

Y1

Objectives

Performing

- Do they sing and follow the melody (tune)?
- Do they sing accurately at a given pitch?
- Can they perform simple patterns and accompaniments keeping a steady pulse?
- Can they perform with others?
- Can they play simple rhythmic patterns on an instrument?
- Can they sing/clap a pulse increasing or decreasing in tempo?
- Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?

Composing (incl notation)

- Can they order sounds to create a beginning, middle and end?
- Can they create music in response to different starting points?
- Can they choose sounds which create an effect?
- Can they use symbols to represent sounds?
- Can they make connections between notations and musical sounds?
- Can they use simple structures in a piece of music?
- Do they know that phrases are where we breathe in a song?

Appraising

- Can they improve their own work?
- Can they listen out for particular things when listening to music?
- Do they recognise sounds that move by steps and by leaps?

Y2

KPI

Performing

- Can they use their voice to speak/sing/chant?
- Do they join in with singing? Can they use instruments to perform?
- Can they clap short rhythmic patterns?
- Do they look at their audience when they are performing?
- Can they copy sounds?
- Can they make loud and quiet sounds?
- Do they know that the chorus keeps being repeated?

Music Appreciation

- Distinguish the sounds of different musical instruments.
- Listen to music and create their own work in response.
- Express their responses to music in multiple ways (drawings, games songs, dance, oral discussion)
- Explore body and untuned percussion instrument sounds.
Recognise different sources of music in daily life.

Creating

- Use the voice and body to create musical patterns.
- Explore sound as a means of expressing imaginative ideas/
- Recreate sounds from familiar experiences.
- Participate in performing and creating music both individually and collectively.
- Create their own basic musical instruments.

Composing (incl notation)

- Can they make different sounds with their voice?
- Can they make different sounds with instruments?
- Can they identify changes in sounds?
- Can they change the sound?
- Can they repeat (short rhythmic and melodic) patterns?
- Can they make a sequence of sounds?
- Can they show sounds by using pictures?

- Can they tell the difference between long and short sounds?
- Can they tell the difference between high and low sounds?
- Can they give a reason for choosing an instrument?

Appraising

- Can they respond to different moods in music?
- Can they say how a piece of music makes them feel?
- Can they say whether they like or dislike a piece of music?
- Can they choose sounds to represent different things?
- Can they recognise repeated patterns?
- Can they follow instructions about when to play or sing?
- Can they tell the difference between a fast and slow tempo?
- Can they tell the difference between loud and quiet sounds?
- Can they identify two types of sound happening at the same time?

Y3

KPI

Performing

- Do they sing in tune with expression?
- Do they control their voice when singing?
- Can they play clear notes on instruments?
- Can they work with a partner to create a piece of music using more than one instrument?

Composing (including notation)

- Can they use different elements in their composition?
- Can they create repeated patterns with different instruments?
- Can they compose melodies and songs?
- Can they create accompaniments for tunes?
- Can they combine different sounds to create a specific mood or feeling?
- Do they understand metre in 2 and 3 beats; then 4 and 5 beats?
- Do they understand how the use of tempo can provide contrast within a piece of music?

Appraising

- Can they improve their work; explaining how it has improved?
- Can they use musical words (the elements of music) to describe a piece of music and compositions?
- Can they use musical words to describe what they like and dislike?
- Can they recognise the work of at least one famous composer?
- Can they tell whether a change is gradual or sudden?
- Can they identify repetition, contrasts and variations?

Y4

KPI

Performing

- Can they perform a simple part rhythmically?
- Can they sing songs from memory with accurate pitch?
- Can they improvise using repeated patterns?
- Can they use selected pitches simultaneously to produce simple harmony?

Composing (including notation)

- Can they use notations to record and interpret sequences of pitches?
- Can they use standard notation?
- Can they use notations to record compositions in a small group or on their own?
- Can they use their notation in a performance?
- Can they explore and use sets of pitches, e.g. 4 or 5 note scales?
- Can they show how they can use dynamics to provide contrast?

Appraising

- Can they explain the place of silence and say what effect it has?
- Can they start to identify the character of a piece of music?
- Can they describe and identify the different purposes of music?
- Can they begin to identify with the style of work of Beethoven, Mozart and Elgar?
- Can they identify how a change in timbre can change the effect of a piece of music?

Y5

KPI

Performing

- Do they breathe in the correct place when singing? Can they sing and use their understanding of meaning to add expression?
- Can they maintain their part whilst others are performing their part?
- 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 use pitches simultaneously to produce harmony by building up simple chords?
- Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?

Composing (including notation)

- Can they change sounds or organise them differently to change the effect?
- Can they compose music which meets specific criteria?
- Can they use their notations to record groups of pitches (chords)?
- Can they use a music diary to record aspects of the composition process?
- Can they choose the most appropriate tempo for a piece of music?
- Do they understand the relation between pulse and syncopated patterns?
- Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?

Appraising

- Can they describe, compare and evaluate music using musical vocabulary?
- Can they explain why they think their music is successful or unsuccessful?
- Can they suggest improvements to their own or others' work?
- Can they choose the most appropriate tempo for a piece of music?
- Can they contrast the work of famous composers and show preferences?
- Can they explain how tempo changes the character of music?
- Can they identify where a gradual change in dynamics has helped to shape a phrase of music?

Y6

KPI

Performing

- Can they sing a harmony part confidently and accurately? Can they perform parts from memory?
- 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 a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?

Composing (including notation)

- Can they use a variety of different musical devices in their composition? (incl melody, rhythms and chords)
- Do they recognise that different forms of notation serve different purposes?
- Can they use different forms of notation?
- Can they combine groups of beats?
- Can they show how a small change of tempo can make a piece of music more effective?
- Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?

Appraising

- 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 analyse features within different pieces of music?
- Can they compare and contrast the impact that different composers from different times will have had on the people of the time?
- Can they appraise the introductions, interludes and endings for songs and compositions they have created?