



Skill	Reception	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
<b>Singing songs with control and using the voice expressively</b>	I can sing songs, which contain a small range of notes I can take turns when singing and be a good listener. I can perform actions to accompany songs.	Recognise and represent higher and lower sounds using graphic notation. Follow simple musical directions for faster, slower, stopping and starting.	Follow and use performance instructions, including, starting, stopping, dynamics and tempo Sing, with accuracy, within a range of notes.	Create, use and lead a group with performance instructions. (tempo, dynamics, start, stop,) Hear a melody and create a graphic score represent it. Sing and play confidently and fluently, maintaining a steady pulse.	Sing fluently with confidence. Use standard or graphic notation to create a melody.	Experiment and perform sounds made by my voice. Follow and perform a vocal piece using a graphic or notated score. Maintain an independent part in a group when singing or playing.	Experiment with and refine sounds with my voice. Maintain a part in a performance with my voice. Create and perform a vocal piece by following a graphic / notated score.
<b>Listening memory and movement</b>	I can explore rhythm through play Talk about how music makes you want to move	Begin to understand the differences between pulse and rhythm through physical movement, playing and singing	Demonstrate an understanding of the differences between pulse and rhythm through physical movement, playing or singing.	Listen and copy rhythmic patterns	Follow and lead simple performance directions. (eg call and response patterns)	Recognise and explore the ways sounds can be combined and used expressively and comment on this effect	Describe, compare and evaluate different types of music using a range of musical vocabulary
<b>Controlling rhythm and pulse</b>	I can keep a steady pulse with some accuracy I can imitate movements in response to music. I can explore, respond and identify long and short sounds.	Keep a steady pulse with some accuracy (eg clapping, marching, tapping and playing instruments) Follow simple musical directions for faster, slower, stopping and starting. Create, explore, respond and identify long and short sounds.	Sing or play with good sense of pulse. Begin to recognise rhythmic patterns found in speech, e.g. saying, chanting names, syllables in names etc. Respond to visual and aural cues.	Follow and lead simple performance directions, demonstrating my understanding of pulse. Maintain a part in a piece / rhythm game consisting of two or more parts.	Sing and play confidently + fluently, maintaining an appropriate pulse. Follow and lead simple performance directions. (eg call and response patterns)	Maintain a strong sense of pulse throughout pieces with and without syncopation Create simple rhythmic pieces which demonstrate understanding of rhythm / melodies / accompaniments.	Maintain a strong sense of pulse and recognise when going out of time. Create simple rhythmic pieces which demonstrate understanding of rhythm or melodies or accompaniments. Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately.



<p><b>Exploring sounds melody and accompaniment</b></p>	<p>I can explore rhythm through play I can create rhythms and suggest symbols to represent rhythms</p>	<p>Begin to play rhythmic patterns found in speech Confidently copy given rhythms</p>	<p>Follow and use performance instructions. including, starting, stopping, dynamics and tempo</p>	<p>Hear a melody and create a graphic score represent it.</p>	<p>Use standard or graphic notation to create a melody.</p>	<p>Create music which demonstrates understanding of basic structure and discuss the choices made</p>	<p>Create music which demonstrates understanding of structure and discuss the choices made Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal</p>
<p><b>Control of instruments</b></p>	<p>I can explore, respond and identify long and short sounds.</p>	<p>Follow simple musical directions for faster, slower, stopping and starting.</p>	<p>Follow and use performance instructions. including, starting, stopping, dynamics and tempo</p>	<p>Play rhythms confidently while maintaining an appropriate pulse</p>	<p>Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary including discussing structure (unit5 only) and be willing to justify these</p>	<p>Respond to and use musically basic symbols including Western notation</p>	<p>Follow staff and other notations while playing short passages of music</p>
<p><b>Composition</b></p>	<p>I can create music, and suggest symbols to represent sounds</p>	<p>To use technology to create and change sounds.</p>	<p>Experiment changing and combining sounds, through technology.</p>	<p>Use technology to create, change and combine sounds.</p>	<p>Create simple rhythmic patterns, melodies and accompaniments</p>	<p>Create music which demonstrates understanding of basic structure and discuss the choices made</p>	<p>Create music which demonstrates understanding of structure and discuss the choices made</p>
<p><b>Reading and writing notation</b></p>	<p>I can create rhythms and suggest symbols to represent rhythms</p>	<p>Use graphic notation to record rhythms</p>	<p>Use graphic notation to record rhythms</p>	<p>Create graphic notation to represent rhythm.</p>	<p>Use standard or graphic notation to create a melody.</p>	<p>Respond to and use musically basic symbols including Western notation</p>	<p>Follow staff and other notations while playing short passages of music</p>



<b>Performance skills</b>	To begin to demonstrate an understanding of musical structure	To think about others while performing	To think about others while performing	To think about others while performing	To think about others while performing	To maintain my own part and be aware of different parts together	To think about the audience when performing and how to create a specific effect
<b>Evaluating and appraising</b>	To comment and respond to recorded music from different traditions, genres, styles and times.	Comment and respond to recordings of own and other's compositions	Listen with increased concentration, responding appropriately to a variety of live and recorded music, making observations about the music	Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary. Including discussing structure (unit 5)	Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary including discussing structure (unit 5 only) and be willing to justify these	Offer comments about own and others' work and ways to improve, using appropriate musical vocabulary including discussing structure (unit 5 only) and justifying these.	Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately