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| **Performing**  |
| EYFS |  |
| Year 1 | Can they use their voice to speak/sing/chant?​Do they join in with singing?​Can they use instruments to perform?​Do they look at their audience when they are performing?​Can they clap short rhythmic patterns?​Can they copy sounds? |
| Year 2  | Do they sing and follow the melody (tune)?​Do they sing accurately at a given pitch?​Can they perform simple patterns and accompaniments keeping a steady pulse?​Can they perform with others?​Can they play simple rhythmic patterns on an instrument?​Can they sing/clap a pulse increasing or decreasing in tempo? |
| Year 3  | Do they sing in tune with expression?​Do they control their voice when singing?​Can they play clear notes on instruments? |
| Year 4  | Can they perform a simple part rhythmically?​Can they sing songs from memory with accurate pitch?​Can they improvise using repeated patterns? |
| Year 5  | Do they breathe in the correct place when singing?​Can they sing and use their understanding of meaning to add expression?​Can they maintain their part whilst others are performing their part?​Can they perform ‘by ear’ and from simple notations?​Can they improvise within a group using melodic and rhythmic phrases?​Can they recognise and use basic structural forms e.g. rounds, variations, rondo form? |
| Year 6  | Can they sing a harmony part confidently and accurately?​Can they perform parts from memory?​Can they perform using notations?​Can they take the lead in a performance?​Can they take on a solo part?​Can they provide rhythmic support? |

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| **Composing**  |
| EYFS |  |
| Year 1 | Can they make different sounds with their voice?​Can they make different sounds with instruments? ​Can they identify changes in sounds?​Can they change the sound?​Can they repeat (short rhythmic and melodic) patterns?​Can they make a sequence of sounds? ​Can they show sounds by using pictures? |
| Year 2  | Can they order sounds to create a beginning, middle and end?​Can they create music in response to <different starting points>?​Can they choose sounds which create an effect?​Can they use symbols to represent sounds?​Can they make connections between notations and musical sounds?​ |
| Year 3  | Can they use different elements in their composition?​Can they create repeated patterns with different instruments?​Can they compose melodies and songs?​Can they create accompaniments for tunes?​Can they combine different sounds to create a specific mood or feeling? |
| Year 4  | Can they use notations to record and interpret sequences of pitches?​Can they use standard notation?​Can they use notations to record compositions in a small group or on their own?​Can they use their notation in a performance? |
| Year 5  | Can they change sounds or organise them differently to change the effect?​Can they compose music which meets specific criteria?​Can they use their notations to record groups of pitches (chords)?​Can they use a music diary to record aspects of the composition process?​Can they choose the most appropriate tempo for a piece of music? |
| Year 6  | Can they use a variety of different musical devices in their composition? (incl melody, rhythms and chords)​Do they recognise that different forms of notation serve different purposes?Can they use different forms of notation?​Can they combine groups of beats? |

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| **Appraising**  |
| EYFS |  |
| Year 1 | Can they respond to different moods in music?​Can they say how a piece of music makes them feel?​Can they say whether they like or dislike a piece of music?​Can they choose sounds to represent different things?​Can they recognise repeated patterns?​Can they follow instructions about when to play or sing? |
| Year 2  | Can they improve their own work?​Can they listen out for particular things when listening to music? |
| Year 3  | Can they improve their work; explaining how it has improved?​Can they use musical words (the elements of music) to describe a piece of music and compositions? ​Can they use musical words to describe what they like and dislike?​Can they recognise the work of at least one famous composer? |
| Year 4  | Can they explain the place of silence and say what effect it has?​Can they start to identify the character of a piece of music?​Can they describe and identify the different purposes of music?​Can they begin to identify with the style of work of Beethoven, Mozart and Elgar? |
| Year 5  | Can they describe, compare and evaluate music using musical vocabulary?​Can they explain why they think their music is successful or unsuccessful?​Can they suggest improvements to their own or others’ work?​Can they choose the most appropriate tempo for a piece of music?​Can they contrast the work of famous composers and show preferences? |
| Year 6  | Can they refine and improve their work?​Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created?​Can they analyse features within different pieces of music?​Can they compare and contrast the impact that different composers from different times will have had on the people of the time? |