

Reception

Skills	Knowledge	Attitude
<p>Perform</p> <p>Sing echo songs and perform movements to a steady beat. Explore singing at different speeds and pitch to create moods and feelings. Discover how to use the voice to create loud and soft sounds. Play instruments to a steady beat. Understand how to hold and play an instrument with care. Explore the different sounds instruments make. Choose an instrument to create a specific sound.</p>	<p>Listen and Appraise</p> <p>Listen to music and respond by using hand and whole body movements. Listen to different sounds (animal noise, water etc.) and respond with voice and movement.</p>	<p>The pupil demonstrates the ability to communicate with others. The pupil demonstrates the ability to work with other children (collaborate). The pupil shows enthusiasm and commitment to the topic.</p>
<p>Compose</p> <p>Choose different instruments, including the voice, to create sound effects in play. Investigate a variety of ways to create sound with different materials. Experiment performing songs and music together with body movements to a steady beat.</p>	<p>Musical understanding</p> <p>Express feelings in music by responding to different moods in a musical score.</p>	

Year 1

Skills	Knowledge	Attitude
<p>Perform</p> <p>Use voices in different ways such as speaking, singing and chanting Sings expressively Can control the pitch of the voice Uses their voice to make a variety of long and short sounds. Plays tuned and un-tuned instrument with control Uses instruments to make sequences of long and short sounds Can control a beat Can combine beats and rhythm Can recall and copy rhythm patterns Responds to changes in pitch Can perform simple rhythmical patterns, beginning to show an awareness of pulse. To think about others when performing</p>	<p>Listen and Appraise</p> <p>To listen with concentration Explore and express ideas and feelings about music using movement, dance and expressive and musical language To talk about how music makes you feel or want to move. e.g. it makes me want to jump/sleep/shout etc. To think about and make simple suggestions about what could make their own work better. e.g play faster or louder</p>	<p>The pupil demonstrates the ability to communicate with others. The pupil demonstrates the ability to work with other children (collaborate). The pupil shows enthusiasm and commitment to the topic.</p>
<p>Compose</p> <p>Creates musical patterns Can use beat and rhythm to create an accompaniment for a song Can create rhythm patterns based on words and phrases. Can explore, choose and organise sounds and musical ideas Can experiment with sound Uses sounds expressively to illustrate a story/scene To identify and organise sounds using simple criteria e.g. loud, soft, high low.</p>	<p>Musical understanding</p> <p>Identify long and short sounds in music Understands what is meant by steady beat, rhythm and pitch Can name instruments Knows different ways instruments can make sounds</p>	

Year 2

Skills	Knowledge	Attitude
<p>Perform</p> <p>Use voice to sing expressively</p> <p>Sing a melody at own pitch</p> <p>Can combine long and short sounds to fit with a steady pulse.</p> <p>Identify the beat in different pieces and join in at faster and slower speeds</p> <p>Perform rhythm to a given beat</p> <p>Recall and perform rhythmic patterns to a steady beat (pulse)</p> <p>Accompany a chant/song by playing a beat or rhythm</p> <p>Follow pitch movement with hands</p> <p>Move up or down following changes in pitch</p> <p>Sing a melody accurately at pitch</p> <p>Perform different pitches on percussion instruments</p> <p>Make sounds and recognise how they can give messages</p> <p>Handle and play instruments with control.</p> <p>Make and select sound to reflect the mood of a song.</p> <p>Play instruments and create sound effects expressively</p>	<p>Listen and Appraise</p> <p>Explore and express ideas and feelings about music</p> <p>To listen with concentration</p> <p>To respond to different moods in music and explain thinking about changes in sound</p> <p>To listen to pieces of music and discuss where and when they may be heard e.g it's quiet and smooth so it would be good for a lullaby.</p> <p>To identify what improvements to be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.</p>	<p>The pupil demonstrates the ability to communicate with others.</p> <p>The pupil demonstrates the ability to work with other children (collaborate).</p> <p>The pupil shows enthusiasm and commitment to the topic.</p>

Year 3

Skills	Knowledge	Attitude
<p>Perform</p> <p>To sing expressively To sing in unison, becoming aware of pitch</p> <p>To play tuned and un-tuned instruments with control and accuracy To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. To practise, rehearse and present performances with an awareness of the audience</p>	<p>Listen and Appraise</p> <p>To listen with attention to detail and to internalise and recall sounds. To analyse and compare sounds To explore and comment on the ways sounds can be used expressively To comment on the effectiveness of own work, identifying and making improvements.</p>	<p>The pupil demonstrates the ability to communicate with others. The pupil demonstrates the ability to work with other children (collaborate). The pupil shows enthusiasm and commitment to the topic.</p>
<p>Compose</p> <p>Improvise, developing rhythmic and melodic material when performing To create simple rhythmical patterns that use a small range of notes</p> <p>Explore, choose, combine and organise musical ideas with musical structures To begin to join simple layers of sound, e.g. a background rhythm and a solo melody</p>	<p>Musical understanding</p> <p>To begin to understand how different musical elements can be combined to create an effect. To begin to recognise simple notations to represent music, including pitch and volume. To listen to and begin to respond to music drawn from different traditions and great composers and musicians</p>	

Year 4

Skills	Knowledge	Attitude
<p>Perform</p> <p>To sing in unison maintaining the correct pitch and using increasing expression. To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics To think about others while performing</p>	<p>Listen and Appraise</p> <p>To listen to and recall patterns of sounds with increasing accuracy. To recognise and explore the ways sounds can be combined and used expressively and comment on this effect To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.</p>	<p>The pupil demonstrates the ability to communicate with others. The pupil demonstrates the ability to work with other children (collaborate). The pupil shows enthusiasm and commitment to the topic.</p>
<p>Compose</p> <p>To create rhythmical and simple melodic patterns using an increased number of notes. To join layers of sound, thinking about musical dynamics of each layer and understanding the effect</p>	<p>Musical knowledge</p> <p>To understand how different musical elements are combined to be used expressively. To understand and begin to use established and invented musical notations to represent music To listen to and understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.</p>	

Year 5

Skills	Knowledge	Attitude
<p>Perform</p> <p>To sing in unison with clear diction, controlled pitch and sense of phrase</p> <p>To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.</p> <p>To maintain my own part and be aware how the different parts fit together</p>	<p>Listen and Appraise</p> <p>To listen to and recall a range of sounds and patterns of sounds confidently.</p> <p>To describe, compare and evaluate different types of music beginning to use musical words.</p> <p>To comment on the success of own and others work, suggesting improvements based on intended outcomes.</p>	<p>The pupil demonstrates the ability to communicate with others.</p> <p>The pupil demonstrates the ability to work with other children (collaborate).</p> <p>The pupil shows enthusiasm and commitment to the topic.</p>
<p>Compose</p> <p>To create increasingly complicated rhythmic and melodic phrases within given structures</p>	<p>Musical understanding</p> <p>To begin to identify the relationship between sounds and how music can reflect different meanings</p> <p>To recognise and use a range of musical notations including staff notation</p> <p>To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.</p>	

Year 6

Skills	Knowledge	Attitude
<p>Perform</p> <p>Sing songs in unison and two parts To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase</p> <p>To play tuned and un-tuned instruments with control and accuracy To play and perform with accuracy, fluency, control and expression</p> <p>To practise, rehearse and present performances with an awareness of the audience To think about the audience when performing and how to create a specific effect</p>	<p>Listen and Appraise</p> <p>Analyse and compare sounds To describe, compare and evaluate different types of music using a range of musical vocabulary To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved. To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence</p>	<p>The pupil demonstrates the ability to communicate with others. The pupil demonstrates the ability to work with other children (collaborate). The pupil shows enthusiasm and commitment to the topic.</p>
<p>Compose</p> <p>Improvise, developing rhythmic and melodic material when performing To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures</p>	<p>Musical understanding</p> <p>To identify and explore the relationship between sounds and how music can reflect different meanings. To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.</p>	