

Music

National Curriculum Statements

EYFS	Key Stage One	Key Stage Two
<p>Expressive Arts and Design (Being Imaginative and Expressive)</p> <ul style="list-style-type: none"> Children sing a range of well-known nursery rhymes and songs. Children perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<ul style="list-style-type: none"> I can use my voices expressively and creatively by singing songs and speaking chants and rhymes I can play tuned and untuned instruments musically I can listen with concentration and understanding to a range of high-quality live and recorded music I can experiment with, create, select and combine sounds using the inter-related dimensions of music 	<ul style="list-style-type: none"> I can lay and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression I can improvise and compose music for a range of purposes using the inter-related dimensions of music I can listen with attention to detail and recall sounds with increasing aural memory I can use and understand staff and other musical notations I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians I can develop an understanding of the history of music

I can...	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing	<p>Children can use their voice to speak/sing/chant. They join in with singing. They can clap short rhythmic patterns. They experiment with creating sounds with different instruments.</p>	<p>Children can use their voice to sing/speak/chant. They can join in with singing. They can clap short rhythmic patterns. Children can use an instrument to perform a simple piece. They can respond with increasing accuracy to musical instruction e.g. high, low, loud, soft and keep a steady pulse.</p>	<p>Children can follow a melody using their voice or instrument. They can sing songs as a group. They can play simple rhythmic patterns on an instrument. They can sing/clap a pulse and get faster or slower when instructed. They play instruments with control and perform patterns with a steady pulse.</p>	<p>Children can sing songs from memory with increasing expression and accuracy. They can maintain a simple part within an ensemble. They control their voice when singing and pronounce the words clearly. Children can play notes on tuned and un-tuned instruments with increasing clarity accuracy. They are beginning to improvise. They collaborate to create a piece of music.</p>	<p>Children perform a simple part of an ensemble. They can sing songs from memory with increasing expression, accuracy and fluency. They improvise using repeated patterns with increasing accuracy and fluency.</p>	<p>Children can sing and use their understanding of meaning to add expression. They perform 'by ear' and from simple notations. They improvise within a group using melodic and rhythmic phrases and recognise and use basic structural forms e.g. rounds, variations. They maintain their part whilst others are performing their own part.</p>	<p>They can begin to sing a harmony part. Children are beginning to perform using notations. Some can take the lead in a performance and some can take on a solo part. Some can perform parts from memory?</p>

<p>Composing</p>	<p>They make a range of sounds with their voice. They can use an instrument to make a sound. They can represent sounds by drawing what they hear.</p>	<p>They make a range of sounds with their voice. They can use an instrument to make a sound. They can represent sounds by drawing what they hear. Children can identify changes in sounds. They can identify long and short sounds. They can make a sequence of sounds for a purpose.</p>	<p>They are beginning to order sounds to create a sequence. They can represent sounds pictorially. They can choose sounds to achieve an effect. Children begin to compose short melodic patterns using tuned instruments or their voices. They are selective in the control used on an instrument in order to create an effect.</p>	<p>Children can create repeated patterns using a range of instruments. They combine different sounds to create an effect or atmosphere. They understand how the use of tempo can provide contrast They are beginning to read musical notation. They effectively choose, order, combine and control sounds to create different textures. They combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in their compositions.</p>	<p>They can use notations to record and interpret sequences of pitches. They use notations to record compositions in a small group or on their own. They are beginning to use notation in a performance.</p>	<p>They are beginning to use standard notation. They choose the most appropriate tempo for a piece of music. Some can use technology to compose music which meets a specific criterion.</p>	<p>Children can recognise that different forms of notation serve different purposes. They can combine groups of beats. They can use a variety of different musical devices in their composition (e.g. melody, rhythms and chords).</p>
<p>Appraising</p>	<p>Children can say whether they like or dislike a piece. They can identify and distinguish sounds they can hear around them. They can describe the sounds (loud, quiet, fast, slow etc.). They can begin to express how music makes them feel.</p>	<p>Children can say how they feel about a piece of music. They can recognise repeated patterns. They can tell the difference in tempo and dynamics in songs. They can hear the pulse. They can describe how sounds change in a piece and how a piece of music makes them feel.</p>	<p>Children can identify particular features when listening to music. They are beginning to associate sounds they can hear with instruments and can name some instruments. They can independently identify the pulse in music and tap along. They can recall short rhythms in a piece. They are beginning to recognise changes in pitch and dynamics. They can discuss how to improve their work and say why.</p>	<p>Children can use musical words (pitch, duration, dynamics, tempo) to describe a piece of music. They evaluate and improve their work. They know that music can be played or listened to for a variety of purposes. They can recognise a range of instruments by ear. They can identify the pulse and features within a piece of music.</p>	<p>Children can explain why silence is used in a piece of music and say what effect it has. They start to identify the character of a piece of music. Children can describe and identify the different purposes of music. They use musical words (pitch, duration, timbre, dynamics, and tempo) to describe a piece of music and composition.</p>	<p>Children can describe, compare and evaluate music using musical vocabulary. They suggest improvements to their own or others' work. Children choose the most appropriate tempo for a piece of music. They can identify and begin to evaluate the features within different pieces of music. They contrast the work of established composers and show preferences.</p>	<p>Children can refine and improve their work. They evaluate how the venue, occasion and purpose affects the way a piece of music is created. They can compare and contrast the impact that different composers from different times will have had on the people of the time. They analyse features within different pieces of music.</p>
<p>Listening</p>		<p>Children can respond to different moods of music, in different ways</p>	<p>Children can listen to simple inter-related dimensions of music. They can verbally recall what they have heard with simple vocabulary - loud, soft, high, low They can begin to say what they like and dislike.</p>	<p>Children can describe music using appropriate vocabulary. They are beginning to compare different kinds of music. They can recognise differences between music of different times and cultures.</p>	<p>Children can describe what they hear using a wider range of musical vocabulary. They recognise how the music is used by composers to create different moods and effects. They understand the cultural and social meaning of lyrics They explore ways in which sounds are combined to create certain effects.</p>	<p>They describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary. Children can analyse and compare features from a wide range of music. Discern and distinguish layers of sound and understand their combined effect. They are beginning to identify cyclic patterns - verse and chorus, coda. They recognise how different dimensions of music are combined and used expressively.</p>	<p>Children evaluate differences in live and recorded performances. They consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion</p>