

# MUSIC

Year 1	<p><b>Performing</b></p> <ul style="list-style-type: none"><li>• Use my voice to speak/sing/chant.</li><li>• Join in with singing.</li><li>• Use instruments to perform.</li><li>• Look at my audience when they are performing.</li><li>• Clap short rhythmic patterns.</li><li>• Copy sounds.</li><li>• Follow instructions about when to play and sing.</li></ul> <p><b>Composing</b></p> <ul style="list-style-type: none"><li>• Make different sounds with my voice.</li><li>• Make different sounds with instruments.</li><li>• Identify changes in sounds.</li><li>• Repeat (short rhythmic and melodic) patterns.</li><li>• Make a sequence of sounds.</li></ul> <p><b>Appraising</b></p> <ul style="list-style-type: none"><li>• Say how a piece of music makes me feel.</li><li>• Say whether they like or dislike a piece of music.</li><li>• Recognise repeated patterns.</li><li>• Follow instructions about when to play or sing</li><li>• Recognise long and short sounds.</li></ul>
Year 2	<p><b>Performing</b></p> <ul style="list-style-type: none"><li>• Sing and follow the melody (tune).</li><li>• Sing accurately at a given pitch.</li><li>• Perform simple patterns and accompaniments keeping a steady pulse.</li><li>• Perform with others.</li><li>• Play simple rhythmic patterns on an instrument.</li><li>• Sing/clap a pulse increasing or decreasing in tempo.</li></ul> <p><b>Composing</b></p> <ul style="list-style-type: none"><li>• Know what a crochet is.</li><li>• Know what a crochet rest is.</li><li>• Use symbols to represent sounds.</li><li>• Make connections between notations and musical sounds.</li></ul> <p><b>Appraising</b></p> <ul style="list-style-type: none"><li>• Improve my own work.</li><li>• Listen out for particular things when listening to music.</li></ul>
Year 3	<p><b>Performing</b></p> <ul style="list-style-type: none"><li>• Sing in tune with expression.</li><li>• Control my voice when singing.</li><li>• Play clear notes on instruments.</li></ul> <p><b>Composing</b></p> <ul style="list-style-type: none"><li>• Use different elements in my composition.</li><li>• Create repeated patterns with different instruments.</li><li>• Compose melodies and songs.</li><li>• Compose simple melodies and tunes.</li></ul> <p><b>Appraising</b></p> <ul style="list-style-type: none"><li>• Improve my work; explaining how it has improved.</li><li>• Use musical words (the elements of music) to describe a piece of music and compositions.</li><li>• Use musical words to describe what they like and dislike.</li><li>• Recognise the work of at least one famous composer.</li><li>• Listen carefully and recognise high and low phrases.</li></ul>

Year 4	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Perform a simple part rhythmically.</li> <li>• Sing songs from memory with accurate pitch.</li> <li>• Improvise using repeated patterns.</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>•Recognise and use semibreves.</li> <li>•Recognise and use minims.</li> <li>•Use notations to record and interpret sequences of pitches.</li> <li>•Use standard notation.</li> <li>•Use notations to record compositions in a small group or on my own. <ul style="list-style-type: none"> <li>• Use my notation in a performance.</li> </ul> </li> </ul> <p><b>Appraising</b></p> <ul style="list-style-type: none"> <li>•Explain the place of silence and say what effect it has.</li> <li>•Identify the character of a piece of music.</li> <li>•Describe and identify the different purposes of music.</li> <li>•Listen to and recognise the work of Beethoven and Mozart. <ul style="list-style-type: none"> <li>• Identify with the style of work of Beethoven, Mozart and Elgar.</li> </ul> </li> </ul>
Year 5	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Breathe in the correct place when singing.</li> <li>• Sing and use my understanding of meaning to add expression.</li> <li>• Maintain my part whilst others are performing my part.</li> <li>• Improvise within a group using melodic and rhythmic phrases.</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>•Change sounds or organise me differently to change the effect.</li> <li>•Compose music which meets specific criteria.</li> <li>•Use my notations to record groups of pitches (chords). <ul style="list-style-type: none"> <li>• Choose the most appropriate tempo for a piece of music.</li> </ul> </li> </ul> <p><b>Appraising</b></p> <ul style="list-style-type: none"> <li>•Describe, compare and evaluate music using musical vocabulary.</li> <li>•Explain why they think my music is successful or unsuccessful.</li> <li>•Suggest improvements to my own or others' work.</li> <li>•Choose the most appropriate tempo for a piece of music. <ul style="list-style-type: none"> <li>• Contrast the work of famous composers and show preferences.</li> <li>• Repeat a phrase from the music after listening intently.</li> </ul> </li> </ul>
Year 6	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Perform parts from memory.</li> <li>• Perform using notations.</li> <li>• Take the lead in a performance.</li> <li>• Take on a solo part.</li> <li>• Provide rhythmic support.</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>•Use a variety of different musical devices in my composition. (incl melody, rhythms and chords)</li> <li>•Recognise that different forms of notation serve different purposes.</li> <li>•Use different forms of notation. <ul style="list-style-type: none"> <li>• Combine groups of beats.</li> </ul> </li> </ul> <p><b>Appraising</b></p> <ul style="list-style-type: none"> <li>•Refine and improve my work.</li> <li>•Evaluate how the venue, occasion and purpose affects the way a piece of music is created.</li> <li>•Analyse features within different pieces of music. <ul style="list-style-type: none"> <li>• Compare and contrast the impact that different composers from different times will have had on the people of the time.</li> <li>• Recall a part of the music listened to.</li> </ul> </li> </ul>

