

Areas	EYFS	Year 1	Year 2	KS1 National Curriculum	Year 3	Year 4	Year 5	Year 6	KS2 National Curriculum
<b>Playing &amp; Performing</b>	<p>I can participate in singing a nursery rhyme</p> <p>I can create a sound from an instrument</p> <p>I can perform individually and in a small or large group</p>	<p>I am aware of posture, diction and breath control</p> <p>I can use different 'voices' - speaking, whispering etc.</p> <p>I can pitch match (soh-doh)</p> <p>I can perform call and response songs</p> <p>I can pitch match on xylophones</p> <p>I can select instruments to create desired effect</p> <p>I can copy back simple 4 beat patterns</p>	<p>I can sing with improved posture, breath control and diction.</p> <p>I can use an internal 'thinking voice' with growing control</p> <p>I can pitch match with increasing accuracy</p> <p>I can sing songs with a wider range of pitch</p> <p>I can sing to communicate meaning.</p> <p>I can perform my own 2/4 bar phrases and perform in groups to class</p>	<p><b>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</b></p> <p><b>Play tuned and untuned instruments musically</b></p>	<p>I can start to show control in voice/pitch.</p> <p>I can perform simple melodic and rhythmic parts in 4/4</p> <p>I can improvise repeated patterns.</p> <p>I can play class percussion instruments correctly.</p> <p>I am developing in confidence to perform solo, pairs or class.</p>	<p>I can sing in tune and from memory with awareness of others.</p> <p>I can perform simple melodic and rhythmic parts in 3/4 and 4/4</p> <p>I can improvise repeated patterns using crotchets, quavers, minims and rests.</p> <p>I can use class percussion and tuned instruments with confidence.</p> <p>I can sustain a drone or melodic ostinato to accompany a song using tuned percussion/voice</p>	<p>I can hold a part within a round and/or canon (2/3 part)</p> <p>I perform songs in a way that reflects their meaning and the occasion.</p> <p>I have an awareness of how different parts fit together and the need to achieve an overall effect.</p> <p>I perform significant parts from notations with awareness of own contribution</p>	<p>I can sing harmony parts confidently and with accurate pitching.</p> <p>I perform with confidence to a wider audience.</p> <p>I am able to lead a musical group.</p> <p>I can communicate songs with an understanding of the relationship between lyrics and melody</p>	<p><b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b></p>
<b>Improvising &amp; Composing</b>	<p>I can make a range of sounds with my voice</p> <p>I can make a range of sounds with instruments</p>	<p>I can create music using different stimuli eg: fireworks, transport</p> <p>I can follow graphic scores using duration, dynamic and instrumentation symbols</p>	<p>I create music that complements stimuli eg; weather</p> <p>I create small group compositions choosing instruments carefully for effect-short/long sounds, loud/quiet sounds</p> <p>I am starting to create graphic scores</p>	<p><b>Experiment with, create, select and combine sounds using the interrelated dimensions of music</b></p>	<p>I can create music showing an awareness of dynamics, pitch and tempo.</p> <p>I can create accompaniments for melodies.</p> <p>I can create short musical patterns with crotchets, quavers and minims.</p> <p>I can use stick notation for composing short 4/4 sequences</p>	<p>I can create programme music showing an understanding of pitch, dynamics, tempo and texture.</p> <p>I can choose sounds carefully to achieve desired effect.</p> <p>I can recognise and create repeated patterns with a range of instruments-ostinato</p> <p>I can use stick notation for composing short sequences in 3/4 and 4/4</p>	<p>I can compose by developing ideas within musical structures, e.g. ternary form.</p> <p>I can choose sounds carefully to create abstract effects, e.g. space Using discords to create tension</p> <p>I can perform drones to link ideas</p> <p>I can use the major/ minor key</p> <p>I can improvise melodic and rhythmic phrases as part of a group performance</p> <p>I can investigate compound time, 6/8 and irregular time signatures (5/4 and 7/8 - Dave Brubeck)</p>	<p>I can show thoughtfulness in selecting sounds and structures to convey an idea</p> <p>I can improvise melodic and rhythmic phrases using a given structure, e.g. using Blues Chord Progression</p> <p>I can perform chord progression and improvise instrumental break using Blues Scale</p> <p>I can use a variety of different musical devices including glissando, chromatic perfect 5ths and discords, e.g. Silent movies (Leitmotifs)</p> <p>I can recognise aurally syncopated rhythms</p>	<p><b>Improvise and compose music for a range of purposes using the interrelated dimensions of music</b></p>
<b>Listening &amp; Appraising (aural knowledge)</b>	<p>I can say if I like or dislike a piece of music</p> <p>I can identify environmental sounds</p> <p>I am beginning to describe some sounds, (eg. loud, quiet, fast, slow)</p>	<p>I can recognise how many sounds I am hearing</p> <p>I can recognise when the music is loud or quiet</p> <p>I can recognise when the music is slow or fast</p> <p>I can recognise high and low sounds</p> <p>I can feel the pulse and move in time to the music</p> <p>I can copy back simple 4 beat patterns</p>	<p>I can recognise some instrumental sounds.</p> <p>I can recognise changes in pitch, tempo and dynamics</p>	<p><b>Listen with concentration and understanding to a range of high quality live and recorded music</b></p>	<p>I can notice and explore the way sounds can be combined and used expressively.</p>	<p>I can notice, discuss and explore the way sounds can be combined and used expressively.</p> <p>I can comment on a musician's use of technique to create effect (programme music)</p>	<p>I can explore the relationship between sounds.</p> <p>I can explore how music reflects different intentions</p> <p>I can show appreciation when experiencing live music</p>	<p>I can notice, comment on and compare the use of musical devices.</p> <p>I can notice, comment on, compare and explore how music reflects different intentions, e.g. Blues/gospel music</p> <p>I can listen to examples of lyrics which tell a story</p> <p>I can explore how lyrics reflect the time in which it was written</p>	<p><b>Listen with attention to detail and recall sounds with increasing aural memory</b></p>
<b>Musical Knowledge (theoretical knowledge)</b>	<p>I am beginning to name some tuned and untuned instruments</p>	<p>I can use the vocabulary: Spider, fly, long, short</p> <p>I can read graphic scores</p> <p>I can name some tuned and untuned instruments</p>	<p>I can use the vocabulary: spider, fly/crotchet, quaver, rest, stave and treble clef</p> <p>I can read and create my own 2 bar phrases using stick notation</p> <p>I can recognise the notes E G and B on a stave</p> <p>I am starting to create graphic scores</p> <p>I can name some tuned and untuned instruments</p>		<p>I can use the vocabulary: crotchet, quaver, minim, rests, treble clef, stave and time signature.</p> <p>I can read notes B, A, G, E through learning recorder</p> <p>I am beginning to name some Western musical eras</p> <p>I am beginning to identify instruments from around the world</p>	<p>I can use staff and musical notation when composing short musical phrases.</p> <p>I know the symbol for rest and use silence for its effect.</p> <p>I can understand simple graphic scores.</p> <p>I can name some Western musical eras</p> <p>I can identify instruments and genres from around the world</p>	<p>I know and use standard musical notation of crotchet, quaver, minim and rest.</p> <p>I can use rhythm grids with confidence.</p> <p>I can read, write and understand graphic scores</p> <p>I can name a variety of Western musical eras</p> <p>I can identify the characteristics of some Western musical eras</p> <p>I can order some Western musical eras</p> <p>I can identify instruments and genres from around the world</p>	<p>I can use a variety of notation when performing and composing.</p> <p>I can share notation for others to read</p> <p>I can name and identify a variety of Western musical eras</p> <p>I can identify the characteristics of Western musical eras</p> <p>I can order Western musical eras</p> <p>I can discuss how an era was influenced by significant factors eg 'The Blues' and Great Depression</p> <p>I recognise and appreciated music from around the world</p>	<p><b>Use and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</b></p> <p><b>Develop an understanding of the history of music</b></p>