

Musical Area	Year 1	Year 2	Year 3	Year 4
<p>Singing songs with control and using the voice expressively</p>	<ul style="list-style-type: none"> <li>• I can call and copy singing</li> <li>• I can sing broadly in tune with small jumps in pitch with a limited range (e.g. Twinkle, Twinkle)</li> <li>• I can control some changes in timbre, pitch, tempo and dynamics.</li> <li>• I can show changes in pitch with their hands and use high, low and middle voices.</li> <li>• I can sing simple songs and chants and rhymes with some expression.</li> </ul>	<ul style="list-style-type: none"> <li>• I can sing in time with the pulse and control of rhythm.</li> <li>• I can sing in tune within a limited pitch range.</li> <li>• I can recognise phrase lengths and know when to breathe.</li> <li>• I can sing lyrics with expression.</li> <li>• I can consider an audience when performing songs.</li> <li>• I can follow performance directions (inc but not limited to dynamics, tempo, starting/stopping, sound/silence.)</li> </ul>	<ul style="list-style-type: none"> <li>• I can sing rhythmically keeping in time with the pulse.</li> <li>• I can sing in tune within a larger pitch range.</li> <li>• I can control changes in timbre, tempo, pitch and dynamics confidently.</li> <li>• I can use appropriate tone when singing.</li> <li>• I can sing on their own and in small groups.</li> </ul>	<ul style="list-style-type: none"> <li>• I can sing confidently and fluently, maintaining an appropriate pulse.</li> <li>• I can sing most notes accurately in tune.</li> <li>• I can sing expressively with awareness and control of expressive elements e.g timbre, tempo, dynamics.</li> <li>• I can understand how mouth shape affects voice sounds.</li> <li>• I can internalise sounds by singing parts of a song 'in their heads.'</li> <li>• I can maintain an independent part in a small group e.g. singing in a round.</li> <li>• I can recognise simple structures (phrases)</li> </ul>

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<p><b>Playing instruments</b> (controlling pulse/rhythm and exploring sounds, melody and accompaniment)</p>	<ul style="list-style-type: none"> <li>• I can play a limited number of notes on a tuned instrument with some awareness of pitch.</li> <li>• I can keep a steady pulse with some accuracy. E.g through tapping/clapping/marching. (internalise rhythmic patterns)</li> <li>• I can follow simple musical instructions and actions and respond to musical cues.</li> <li>• I can control changes in timbre, tempo, pitch, and dynamics (playing untuned instruments).</li> <li>• I can identify and play long and short sounds.</li> <li>• I can control changes in timbre, tempo, pitch and dynamics (playing tuned instruments).</li> <li>• I can play differences in dynamics inc. forte (loud) and piano (quiet).</li> <li>• I can play music at different tempos including fast and slow.</li> <li>• I can show awareness of the audience.</li> <li>• I can respond to graphic notation e.g. star=stop/arrows=get faster.</li> </ul>	<ul style="list-style-type: none"> <li>• I can play a range of notes on a tuned instrument.</li> <li>• I can play instruments rhythmically keeping time with the pulse.</li> <li>• I can identify pulse in different music.</li> <li>• I can accompany a chant or song by clapping the pulse/rhythm.</li> <li>• I can follow simple performance directions e.g. tempo, dynamics, start/stop etc.</li> <li>• I can play different changes in dynamic including forte (loud), mezzo forte (quite loud), piano (quiet), mezzo piano (quite quiet)</li> <li>• I can control changes in tempo (getting faster or slower)</li> <li>• I can play instruments with an awareness of the audience (posture, eye contact)</li> </ul>	<ul style="list-style-type: none"> <li>• I can play a limited range of notes with accuracy.</li> <li>• I can perform a repeated pattern to a steady pulse.</li> <li>• I can demonstrate musical quality- e.g. clear starts, ends, phrases and accuracy.</li> <li>• I can explore and perform different types of accompaniment.</li> <li>• I can play a range of dynamics including graduations e.g. crescendo and diminuendo.</li> <li>• I can play gradual changes in tempi including getting faster and getting slower.</li> <li>• I can follow simple music symbols (standard and invented) e.g. crotchet, quaver.</li> <li>• I can perform in different ways, exploring the way the performers are a musical resource.</li> </ul>	<ul style="list-style-type: none"> <li>• I can play a range of notes on a tuned instrument.</li> <li>• I can identify melodic phrases and play them by ear.</li> <li>• I can follow basic shapes of music and simple staff notation when playing short passages of music e.g. glockenspiel.</li> <li>• I can maintain a strong sense of pulse and self correct if needed.</li> <li>• I can lead an independent part in a group when playing (e.g. rhythm, ostinato, drone etc.)</li> <li>• I can control a variety of dynamics for effect.</li> <li>• I can control gradual changes in tempo.</li> <li>• I can perform with awareness of different parts.</li> </ul>

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Composing	<ul style="list-style-type: none"> <li>• I can explore different sound sources -body sounds and instruments</li> <li>• I can explore different sounds in response to stimuli (test sounds to give a message e.g. body sounds for rain)</li> <li>• I can use simple structure e.g call and response (one plays a simple rhythm and another copies or adapts)</li> </ul>	<ul style="list-style-type: none"> <li>• I can experiment with different ways of producing sounds with voice/instruments (how sounds are changed)</li> <li>• I can change sounds to reflect different stimuli using musical instruments and body sounds.</li> <li>• I can use simple technology to make music e.g. using Groovy Music</li> <li>• I can use texture - play different sounds at the same time as part of a group.</li> <li>• I can use notes from a triad (3 notes)</li> <li>• I can use a beginning, middle and end structure.</li> <li>• I can use silence as part of a rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use voice, sounds, technology and instruments in creative ways.</li> <li>• I can improvise a rhythm.</li> <li>• I can explore and choose different movements to describe animals.</li> <li>• I can use graphic notation symbols to record ideas.</li> <li>• I can use a pentatonic scale (5 notes e.g. C,D,E,F,G)</li> <li>• I can use ternary form structure (ABA)</li> <li>• I can create simple rhythmic patterns, melodies and accompaniments.</li> </ul>	<ul style="list-style-type: none"> <li>• I can experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques.</li> <li>• I can use basic symbols (standard and invented) including rhythms (e.g. crotchet, quavers) and basic changes in pitch.</li> <li>• I can use a range of musical devices - timbre, texture, dynamics etc.</li> <li>• I can explore and select different melodic patterns e.g.notes from a scale to create a mood e.g. major and minor scales.</li> <li>• I can recognise and explore different combinations of pitch sounds.</li> <li>• I can explore and select different melodic patterns.</li> <li>• I can use Rondo form structure ABACA</li> </ul>

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<p><i>Listening and evaluating</i></p>	<ul style="list-style-type: none"> <li>• I can recall and remember short songs and sequences of patterns or sounds.</li> <li>• I can make physical movements in response to music (e.g. move like a snake/grow like a tree in response to music).</li> <li>• I can give an opinion on the music that they listen to (whether they like/dislike it and how it makes them feel).</li> <li>• I can listen to others singing / playing instruments.</li> <li>• I can relate music to stories or visual images.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe well defined changes in; <ul style="list-style-type: none"> <li>-dynamic.</li> <li>-timbre</li> <li>- tempo</li> <li>- pitch</li> </ul> </li> <li>• I can identify simple repeated patterns e.g. e.g. saying / chanting names, counting syllables in names etc.</li> <li>• I can listen to ideas from others.</li> <li>• I can suggest symbols to represent sounds. (e.g large foot for Daddy bear)</li> <li>• I can identify and name classroom instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• I can communicate ideas, thoughts and feelings through simple musical demonstration, movement giving simple justifications for responses.</li> <li>• I can analyse and comment on how sounds are used to create different moods.</li> <li>• I can recognise rhythmic patterns. E.g. ostinato:</li> <li>• I can identify and recall rhythmic and melodic patterns.</li> <li>• I can suggest simple performance directions.</li> <li>• I can identify phrases that could be used as an introduction, interlude and ending</li> <li>• I can aurally identify, recognise and respond to music symbols (standard and invented) including rhythms and pitch. (e.g. crotchet, quavers and staff notation as well as invented symbols).</li> </ul>	<ul style="list-style-type: none"> <li>• I can be perceptive to music and communicate personal thoughts and feelings through discussion, movement, sound-based and other creative responses such as visual arts.</li> <li>• I can listen and evaluate a range of live and recorded music from different traditions, genres, styles and times.</li> <li>• I can critique own and others' work, offering specific comments with justifications.</li> <li>• I can identify 2, 3 and 4 beats in a bar.</li> <li>• I can compare and contrast different styles of music e.g. jazz, folk, non-Western.</li> <li>• I can comment on music from a range of different periods in history.</li> </ul>