



Early Years and Key Stage 1

	Early Years	Year 1	Year 2	End of Key Stage Expectations
Vocal Skills	To explore using their voice in different ways (e.g. animal sounds, whispering, singing, speaking)	<p>I can use my voice in different ways</p> <p>I can sing collectively at the same pitch</p> <p>I can use my voice to singing songs, speaking chants and rhymes</p>	<p>I can use my voice expressively and creatively by singing songs and speaking chants and rhymes</p> <p>I can accurately pitch simple melodies</p> <p>I can pitch small intervals with a good degree of accuracy</p>	<p>Pupils should be taught to:</p> <p>-use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>
Performing	<p>Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. (ELG 16)</p> <p>Being imaginative: They represent their own ideas, thoughts and feelings through music (ELG 17)</p>	<p>I can perform simple songs from memory</p> <p>I can experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>I can play tuned and untuned instruments musically</p> <p>I can rehearse and perform with others</p> <p>I can reate, repeat, adapt and extend simple rhythmic and melodic patterns and words as appropriate to given or chosen stimuli or in play contexts</p>	<p>-play tuned and untuned instruments musically</p> <p>-experiment with, create, select and combine sounds using the inter-related dimensions of music</p>
Listening and Appraising	<p>To be able to listen to a piece of live or recorded music and respond physically when led by the teacher (e.g. to pulse and changes in dynamics, tempo, mood etc.)</p> <p>Aurally recognise the sounds of a small range of classroom instruments (e.g. identify the sound of a triangle with eyes shut)</p>	I can listen to a variety of music from a range of cultures, traditions and historical periods	<p>I can listen carefully and develop my aural memory</p> <p>I can express an opinion after listening to a piece of live or recorded music</p> <p>I can listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>I can recognise how musical elements can be used to create different moods and effects</p>	-listen with concentration and understanding to a range of high-quality live and recorded music



Key Stage 2

	Year 3	Year 4	Year 5	Year 6	End of Key Stage Expectations
Vocal Skills & Performing	<p>I can develop an understanding of breathing, posture, phrasing, dynamics and accuracy of pitch</p> <p>I can sing in tune with expression</p> <p>Recorders</p>	<p>I can develop sensitivity in playing/singing (e.g. replicate block dynamics)</p> <p>I can play a simple melodic pattern based on a couple of notes</p> <p>I can maintain an independent part in a group or as a soloist when singing or playing for example rhythm, ostinato, drone, simple part-singing etc.</p> <p>I can now how to improve tone production and diction (vocal techniques)</p> <p>I can sing within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing</p> <p>Keyboards</p>	<p>I can maintain an independent part in a group or as a soloist when singing or playing, for example when part singing, showing an awareness of how parts fit together.</p> <p>I can sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style</p> <p>Drumming</p>	<p>I can play or sing a complicated melody and maintain it as part of a multi-layered ensemble piece</p> <p>I can play and perform in solo and ensemble contexts, using my voice and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Production</p>	<p>Pupils should be taught to:</p> <p>-play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>
Composing and Improvising	<p>I can create short improvisations, arrangements and compositions from a broad range of given or chosen musical and nonmusical stimuli</p>	<p>I can begin to improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>I can create simple rhythmic patterns, melodies and accompaniments</p>	<p>I can improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>I can improvise within given or chosen parameters (e.g. structures, using particular scales/notes etc.)</p>	<p>I can improvise confidently vocally and with instruments from a range of given and chosen stimuli</p>	<p>-improvise and compose music for a range of purposes using the inter-related dimensions of music</p>
Listening and Appraising	<p>I can listen with attention to detail and recall sounds</p> <p>I can recognise how musical elements are combined and used expressively</p>	<p>I can listen with attention to detail and recall sounds with increasing aural memory</p> <p>I can make improvements to my own work, commenting on intended effect</p>	<p>I can make improvements to their own work, commenting on intended effect using appropriate musical vocabulary</p> <p>I can appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians using resources such as the BBC's 10 pieces (a diverse range of 10 pieces of music studied in depth for a lesson each)</p>	<p>I can suggest improvements to my own and others' work, comment on how intentions have been achieved</p> <p>I can describe, compare and evaluate different kinds of music using appropriate vocabulary</p> <p>I know the elements of music and to be able to show understanding of these by applying appropriately when describing a piece of music.</p>	<p>-listen with attention to detail and recall sounds with increasing aural memory</p> <p>-appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>--develop an understanding of the history of music.</p>
Notation	<p>I can experience the use of staff notation when composing and performing</p> <p>I can be able to recognise crotchet, quaver and minim rhythms</p> <p>I can be able to read notation for and clap/tap a 4-beat pattern</p>	<p>I can understand how pitch is represented on a stave</p>	<p>I can be able to follow a notated melody line as an aid to vocal performance</p>	<p>I can develop use of notation with increasing confidence</p>	<p>-use and understand staff and other musical notations</p>