Combine layers of sound using Music Technology software e.g. Garage Band, Audacity.
------------------------	--------------	---	--	---	---

	Describing	<ul style="list-style-type: none"> • Identify patterns of one and two sounds per beat plus rests and use rhythm names (walk/jogging/rest or ta/te-te.) • Recognise pitch changes and motifs (repeating phrases) in a piece of music. • Listen with increasing concentration and recognise how the inter-related dimensions of music can be used to create different moods and effects. • Recognise the different instrumental families when watching musical performances and begin to recognise the sounds they make. • Appreciate and understand a growing range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. 	<ul style="list-style-type: none"> • Identify patterns of one and two sounds per beat plus rests and two beat sounds and use rhythm names (walk/jogging/rest/stride.) • Recognise how pitch changes can be used to convey a character or theme. • Listen with increasing concentration and describe how the inter-related dimensions of music can be used to create different moods and effects. • Recognise the different instrumental families when listening to a piece of live or recorded music. • Appreciate and understand a growing range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. 	<ul style="list-style-type: none"> • Listen with attention to detail and recall sounds with increasing aural memory. • Understand, recognise and describe how the inter-related dimensions of music can be used to create different moods and effects using appropriate musical vocabulary. • Recognise and name a growing number of individual instruments within instrumental families. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Begin to relate music across time to other factors such as world events and to develop a basic idea of a musical timeline. 	<ul style="list-style-type: none"> • Listen with attention to detail and recall sounds with increasing aural memory. • Understand, recognise and describe how the inter-related dimensions of music can be used to create different moods and effects using appropriate musical vocabulary. • Recognise and name a growing number of individual instruments within instrumental families. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Begin to relate music across time to other factors such as world events and to develop a basic idea of a musical timeline. • Describe, compare and evaluate different kinds of music using appropriate vocabulary.
--	------------	---	--	--	---