**Hill View Primary School Music Key Stage 1**

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|  | **Singing** | **Playing an instrument** | **Listening and appreciate** | **Create own music** |
| **Year 1** | **•make different sounds with voice and with instruments****•follow instructions about when to play and sing** | **•use instruments to perform and choose sounds to represent different things** | **•say whether they like or dislike a piece of music** | **•clap and repeat short rhythmic and melodic patterns****•make a sequence of sounds and respond to different moods in music** |
| **Year 2** | **•sing or clap increasing and decreasing tempo****•perform simple patterns and accompaniments keeping a steady pulse** | **•play simple rhythmic patterns on an instrument** | **•make connections between notations and musical sounds** | **•order sounds to create a beginning, middle and an end****•create music in response to different starting points** |

 **Hill View Primary School Music Key Stage 2**

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|  | **Performing** | **Compose** | **Listen** |
| **Year 3** | **•play clear notes on instruments and use different elements in composition** | **•combine different sounds to create a specific mood or feeling** | **•listen carefully and recognise high and low phrases** |
| **Year 4** | **•sing songs from memory with accurate pitch** | **•use notation to record compositions in a small group or individually** | **•explain why silence is often needed in music and explain what effect it has** |
| **Year 5** | **•maintain own part whilst others are performing their part** | **•compose music which meets specific criteria****•choose the most appropriate tempo for a piece of music** | **•repeat a phrase from the music after listening intently.** |
| **Year 6** | **•sing in harmony confidently and accurately****•perform parts from memory****•take the lead in a performance** | **•use a variety of different musical devices in composition (including melody, rhythms and chords).** | **•accurately recall a part of the music listened to** |

**Hill View Primary School Music Key Stage 2**

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|  | **Use and understand** | **Appreciate** | **History of music** |
| **Year 3** | **•create repeated patterns with different instruments****•improve my work; explaining how it has been improved** | **•use musical words to describe a piece of music and compositions****•use musical words to describe what they like and do not like about a piece of music** | **•recognise the work of at least one famous composer** |
| **Year 4** | **•use notation to record and interpret sequences of pitches** | **•identify and describe the different purposes of music** | **•begin to identify the style of work of Beethoven, Mozart and Elgar** |
| **Year 5** | **•use music diary to record aspects of the composition process** | **•describe, compare and evaluate music using musical vocabulary****•explain why they think music is successful or unsuccessful** | **•contrast the work of a famous composer with another and explain preferences** |
| **Year 6** | **•analyse features within different pieces of music** | **•evaluate how the venue, occasion and purpose affects the way a piece of music is created** | **•compare and contrast the impact that different composers from different times have had on people of that time** |