

| Music | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------|--|---|---|---|---|---|
| Composing | Composing he/she can use his/her body to make sounds: Loud/quiet, Fast/slow, Long/short, High/low. | | Composing he/she can use his/her voice and copy a given scale. | Composing he/she can use his/her voice and copy a given scale. | Composing he/she understands when to use varying volumes, pitch and expression in his/her voice to portray an idea or mood. | Composing he/she understands when to use varying volumes, pitch and expression in his/her voice to portray an idea or mood. |
| | Composing he/she can use his/her voice to do: humming, whispers, whistles. | | Composing he/she can compose three note patterns. | Composing he/she can compose three note patterns. | Composing he/she can layer sounds to create effects. | Composing he/she can layer sounds to create effects. |
| | | Composing he/she can make patterns with sounds e.g. loud - quiet - loud - quiet long - short - long - short. | | Composing he/she can compose simple tunes using a pentatonic scale (a scale with 5 notes). | | Composing he/she can compose a soundscape (a performance that creates the experience of an acoustic environment e.g. Weather) |
| | | Composing he/she can make sounds that reflect a topic | Composing he/she can improvise repeated patterns (ostinato). | | Composing he/she can compose melodic and rhythmic phrases. | |
| | Composing he/she use short given patterns in his/her compositions. | | Composing he/she can create his/her own symbols to represent different sounds and instruments in his/her compositions. | Composing he/she can create his/her own symbols to represent different sounds and instruments in his/her compositions. | Composing he/she is starting to interpret musical notation. e.g. Crochet = 1 beat, minim = 2 beats. | Composing he/she is starting to interpret musical notation. e.g. Crochet = 1 beat, minim = 2 beats. |
| | | Composing he/she can use given symbols to record long and short sounds. | | Composing he/she can reflect on, and improve his/her own work e.g. They can evaluate his/her piece against given criteria. | | Composing he/she can reflect on his/her compositions dynamics, tempo and timbre. |
| | Composing he/she can say what they like and do not like about other's performances. | Composing he/she can say what they like and do not like about other's performances. | Performing he/she can sing expressively in time to the beat and rhythm. | Performing he/she can sing expressively in time to the beat and rhythm. | Performing he/she can sing expressively combining dynamics, tempo and pitch. | Performing he/she can sing expressively combining dynamics, tempo and pitch. |
| Performing | Performing he/she can use: high voice, middle voice, low voice. | Performing he/she can use: high voice, middle voice, low voice. | Performing he/she can perform given compositions/songs from memory. | Performing he/she can perform given compositions/songs from memory. | Performing he/she can perform his/her own compositions from memory. | Performing he/she can perform his/her own compositions from memory. |
| | Performing he/she can sing in tune. | Performing he/she can sing in tune. | Performing he/she can take part in two-part songs. | Performing he/she can take part in two-part songs. | Performing he/she can take part in rounds. | Performing he/she can take part in rounds. |
| | Performing he/she can sing in unison with a group. | Performing he/she can sing in unison with a group. | Performing he/she can take part in two-part harmonies. | Performing he/she can take part in two-part harmonies. | Performing he/she can take part in three part harmonies and descants. | Performing he/she can take part in three part harmonies and descants. |
| | Performing he/she can make and change sound on an instrument both tuned and untuned creating both long and short sounds. | | | Performing he/she can perform simple rhythmic and melodic patterns on an instrument to accompany a song. | | Performing he/she can perform his/her own rhythmic and melodic patterns on an instrument |

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| | | Performing he/she can perform to an audience and improve his/her performance by practising. | Performing he/she can perform as part of a group and individually to an audience. | | Performing he/she can lead a group in performance. | |
| Listening and Context | Listening and Context he/she can identify a beat and join in. | | | Listening and Context he/she can begin to identify how many beats are in a bar when listening to pieces of music. | Listening and Context he/she can begin to explore reasons for composers' tempo choices. | Listening and Context he/she can begin to explore reasons for composers' tempo choices. |
| | | Listening and Context he/she can identify the mood of a piece of music. | Listening and Context he/she can explain what they think a piece of music's purpose could be. | Listening and Context he/she can explain what they think a piece of music's purpose could be. | Listening and Context he/she can pick out details within a piece and recall these details from memory. | Listening and Context he/she can pick out details within a piece and recall these details from memory. |