

	Who We Are	Sharing the Planet	How the World Works	How we organise ourselves	Where we are in place and time	How We Express Ourselves
EYFS	Sing a range of well known nursery rhymes and songs Perform songs rhymes poems and stiores with others and when appropriate - try to move in time with music	Sing a range of well known nursery rhymes and songs Perform songs rhymes poems and stiores with others and when appropriate - try to move in time with music		Sing a range of well known nursery rhymes and songs Perform songs rhymes poems and stiores with others and when appropriate - try to move in time with music		Sing a range of well known nursery rhymes and songs Perform songs rhymes poems and stiores with others and when appropriate - try to move in time with music
Year 1	<p><b>Performing:</b> *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?</p> <p><b>Composing:</b> *Can they make different sounds with their voice?</p> <p><b>Appraising:</b> *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?</p>		<p><b>Performing:</b> *Can they copy sounds? *Can they make loud and quiet sounds?</p> <p><b>Composing:</b> *Can they identify changes in sounds? *Can they change the sound? *Can they repeat (short rhythmic and melodic) patterns?</p> <p><b>Appraising:</b> *Can they tell the difference between a fast and slow tempo? *Can they tell the difference between loud and quiet sounds?</p> <p><b>Creating:</b> *Use the voice and body to create musical patterns.</p>	<p><b>Composing:</b> *Can they make different sounds with instruments? *Can they make a sequence of sounds? *Can they give a reason for choosing an instrument?</p> <p><b>Appraising:</b> *Can they choose sounds to represent different things? *Can they recognise repeated patterns? *Can they follow instructions about when to play or sing?</p>	<p><b>Performing:</b> *Do they look at their audience when they are performing? *Do they know that the chorus keeps being repeated?</p> <p><b>Appraising:</b> *Can they identify two types of sound happening at the same time?</p> <p><b>Music appreciation:</b> *Listen to music and create their own work in response. *Express their responses to music in multiple ways (drawings, games sonds, dance, oral discussion) *Explore body and untuned percussion instrument sounds.</p>	<p><b>Creating:</b> *Explore sound as a means of expressing imaginative ideas/ *Recreate sounds from familiar experiences. *Participate in performing and creating music both individually and collectively.</p> <p><b>Music appreciation:</b> *Distinguish the sounds of different musical instruments. *Recognise different sources of music in daily life.</p> <p><b>Composing:</b> *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?</p>
Year 2	<p><b>Performing</b> Sing and follow a melody (tune). Perform with others. Sing/clap a pulse increasing or decreasing in tempo.</p> <p><b>Composing</b> Choose sounds which create an effect.</p> <p><b>Appraising</b> Improve their own work. Listen out for particular things when listening to music. Rcognise sounds that move by steps and by leaps.</p>	<p><b>Performing</b> Sing and follow the melody (tune). Perform with others.</p> <p><b>Composing</b> Create music in response to different starting points. Use symbols to represent sounds.</p> <p><b>Appraising</b> Improve their own work. Listen out for particular things when listening to music. Recognise sounds that move by steps and by leaps.</p>	<p><b>Performing</b> Sing accurately at a given pitch. Sing/play rhythmic patterns in contrasting tempo; keeping to the pulse.</p> <p><b>Composing</b> Make connections between notations and musical sounds. Use simple structures in a piece of music. Know that phrases are where we breathe in a song. Order sounds to create a beginning, middle and end.</p> <p><b>Appraising</b> Improve their own work. Listen out for particular things when listening to music. Recognise sounds that move by steps and by leaps.</p>	<p><b>Performing</b> Sing accurately at a given pitch. Sing/play rhythmic patterns in contrasting tempo; keeping to the pulse.</p> <p><b>Composing</b> Make connections between notations and musical sounds. Use simple structures in a piece of music. Know that phrases are where we breathe in a song. Order sounds to create a beginning, middle and end.</p> <p><b>Appraising</b> Improve their own work. Listen out for particular things when listening to music. Recognise sounds that move by steps and by leaps.</p>	<p><b>Performing</b> Sing and follow the melody (tune). Perform with others. Play simple rhythmic patterns on an instrument. Perform simple patterns and accompaniments keeping a steady pulse.</p> <p><b>Composing</b> Make connections between notations and musical sounds. Use simple structures in a piece of music. Know that phrases are where we breathe in a song.</p> <p><b>Appraising</b> Improve their own work. Listen out for particular things when listening to music. Recognise sounds that move by steps and by leaps.</p>	<p><b>Performing</b> Sing and follow the melody (tune). Perform with others. Play simple rhythmic patterns on an instrument. Perform simple patterns and accompaniments keeping a steady pulse.</p> <p><b>Composing</b> Make connections between notations and musical sounds. Use simple structures in a piece of music. Know that phrases are where we breathe in a song.</p> <p><b>Appraising</b> Improve their own work. Listen out for particular things when listening to music. Recognise sounds that move by steps and by leaps.</p>

Year 3	<p>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?</p>	<p>Can they improve their work and state how it has improved? Can they recognise the work of at least one famous composer? Can they compose melodies and songs? Can they combine different sounds to create a specific mood or feeling?</p>	<p>Can they create accompaniments for tunes? Can they combine different sounds to create a specific mood or feeling?</p>	<p>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?</p>	<p>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?</p>	<p>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?</p>
Year 4	<p><b>Performing:</b> Can they sing songs from memory with accurate pitch? Can they perform a simple part rhythmically? <b>Appraising:</b> Can they begin to identify with the style of work of Beethoven, Mozart and Elgar?</p>	<p><b>Performing:</b> Can they sing songs from memory with accurate pitch? Can they use selected pitches simultaneously to produce simple harmony?</p>	<p><b>Performing:</b> Can they sing songs from memory with accurate pitch? Can they use selected pitches simultaneously to produce simple harmony? <b>Appraising:</b> 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?</p>	<p><b>Performing:</b> Can they improvise using repeated patterns? Can they identify how a change in timbre can change the effect of a piece of music? <b>Composing:</b> Can they use notations to record and interpret sequences of pitches? Can they use standard notation?</p>	<p><b>Performing:</b> Can they improvise using repeated patterns? Can they identify how a change in timbre can change the effect of a piece of music? <b>Composing:</b> Can they use notations to record compositions in a small group or on their own? Can they use their notation in a performance?</p>	<p><b>Composing:</b> 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?</p>
Year 5	<p><b>Appraising</b> 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?</p>	<p><b>Performing</b> Can they maintain their part whilst others are performing their part? Do they breathe in the correct place when singing? Can they perform 'by ear' and from simple notations?</p>	<p><b>Appraising</b> 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? <b>Composing (incl notation)</b> Can they change sounds or organise them differently to change the effect? Can they compose music which meets specific criteria?</p>	<p><b>Composing (incl notation)</b> 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?</p>	<p><b>Appraising</b> 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? <b>Performing</b> Can they maintain their part whilst others are performing their part? Do they breathe in the correct place when singing? Can they perform 'by ear' and from simple notations?</p>	<p><b>Performing</b> 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...</p>

<p>Year 6</p>	<p>Performing</p> <ul style="list-style-type: none"> <li>• Sing a harmony part confidently and accurately and perform parts from memory</li> <li>• Perform using notations</li> <li>• Take the lead in a performance</li> <li>• Take on a solo part</li> <li>• Provide rhythmic support</li> <li>• Perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together</li> </ul>	<p>Performing</p> <ul style="list-style-type: none"> <li>• Sing a harmony part confidently and accurately and perform parts from memory</li> <li>• Perform using notations</li> <li>• Take the lead in a performance</li> <li>• Take on a solo part</li> <li>• Provide rhythmic support</li> <li>• Perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together</li> </ul>	<p>Appraising</p> <ul style="list-style-type: none"> <li>• Evaluate how the venue, occasion and purpose affects the way a piece of music is created</li> <li>• Analyse features within different pieces of music</li> <li>• Compare and contrast the impact that different composers from different times will have had on the people of the time</li> </ul>	<p>Performing</p> <ul style="list-style-type: none"> <li>• Sing a harmony part confidently and accurately and perform parts from memory</li> <li>• Perform using notations</li> <li>• Take the lead in a performance</li> <li>• Take on a solo part</li> <li>• Provide rhythmic support</li> <li>• Perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together</li> </ul>	<p>Performing</p> <ul style="list-style-type: none"> <li>• Sing a harmony part confidently and accurately and perform parts from memory</li> <li>• Perform using notations</li> <li>• Take the lead in a performance</li> <li>• Take on a solo part</li> <li>• Provide rhythmic support</li> <li>• Perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together</li> </ul> <p>Appraising</p> <ul style="list-style-type: none"> <li>• Refine and improve their work</li> <li>• Evaluate how the venue, occasion and purpose affects the way a piece of music is created</li> <li>• Analyse features within different pieces of music</li> <li>• Compare and contrast the impact that different composers from different times will have had on the people of the time</li> <li>• Appraise the introductions, interludes and endings for songs and compositions they have created</li> </ul>	<p>Performing</p> <ul style="list-style-type: none"> <li>• Sing a harmony part confidently and accurately and perform parts from memory</li> <li>• Perform using notations</li> <li>• Take the lead in a performance</li> <li>• Take on a solo part</li> <li>• Provide rhythmic support</li> <li>• Perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together</li> </ul> <p>Composing (incl notation)</p> <ul style="list-style-type: none"> <li>• Use a variety of different musical devices in their composition? (incl melody, rhythms and chords)</li> <li>• Recognise that different forms of notation serve different purposes</li> <li>• Use different forms of notation</li> <li>• Combine groups of beats</li> <li>• Show how a small change of tempo can make a piece of music more effective</li> <li>• Use the full range of chromatic pitches to build up chords, melodic lines and bass lines</li> </ul> <p>Appraising</p> <ul style="list-style-type: none"> <li>• Refine and improve their work</li> <li>• Evaluate how the venue, occasion and purpose affects the way a piece of music is created</li> <li>• Analyse features within different pieces of music</li> <li>• Compare and contrast the impact that different composers from different times will have had on the people of the time</li> <li>• Appraise the introductions, interludes and endings for songs and compositions they have created</li> </ul>
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