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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?
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| **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?
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| **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?
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