**Music Year 1**

**1A** Can they use their voice to speak/sing/chant?   P

**1B** Do they join in with singing?   P

**1C** Can they use instruments to perform?   P

**1D** Do they look at their audience when they are performing?   P

**1E** Can they clap short rhythmic patterns?  P

**1F** Can they copy sounds?   P

**1G** Can they make different sounds with their voice?  C

**1H** Can they make different sounds with instruments?  C

**1I** Can they identify changes in sound?   C

**1J** Can they change the sound?  C

**1K** Can they repeat short rhythmic patterns?  C

**1L** Can they show sounds by using pictures?  C

**1M** Can they make a sequence of sounds?  C

**1N** Can they respond to different moods in music?  P

**1O** Can they choose sounds to represent different things?  P

**1P** Can they recognise repeated patterns?  P

**1Q** Can they follow instructions about when to play or sing?  P

**1R** Can they say how a piece of music makes them feel?  P

**1S** Can they say whether they like or dislike a piece of music?  P

**Music Year 2**

**2A** Do they sing and follow the melody (tune)?  P

**2B** Do they sing accurately at a given pitch?  P

**2C** Can they perform simple patterns and accompaniments keeping a steady pulse?  P

**2D** Can they perform with others?  P

**2E** Can they play simple rhythmic patterns on an instrument?  P

**2F** Can they sing/clap a pulse increasing or decreasing in tempo?   P

**2G** Can they order sounds to create a beginning, middle and end?  C

**2H** Can they use symbols to represent sounds?  C

**2I** Can they make connections between notations and musical sounds?  C

**2J** Can they create music in response to different starting points?  C

**2K** Can they choose sounds which create an effect?  C

**2L** Can they improve their own work?  A

**2M** Can they listen out for particular things when listening to music?  A

**Music Year 3**

**3A** Can they play clear notes on instruments?

**3B** Do they control their voice when singing?

**3C** Do they sing in tune with expression?

**3D** Can they use different elements in their composition?

**3E** Can they create repeated patterns with different instruments?

**3F** Can they combine different sounds to create a specific mood or feeling?

**3G** Can they compose melodies and songs?

**3H** Can they create accompaniments for tunes?

**3I** Can they improve their work; explaining how it has improved?

**3J** Can they use musical words (the elements of music) to describe a piece of music and compositions?

**3K** Can they recognise the work of at least one famous composer?

**3L** Can they use musical words to describe what they like and dislike?

**Music Year 4**

**4A** Can they perform a simple part rhythmically?

**4B** Can they improvise using repeated patterns?

**4C** Can they sing songs from memory with accurate pitch?

**4D** Can they use standard notation to record and interpret sequences of pitches?

**4E** Can they use notations?

**4F** Can they use notations to record compositions in a small group or on their own?

**4G** Can they use their notation in a performance?

**4H** Can they start to identify the character of a piece of music?

**4I** Can they begin to identify with the style of work of Beethoven, Mozart and Elgar?

**4J** Can they explain the place of silence and say what effect it has?

**4K** Can they describe and identify the different purposes of music?

**Music Year 5**

**5A** Can they maintain their part whilst others are performing their part?

**5B** Can they perform ‘by ear’ and from simple notations?

**5C** Can they improvise within a group using melodic and rhythmic phrases?

**5D** Do they breathe in the correct place when singing?

**5E** Can they sing and use their understanding of meaning to add expression?

**5F** Can they recognise and use basic structural forms e.g. rounds, variations, rondo form?

**5G** Can they improvise within a group using melodic and rhythmic phrases?

**5H** Can they change sounds or organise them differently to change the effect?

**5I** Can they compose music which meets specific criteria?

**5J** Can they choose the most appropriate tempo for a piece of music?

**5K** Can they use a music diary to record aspects of the composition process?

**5L** Can they use their notations to record groups of pitches (chords)?

**5M** Can they describe, compare and evaluate music using musical vocabulary?

**5N** Can they explain why they think their music is successful or unsuccessful?

**5O** Can they suggest improvements to their own or others’ work?

**5P** Can they choose the most appropriate tempo for a piece of music?

**5Q** Can they contrast the work of famous composers and show preferences?

**Music Year 6**

**6A** Can they perform parts from memory?

**6B** Can they perform using notations?

**6C** Can they take the lead in a performance?

**6D** Can they take on a solo part?

**6E** Can they provide rhythmic support?

**6F** Can they sing a harmony part confidently and accurately?

**6G** Can they use a variety of different musical devices in their composition? (incl melody, rhythms and chords)

**6H** Can they combine groups of beats?

**6I** Can they use different forms of notation?

**6J** Do they recognise that different forms of notation serve different purposes?

**6K** Can they refine and improve their work?

**6L** Can they analyse features within different pieces of music?

**6M** Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created?

**6N** Can they compare and contrast the impact that different composers from different times will have had on the people of the time?