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|  | Performing | Composing | Appraising |
| EYFS | Pupils are given opportunities to;  • Develop ideas and interests  • Have specific foci for creative designs/purpose  • Combine and change their creation purposefully reflecting and reviewing their work  • Talk about the ideas and processes they have used in their own and others work  • Recognise the strengths of their own work and others  Expected - The children are provided with an environment which is set up in such a way that promotes these opportunities and focus on representing their own ideas Expected - Pupils experiment with design - sometimes adult led but not making 'everyone the same' Exceeding - Pupils develop their ideas, make decisions, combine and change their ideas with a purpose to aligning their decision making processes and judging their own work and the work of others through reflection on ways to improve the work they have created. | | |
| Year 1 | • To use their voices to speak/sing/chant  • To join in with singing  • To use instruments to perform  • To look at their audience when they are performing  • To clap short rhythmic patterns  • To copy sounds | • To make different sounds with their voice  • To make different sounds with instruments  • To identify changes in sounds  • To change the sound  • To repeat (short rhythmic and melodic) patterns  • To make a sequence of sounds  • To show sounds by using pictures | * To respond to different moods in music * To say how a piece of music makes them feel * To say whether they like or dislike a piece of music * To choose sounds to represent different things * To recognise repeated patterns * To follow instructions about when to play or sing |
| Year 2 | To sing and follow the melody (tune)  • To sing accurately at a given pitch  • To perform simple patterns and accompaniments keeping a steady pulse • To perform with others  • To play simple rhythmic patterns on an instrument  • To sing/ clap a pulse increasing or decreasing in tempo | • To order sounds to create a beginning, middle and end  • To create music in response to  • To choose sounds which create an effect  • To use symbols to represent sounds  • To make connections between notations and musical sounds | • To improve their own work  • To listen out for particular things when listening to music |
| Year 3 | • To sing in tune with expression  • To control their voice when singing  • To play clear notes on instruments | • To use different elements in their composition  • To create repeated patterns with different instruments  • To compose melodies and songs  • To create accompaniments for tunes  • To combine different sounds to create a specific mood or feeling | • To improve their work explaining how it has improved  • To use musical words (the elements of music) to describe a piece of music and compositions  • To use musical words to describe what they like and dislike  • To recognise the work of at least one famous composer |
| Year 4 | • To perform a simple part rhythmically  • To sing songs from memory with accurate pitch  • To improvise using repeated patterns | • To use notations to record and interpret sequences of pitches  • To use standard notation  • To use notations to record compositions in a small group or on their own  • To use their notation in a performance | • To explain the place of silence and say what effect it has  • To start to identify the character of a piece of music  • To describe and identify the different purposes of music  • To being to identify with the style of work of Beethoven, Mozart and Elgar |
| Year 5 | • To breath in the correct place when singing  • To sing and use their understanding of meaning to add expression  • To maintain their part whilst others are performing their par  t • To perform 'by ear' and from simple notations  • To improvise within a group using melodic and rhythmic phrases  • To recognise and use basic structural forms e.g. rounds, variations, rondo form | • To change sounds or organise them differently to change the effect  • To compose music which meets specific criteria  • To use their notations to record groups of pitches (chords)  • To use a music diary to record aspects of the composition process  • To choose the most appropriate tempos for a piece of music | • To describe, compare and evaluate music using musical vocabulary  • To explain why they think their music is successful or unsuccessful  • To suggest improvements to their own or others' work  • To choose the most appropriate tempo for a piece of music  • To contrast the work of famous composers and show preferences |
| Year 6 | • To sing a harmony part confidently and accurately  • To perform parts from memory  • To perform using notations  • To take the lead in a performance  • To take on a solo part  • To provide rhythmic support | • To be able to use a variety of different musical devices in their composition (including melody, rhythms and chords)  • To recognise that different forms of notation serve different purposes  • To use different forms of notation  • To be able to combine groups of beats | • To be able to refine and improve their work  • To be able to evaluate how the venue, occasion and purpose affects the way a piece of music is created  • To be able to analyse features within different pieces of music  • To be able to compare and contrast the impact that different composers from different times will have had on the people of the time. |