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| Year 1 and 2 | **Pitch** | **Duration** | **Dynamics** | **Tempo** | **Timbre** | **Texture** | | **Structure** |
| **Years 1 and 2** | * I can identify high and low sounds. | * I can respond to sounds of different duration. * I can recognise the difference between long and short sounds. * I can copy simple patterns of sound of long and short duration. * I can recognise the difference between steady beat and no beat. * I can identify similar rhythmic patterns. | * I can differentiate between loud sounds, quiet sounds and silence. | * I can identify the differences between fast and slow tempos. * I can identify the tempo of music as fast, moderate, slow, getting faster or getting slower. | * I can recognise the difference between singing and speaking. * I can recognise the difference between wood, metal, skin *(drum)* and ‘shaker’ sounds. * I can match selected sounds with their pictured source. * I can explore the different kinds of sound that my singing and speaking voice can make. * I can identify different voices by their vocal qualities. * I can use sound words or phrases to describe selected sounds and the ways in which they are produced. | * I can recognise a song with an accompaniment and one without accompaniment. * Determine one strand of music or more than one strand. | | * I can understand the form of cumulative *(a song with a simple melody that changes each verse e.g. ‘The Wheels on the Bus’, ’12 Days of Christmas’)* songs. * I can recognise that the sections of a piece of music sound the same or different. |
| **Working towards** |  |  |  |  |  |  | |  |
| **Expected** |  |  |  |  |  |  | |  |
| **Exceeding** |  |  |  |  |  |  | |  |
|  | **Performing** | | | **Listening** | | | **Creating** | |
| **Years 1 and 2** | * I can use my voice expressively by singing songs and speaking chants and rhymes. * I can play tuned and untuned instruments. * I can rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). | | | * I can listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory. * I can experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures (for example, beginning, middle, end). * I can experience how sounds can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment) and described using given and invented signs and symbols. * I know how music is used for particular purposes (for example, for dance, as a lullaby). | | | * I can experiment with & create musical patterns. * I can explore, choose and organise sounds and musical ideas. * I can explore and express my ideas and feelings about music using movement, dance and expressive and musical language. * I can make improvements to my own work. | |
| **Working towards** |  | | |  | | |  | |
| **Expected** |  | | |  | | |  | |
| **Exceeding** |  | | |  | | |  | |

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|  | **Pitch** | **Duration** | **Dynamics** | **Tempo** | **Timbre** | **Texture** | **Structure** |
| **Years 3 and 4** | * I can determine upwards and downwards direction in listening, performing and moving. * I can recognise and imitate melody patterns in echoes. * I can show the overall contour of melodies as moving upwards, downwards or staying the same. * I can determine movement by step, by leaps or by repeats. * I can perform simple melody patterns. | * I can indicate the steady beat by movement, including during a silence. * I can respond to changes in the speed of the beat. * I can respond to the strong beats whilst singing. * I can use instruments to keep a steady beat. * I can hold a beat against another part. | * I can recognise differences in dynamic levels. | * I can identify the differences between fast and slow tempos. * I can identify the tempo of music as fast, moderate, slow, getting faster or getting slower. | * I can describe and aurally identify the tone colours of instruments. * I can compare instrumental tone colour. | * I can recognise the difference between thick *(many sounds)* and thin *(few sounds)* textures. * I can recognise changes in texture. * I can identify the melodic line in a texture. * I can recognise rhythm on rhythm in music. * I can recognise the difference between unison *(one same pitched sound)* and harmony *(various pitched sounds at the same time).* | * I can recognise call and response form. * I can differentiate between the contrasting sections of a song. * I can recognise the difference between the verse and refrain of a song. * I can recognise binary *(one melody labeled ‘A’ is followed by a new melody labeled ‘B’ = AB melody form)* and ternary *(one melody labeled ‘A’ is followed by a new melody labeled ‘B’ which then goes back to melody A = ABA melody form)* form. |
| **Working towards** |  |  |  |  |  |  |  |
| **Expected** |  |  |  |  |  |  |  |
| **Exceeding** |  |  |  |  |  |  |  |

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|  | | **Performing** | | **Listening** | | | | **Creating** | | **Knowledge and Understanding** | |
| **Years 3 and 4** | | * I can sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. * I can play tuned and untuned instruments with control and rhythmic accuracy. * I can practise, rehearse and present performances with an awareness of the audience. | | * I can listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. * I can experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects. * I can experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations.   I know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue). | | | | * I can improvise and develop rhythmic and melodic material when performing.   I can explore, choose, combine and organise musical ideas within musical structures. | | * I can analyse and compare sounds. * I can explore and explain my own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. * I can improve my own and others' work in relation to its intended effect. * I can use and understand staff and other musical notations.   Develop an understanding of the history of music. | |
| **Working towards** | |  | |  | | | |  | |  | |
| **Expected** | |  | |  | | | |  | |  | |
| **Exceeding** | |  | |  | | | |  | |  | |
|  | | **Pitch** | | **Duration** | | **Dynamics** | **Tempo** | **Timbre** | | **Texture** | | **Structure** | |
| **Years 5 and 6** | | * I can identify short phrases and long phrases. * I can identify the prominent melody patterns in a piece of music. * I can improvise a melodic pattern. * I can improvise a melody. | | * I can perform rhythmic patterns and ostinati *(repeated melody lines).* * I can identify a silence in a rhythmic pattern with a gesture. * I can create rhythmic patterns including silences and notate. * I can indicate strong and weak beats through movements. * I can recognise a metre *(the way beats are grouped)* of 3 or 4. * Recognise a change in metre. | | * I can recognise crescendo *(gradually getting louder)* and diminuendo *(grad. getting quieter).* * I can assess the appropriateness of dynamic choices such as accents *(sudden loud notes, or sudden quiet notes.* | * I can identify the differences between fast and slow tempos. * I can identify the tempo of music as fast, moderate, slow, getting faster or getting slower. | * I can identify groupings of instruments – e.g. strings, woodwind, orchestra, and rock band. * I can recognise the instruments heard in a piece of music. | | * I can understand the process by which a round *(one melody, sung/played by groups starting at different times e.g. ‘London’s Burning’)* works. * I can identify the various and varying textures in a round. * I can show how rounds and canons *(more than one melody line, sung/played on top of each other by groups starting at different times e.g. ‘Pachelbel’s Canon’)* are constructed. * I can understand how the texture might vary in a song. | | * I can identify binary and ternary form from notational devises. * I can identify binary and ternary form when listening. * I can identify rondo (a form which always returns back to the first ‘A’ melody line e.g. ABACADAE etc) form. | |
| **Working towards** | |  | |  | |  |  |  | |  | |  | |
| **Expected** | |  | |  | |  |  |  | |  | |  | |
| **Exceeding** | |  | |  | |  |  |  | |  | |  | |

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|  | **Performing** | | **Listening** | **Creating** | | **Knowledge and Understanding** |
| **Years 5 and 6** | * I can sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. * I can play tuned and untuned instruments with control and rhythmic accuracy. * I can practise, rehearse and present performances with an awareness of the audience. | | * I can listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. * I can experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects. * I can experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations. * I know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue). | * I can improvise and develop rhythmic and melodic material when performing. * I can explore, choose, combine and organise musical ideas within musical structures. | | * I can analyse and compare sounds. * I can explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. * I can improve their own and others' work in relation to its intended effect. * I can use and understand staff and other musical notations. * I can develop an understanding of the history of music. |
| **Working towards** |  | |  |  | |  |
| **Expected** |  | |  |  | |  |
| **Exceeding** |  | |  |  | |  |
| **EYFS Music** | | | | | | |
|  | | **30 – 50 months** | | | **40 – 60 months** | |
| **Nursery and Reception** | | • Enjoys joining in with dancing and ring games.  • Sings a few familiar songs.  • Beginning to move rhythmically.  • Imitates movement in response to music.  • Taps out simple repeated rhythms.  • Explores and learns how sounds can be changed. | | | • Begins to build a repertoire of songs and dances.  • Explores the different sounds of instruments. | |
| **Working towards** | |  | | |  | |
| **Expected** | |  | | |  | |
| **Exceeding** | |  | | |  | |