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| **Music** | **EYFS** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **Appraising** | * Can children sing songs, make music and dance, and experiment with ways of changing them? | * Can they form an opinion to express how they feel about a piece of music? * Can they identify what different sounds could represent and give a reason why? * Can they recognise repeated patterns? * Can they tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds? * Can they hear the pulse in a piece music? * Can they tell the difference between loud and quiet sounds? | * Can they identify particular features when listening to music? * Can they begin to associate sounds they hear with instruments? * Can they independently identify the pulse in a piece of music and tap along? * Can they listen carefully to recall short rhythmic patterns? * Can they begin to recognise changes in timbre, dynamics and pitch? * Are they able to recognise and name different instruments by sight? * Can they evaluate and improve their own work and give reasons? | * Can they use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music? * Can they evaluate and improve their work, explaining how it has improved using a success criterion? * Can they recognise the work of at least one famous composer? * Do they know that music can be played or listened to for a variety of purposes (including different cultures and periods in history)? * Are they able to recognise a range of instruments by ear? * Can they internalise the pulse in a piece of music? * Can they recognise the symbol for crotchet and crotchet rests? * Do they know that high on the staff means a higher pitch? * Can they identify the features within a piece of music? | * Can they explain why silence is used in a piece of music and say what effect it has? * Can they start to identify the character of a piece of music? * Can they begin to identify with the style of work of established composers (e.g., Beethoven, Mozart, Elgar * Can they use musical words; pitch, duration, timbre, dynamics and composition to describe a piece of music and composition? | * Can they describe, compare and evaluate music using musical vocabulary? * Can they suggest improvements to their own or others’ work? * Can they choose the most appropriate tempo for a piece of music? * Can they identify and begin to evaluate the features within different pieces of music? * Can they contrast the work of established composers and show preferences? | * Can they refine and improve their work? * Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? * Can they compare and contrast the impact that different composers from different times will have had on the people of the time? * Can they analyse features within different pieces of music? |
| **Composing** | * Can they make a range of sounds with their voice? * Can they make a range of sounds with instruments? * Can they identify changes in sounds? * Can they tell the difference between long and short sounds? * Can they repeat (short rhythmic and melodic) patterns? * Can they represent sounds pictorially? purpose? | * Can they order sounds to create a beginning, middle and end? * Can they represent sounds pictorially with increasing relevance? * Can they choose sounds to achieve an effect (including use of technology)? * Can they begin to compose short melodic patterns using two or three notes (tuned instruments/voice)? * Can they create short, rhythmic patterns sequences of long and short sounds? * Are they selective in the control used on an instrument in order to create an intended effect? * Can they create their own symbols to represent sounds? * Can they choose sounds to create an effect on the listener? | * Can they create repeated patterns using instruments? * Can they create accompaniments for melodies? * Can they combine different sounds to create a specific mood or feeling? * Do they understand how the use of tempo can provide contrast within a piece of music? * Can they begin to read and write musical notation? * Can they effectively choose, order, combine and control sounds to create different textures? * Can they use silent beats for effect (rests)? * Can they combine different musical elements (e.g. fast/slow, high/low?   loud/soft) in their composition | * Can they use notations to record and interpret sequences or pitches? * Can they begin to use standard notation? * Can they use notations to record compositions in a small group or on their own? * Can they use notation in a performance? * Can they combine groups of beats? | * Can they use technology to change sounds or organize them differently to change the effect? * Can they choose the most appropriate tempo for a piece of music? | * Do they recognise that different forms of notation serve different purposes? * Can they use a variety of different musical devices in their composition? (e.g., melody and rhythms) * Can they use technology to compose music which meets a specific criterion? |
| **Performing** | * Can they use their voice to speak/sing/chant? * Do they join in with singing? * Can they clap short rhythmic patterns? * Can they use instruments to perform a simple piece? * Can they respond to musical indications about when to play or sing? * Can they respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse? | * Can they understand the importance of a warmup? * Can they follow the melody using their voice or an instrument? * Can they sing songs as an ensemble following the tune (melody) well? * Can they perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes)? * Can they play simple rhythmic patterns on an instrument? * Can they sing/clap a pulse increasing or decreasing in tempo? * Do they have control when playing instruments? * Can they perform musical patterns keeping a steady pulse? | * Do they sing songs from memory with increasing expression, accuracy and fluency? * Do they maintain a simple part within an ensemble? * Do they modulate and control their voice when singing and pronounce the words clearly? * Can they play notes on tun ed and un- and accuracy? * Can they improvise (including call and response) within a group using the voice? * Can they collaborate to create a piece of music? | * Can they perform a simple part of an ensemble rhythmically? * Can they sing songs from memory with increasing expression, accuracy and fluency? * Can they improvise using repeated patterns with increasing accuracy and fluency? | * Can they sing and use their understanding of meaning to add expression? * Can they perform ‘by ear’ and from simple notations? * Can they improvise within a group using melodic and rhythmic phrases? * Can they recognise and use basic structural forms e.g., rounds, variations, rondo form? * Can they maintain their part whilst others are performing their part? | * Can they sing a harmony part confidently and accurately? * Can they perform using notations? * Can they take the lead in a performance? * Can they take on a solo part? * Can they provide rhythmic support? * Can they perform parts from memory? |