



## Year 1

- Do they know how to use their voice to speak/sing/chant?
- Do they join in with singing?
- Do they know how to use instruments to perform?
- Do they know to look at their audience when they are performing?
- Do they clap short rhythmic patterns?
- Can they copy sounds?
- Do they know that they can make different sounds with their voice?
- Do they know how to make different sounds with instruments?
- Can they identify changes in sound?
- Do they know how to change the sound?
- Do they know how to repeat short rhythmic patterns?
- Do they know how to show sounds by using pictures?
- Do they know how to make a sequence of sounds?
- Do they know how to respond to different moods in music?
- Can they choose sounds to represent different things?
- Do they recognise repeated patterns?
- Do they follow instructions about when to play or sing?
- Do they say how a piece of music makes them feel?
- Do they say whether they like or dislike a piece of music?



### Year 2

- Do they know how to sing and follow the melody (tune)?
- Do they know how to sing accurately at a given pitch?
- Do they perform simple patterns and accompaniments keeping a steady pulse?
- Do they perform with others?
- Do they know how to play simple rhythmic patterns on an instrument?
- Do they know how to sing/clap a pulse increasing or decreasing in tempo?
- Do they know how to order sounds to create a beginning, middle and end?
- Do they know how to use symbols to represent sounds?
- Do they make connections between notations and musical sounds?
- Do they create music in response to different starting points?
- Do they choose sounds which create an effect?
- Do they know how to improve their own work?
- Can they listen out for particular things when listening to music?



### Year 3

- Do they know how to play clear notes on instruments?
- Do they control their voice when singing?
- Do they sing in tune with expression?
- Do they know how to use different elements in their composition?
- Do they know how to create repeated patterns with different instruments?
- Do they know how to combine different sounds to create a specific mood or feeling?
- Do they know how to compose melodies and songs?
- Do they know how to create accompaniments for tunes?
- Do they know how to improve their work; explaining how it has improved?
- Do they use musical words (the elements of music) to describe a piece of music and compositions?
- Do they recognise the work of at least one famous composer?
- Do they use musical words to describe what they like and dislike?

## Music Subject objectives



### Year 4

- Do they perform a simple part rhythmically?
- Do they improvise using repeated patterns?
- Do they sing songs from memory with accurate pitch?
- Do they use standard notation to record and interpret sequences of pitches?
- Do they use notations?
- Do they use notations to record compositions in a small group or on their own?
- Do they use their notation in a performance?
- Do they know how to identify the character of a piece of music?
- Do they know how to identify with the style of work of Beethoven, Mozart and Elgar?
- Do they explain the place of silence and say what effect it has?
- Do they describe and identify the different purposes of music?



### Year 5

- Do they maintain their part whilst others are performing their part?
- Do they perform 'by ear' and from simple notations?
- Do they improvise within a group using melodic and rhythmic phrases?
- Do they breathe in the correct place when singing?
- Do they sing and use their understanding of meaning to add expression?
- Do they recognise and use basic structural forms e.g. rounds, variations, rondo form?
- Do they improvise within a group using melodic and rhythmic phrases?
- Do they know how to change sounds or organise them differently to change the effect?
- Do they know how to compose music which meets specific criteria?
- Do they choose the most appropriate tempo for a piece of music?
- Do they use a music diary to record aspects of the composition process?
- Do they use their notations to record groups of pitches (chords)?
- Do they describe, compare and evaluate music using musical vocabulary?
- Do they know how to explain why they think their music is successful or unsuccessful?
- Can they suggest improvements to their own or others' work?
- Do they choose the most appropriate tempo for a piece of music?
- Do they know how to contrast the work of famous composers and show preferences?



## Year 6

- Do they perform parts from memory?
- Do they perform using notations?
- Do they take the lead in a performance?
- Do they take on a solo part?
- Do they know how to provide rhythmic support?
- Do they sing a harmony part confidently and accurately?
- Do they know how to use a variety of different musical devices in their composition? (incl melody, rhythms and chords)
- Do they combine groups of beats?
- Do they use different forms of notation?
- Do they recognise that different forms of notation serve different purposes?
- Do they know how to refine and improve their work?
- Do they know how to analyse features within different pieces of music?
- Do they evaluate how the venue, occasion and purpose affects the way a piece of music is created?
- Do they know how to compare and contrast the impact that different composers from different times will have had on the people of the time?