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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
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| 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 part • 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. |