



Music Key Stage 1

	Year 1	Year 2
Perform	Follow instructions on how and when to sing or play an instrument. Imitate changes in pitch.	Take part in singing, accurately following the melody. Make and control long and short sounds, using voice and instruments.
Compose	Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect Create short, musical patterns.	Create a sequence of long and short sounds. Sequence sounds to create an overall effect. Create short, rhythmic phrases.
Transcribe	Use symbols to represent a composition and use them to help with a performance.	Use symbols to represent a composition and use them to help with a performance.
Describe	Identify the beat of a tune	Recognise changes in timbre, dynamics and pitch.

Music
Key Stage 2

	Year 3	Year 4	Year 5	Year 6
Perform	<p>Sing from memory with accurate pitch.</p> <p>Maintain a simple part within a group.</p> <p>Pronounce words within a song clearly.</p> <p>Perform with control and awareness of others.</p>	<p>Sing or play from memory with confidence.</p> <p>Perform solos or as part of an ensemble.</p> <p>Hold a part within a round.</p>	<p>Sing or play from memory with confidence.</p> <p>Perform solos or as part of an ensemble.</p> <p>Hold a part within a round.</p>	<p>Sing or play expressively and in tune.</p> <p>Sing a harmony part confidently and accurately.</p> <p>Sustain a drone or a melodic ostinato to accompany singing.</p> <p>Perform with controlled breathing (voice) and skillful playing (instrument).</p>
Compose	<p>Use sound to create abstract effects.</p> <p>Create repeated patterns with a range of instruments.</p> <p>Choose, order, combine and control sounds to create an effect.</p>	<p>Create songs with verses and a chorus.</p> <p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>Convey the relationship between the lyrics and the melody.</p>	<p>Create songs with verses and a chorus.</p> <p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>Convey the relationship between the lyrics and the melody.</p>	<p>Combine a variety of musical devices, including melody, rhythm and chords.</p> <p>Use drones and melodic ostinati (based on the pentatonic scale)</p> <p>Use digital technologies to compose, edit and refine pieces of music.</p>
Transcribe	<p>Devise non-standard symbols to indicate when to play and rest.</p>	<p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p>Read and create notes on the musical stave.</p>	<p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p>Read and create notes on the musical stave.</p>	<p>Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</p> <p>Understand and use the # (sharp) and b (flat) symbols.</p> <p>Use and understand simple time signatures.</p>
Describe	<p>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p> <p>Understand layers of sounds and discuss their effect on mood and feelings.</p>	<p>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p> <p>Understand layers of sounds and discuss their effect on mood and feelings.</p>	<p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, melody, occasion, accompaniment, pattern, musical contexts including culture and context.</p>	<p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <ul style="list-style-type: none"> • pitch , dynamics etc, melody, occasion , accompaniment, pattern, musical contexts including culture and context.

