

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Controlling sounds through singing</b>					
I take part in singing.	I take part in singing songs, following the tune	I can sing songs from memory with accurate pitch.	I can sing songs from memory with accurate pitch.	I sing more complex melodies from memory with confidence.	
I follow instructions on how and when to sing	I understand what a round is and can take part in a simple round	I can maintain a simple part within a group.	I can maintain a simple part within a group (3 parts e.g. sustain a drone or melodic ostinato to accompany singing)	I maintain my own part with an awareness of what others are singing and I can sing a harmony part with increasing confidence and accuracy	
I can make and control long and short sounds and begin to imitate changes in pitch and tempo	I can imitate changes in pitch, tempo, dynamics and duration.	When I sing songs I show control in my voice (pitch, tempo, dynamics and duration).	When I sing songs I show control in my voice (pitch, tempo, dynamics and duration).	I perform alone and in a group, displaying a variety of techniques (tempo, dynamics, duration) and I perform songs in a way that reflects their meaning and the occasion.	
I take notice of others when I am performing.	I take notice of others when I am performing and take instructions from the leader.	I perform with control and awareness of what others in the group are singing.	I perform with control and awareness of what others in the group are singing and am beginning to take a lead	I take turns to lead a group and perform with expression, showing an awareness of the audience and my group members.	
I can sing songs with a simple range (e.g. chanting, choral response, limited range of notes 5 notes)	I can sing songs with a simple range (e.g. an octave with limited interval jumps)	I can sing songs with bigger intervals in an octave range	I can sing songs with bigger intervals in an octave range and know where to breathe in a song.	I can sing a wide variety of songs with more complex melodies and harmonies.	

Controlling sounds (instruments)				
I can play an untuned instrument in time.	I make and control long and short sounds using an untuned and tuned instrument.	When I play an untuned and tuned instrument I show control (pitch, tempo, dynamics and duration).	When I play an untuned and tuned instrument I show control (pitch, tempo, dynamics and duration).	When I play an instrument (untuned and tuned) I perform alone or in a group displaying a variety of techniques (pitch, tempo, dynamics and duration).
I follow instructions on how and when to play an instrument.	I perform with others', taking instructions from the leader and can maintain a simple part within a group.	I perform with control and awareness of what others in the group are playing.	I can play an accompaniment on an instrument.	I can play solo, maintain my own part, accompany and effectively lead a group.  I can read the musical staff and can work out the notes, EGBDF and FACE.
		I perform music with an awareness of the meaning	I perform music with an awareness of the meaning and the audience.	I understand the meaning of the music and express this in my performance.

Composing (This includes voice and instruments)					
I can improvise using an untuned instrument.	I can improvise using an untuned instrument.	I can use my knowledge of tempo, dynamic and duration to improvise.	I can use my knowledge of tempo, dynamic and duration to improvise.	I can use my knowledge of tempo, dynamic, duration, pitch and timbre to improvise.	I use improvisation to help me make decisions about my final composition.
I can make a sequence of long and short sounds with help.	I can create a short musical patterns (sequences and short rhythmic phrases)	I carefully choose, combine and sequence sounds to create an effect (tempo, dynamic, duration)	I carefully choose, order, combine and control sounds with awareness of their combined effect	I can create rhythmic patterns with awareness of effects (tempo, timbre, duration, pitch, dynamic)	I can create rhythmic patterns with awareness of effects (tempo, timbre, duration, pitch, dynamic harmonies and silence)
I can make sounds that are very different (loud and quiet, high and low etc).	I carefully choose and order sounds to achieve an effect (including ICT)	I can compose a repeated pattern into my composition (using a range of instruments or ICT)	I can compose a repeated pattern into my composition (using a range of instruments or ICT)	I can compose and perform melodies (including ICT)	I can compose and perform melodies (including ICT)

I choose sounds with a meaning in mind	I choose and order my sounds with a meaning in mind	I choose and order my sounds with a meaning in mind (pitch, dynamics, duration, tempo)	I choose and order my sounds with a meaning in mind (pitch, dynamics, duration, tempo)	I create music which reflects the intention and identify where to place emphasis and accents .	I show thoughtfulness in selecting sounds and structures to convey an idea.
I know what sound symbols are and how they can help me.	I have an idea how to record my music to help my future performance (sound symbols)	I can record my music systematically using sound symbols.	I can record my music systematically using a graphic score	I can record my music systematically using a graphic score or notation (minim, crotchet and semibreve, Notes: egbdf,face)  I can draw a treble clef at the correct position on the staff.	I can record my music systematically using a graphic score, notation (minim, crotchet, semibreve and a rest, Notes: egbdf,face) and ICT.  I can draw a treble clef at the correct position on the staff

### Listening and appreciating

I know that music can be played or listened to for a variety of purposes. (including throughout history and in different cultures)	I describe the different purposes of music throughout history and in other cultures.	I understand and explain the different cultural meanings and purposes of music
I can listen out for different types of sounds and recognise changes. (beat, speed, short and long sounds, high and low sounds)	I can listen to and describe music, including my own and others compositions using words such as duration, timbre, pitch beat, tempo, and texture.	I have a range of words to help me describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence) and use these to help in evaluating my own and others music,
I can describe how sounds reflect different moods in music.	I listen to several layers of sound and talk about the effect on the mood and feelings.	I listen to several layers of sound and to music with lyrics and talk about the effect on mood and feeling.

I have listened to a live musical performance.	I have listened to and reviewed a live musical performance.	I have listened to and reviewed a live musical performance, using my musical knowledge and use this to improve my own performance.
I have taken part in a school performance	I have taken part in a school performance and know that the sense of occasion affects the performance.	I have taken part in a school performance and I use the venue and sense of occasion to create performances that are well appreciated by the audience
I have listened to a range of music by composers and musicians and can say if I like it or not.	I have listened to a range of music by composers and musicians and can express my opinion on what I have heard.	I have listened to a range of music by composers and musicians and can express my opinion on what I have heard. I can compare and contrast different music genres.