

EYFS Music

Appraising

- They can give an opinion on a piece of music, say if they like or dislike it or how it makes them feel.
- They can begin to describe the sounds that they can hear- high, low, fast, slow, quiet or loud).
- They can begin to take note of others performing and how it makes them feel.
- They can listen to a piece of music and say what it could be used for such as Christmas songs for Christmas.

Composing

- They can make short rhythmic patterns.
- They can use their voices or bodies to make sounds.
- They can make a range of sounds using untuned percussion.

Performing

- They can clap short rhythmic patterns.
- They can experiment with creating sounds with different instruments.
- They can use their voice to speak/sing/chant or make different noises.
- They can follow instructions to know when to join in.

Year 1 Music

Appraising	Composing	Performing
<ul style="list-style-type: none">• They can identify some instruments in a piece of music.• They can hear the pulse in the music? Can they clap along.• They can begin to explain what the mood of a piece of music is.• They can begin to identify repeating patterns in music.• They can tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds.	<ul style="list-style-type: none">• They can begin to choose sounds to make music.• They can begin to make musical patterns by selecting a range of long and short sounds.• They can begin to look at notation when creating a piece of music.• They can begin to understand why musical instruments may be chosen for different musical pieces.	<ul style="list-style-type: none">• They can confidently use their voices in different ways such as speaking, singing and chanting.• They can use instruments to perform a simple piece of music.• They can make long and short sounds using their voices and instruments.• They can sing/play with a beginning awareness of pulse and rhythm.

Year 2 Music

Appraising	Composing	Performing
<ul style="list-style-type: none"> • They can identify some instruments in a piece of music and say why they might have been used. • They can hear the pulse in the music? Can they recognise changes in dynamics, pitch and timbre. • They can begin to explain what the mood of a piece of music is and if they like it. • They can begin to identify repeating patterns in music. • They can begin to identify different instruments by sight. • They can begin to evaluate their own pieces of work. 	<ul style="list-style-type: none"> • They can begin to choose sounds to make a piece of music that has a clear beginning, middle and end. • They can create musical patterns by selecting a range of long and short sounds. • They can begin to use notation or pictorial representations to show their piece of music. • They can begin to understand why musical instruments may be chosen for different musical pieces and choose these to create an effect. • They can use two or three notes to create a simple melody. 	<ul style="list-style-type: none"> • They can follow along to a piece of music using their voices or an instrument. • They can use instruments to perform a simple piece of music and follow the direction of a leader. • They can sing/play a pulse that changes in tempo. • They can choose instruments that fit with the mood of the music. • They can keep control when playing an instrument or singing.

Year 3 Music

Appraising	Composing	Performing
<ul style="list-style-type: none"> • They can identify a range of instruments in a piece of music and say why they have been used. • They can use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music. • They can hear the pulse in the music. They can internalise this instead of clapping along. • They can begin to identify repeating patterns in music. • They can begin to identify different instruments by sight and what they have listened to. • They can begin to evaluate their own pieces of work using a success criterion. • They can begin to describe music using appropriate vocabulary. • They can begin to compare different pieces of music. • They can begin to recognise music from different times and cultures. 	<ul style="list-style-type: none"> • They can create accompaniments for tunes (using riffs). • They can create extended musical patterns by selecting a range of long and short sounds. • They can begin to use notation correctly to show their piece of music. • They can begin to choose musical instruments to fit different musical pieces in order to create an effect. • They can use three or four notes to create a simple melody. • They can combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in their composition. 	<ul style="list-style-type: none"> • They can perform a song/ a piece of music from memory with the correct pitch, tempo and dynamics. • They can improvise using their voices as part of a group. • They can use instruments to perform a simple piece of music within in a group? • They can choose instruments that fit with the mood of the music and explain why they have chosen these. • They can keep control when playing an instrument or singing.

Year 4 Music		
Appraising	Composing	Performing
<ul style="list-style-type: none"> • They can identify a range of instruments in a piece of music and say why they have been used. • They can use more musical dimension vocabulary to describe music—duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. • They can identify repeating patterns in music. • They can identify different instruments by sight and what they have listened to. • They can evaluate their own pieces of work using a success criterion. • They can describe music using appropriate vocabulary. • They can begin to compare different pieces of music. • They can begin to recognise music from different times and cultures and explain their differences. • They can begin to understand the relationship between lyrics and melody. 	<ul style="list-style-type: none"> • They can begin to use notation correctly to show their piece of music and track its' pitch. • They can begin to choose musical instruments for different musical pieces in order to create an effect. • They can use four or five notes to create a simple melody. • They can begin to use a variety of different musical devices including melody and rhythm. • They can combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in their composition. • They can create and repeat extended rhythmical patterns, using a range of percussion and tuned instruments. 	<ul style="list-style-type: none"> • They can perform a song/ a piece of music from memory with the correct pitch, tempo and dynamics. • They can perform with control and awareness of what others are singing/ playing. • They can improvise using their voices as part of a group using 2 notes. • They can use instruments to perform a piece of music within in a group. • They can choose instruments that fit with the mood of the music and explain why they have chosen these. • They can sing songs from memory with increasing expression, accuracy and fluency.

Year 5 Music

Appraising	Composing	Performing
<ul style="list-style-type: none"> • They can identify a range of instruments in a piece of music and say why they have been used. They can say how they sound. • They can confidently use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo). • They can name instruments by sight and identify them in a piece of music. • They can evaluate their own pieces of work using a success criterion. • They can describe music using appropriate vocabulary. • They can begin to compare different pieces of music. • They can describe properties of music from different times and cultures and explain their differences. • They can create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/structure). 	<ul style="list-style-type: none"> • They can begin to use standard notation correctly to show their piece of music. • They can choose a correct tempo for a piece of music. • They can choose musical instruments for different musical pieces in order to create an effect. They can say why they have chosen these. • They can compose a melody using five or more notes. • They can begin to use a variety of different musical devices including melody and rhythm. • They can combine all musical dimensions in their composition. • They can create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes and intervals). • They can begin to use technology to compose a piece of music. 	<ul style="list-style-type: none"> • They can perform a song/ a piece of music from memory with the correct pitch, tempo and dynamics. • They can perform with control and expression to their voice. • They can improvise within a group using melodic and rhythmic phrases. • They can choose instruments that fit with the mood of the music and explain why they have chosen these. • They can perform in solo and ensemble contexts using a variety of techniques, confidently and expression. • They can maintain their own part and be aware how the different parts fit together.

Year 6 Music

Appraising	Composing	Performing
<ul style="list-style-type: none"> • They can identify a range of instruments in a piece of music and say why they have been used. They can say how they sound. • They can use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo). • They can name instruments by sight and identify them in a piece of music. • They can evaluate their own pieces of work using a success criterion. • They can describe music using appropriate vocabulary. • They can begin to compare different pieces of music. • They can describe properties of music from different times and cultures and explain their differences. • They can use knowledge of how lyrics reflect cultural context and have social meaning. • They can create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/structure). 	<ul style="list-style-type: none"> • They can begin to use standard notation correctly to show their piece of music. • They can improvise using 5 or more notes to compose and perform melodies. • They can choose a correct tempo for a piece of music. • They can choose musical instruments for different musical pieces in order to create an effect. They can say why they have chosen these. • They can compose a melody using five or more notes. • They can use a variety of different musical devices in their composition? (e.g. melody, rhythms and chords). • They can combine all musical dimensions in their composition. • They can create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes and intervals). • They can begin to use technology to compose a piece of music. 	<ul style="list-style-type: none"> • They can perform a song/ a piece of music from memory with the correct pitch, tempo and dynamics. • They can perform with control and expression to their voice. • They can begin to sing/play a harmony part. • They can identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performances. • They can perform in solo and ensemble contexts using a variety of techniques, confidently and expression. • They can maintain their own part and be aware how the different parts fit together. • They can take the lead in a group performance.

