

What do you know? Music



| Year 1 |
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| Make different sounds with voice and with instruments. |
| Follow instructions about when to play and sing. |
| Use instruments to perform and choose sounds to represent different things. |
| Say whether they like or dislike a piece of music. |
| Clap and repeat short rhythmic and melodic patterns. |
| Make a sequence of sounds and respond to different moods in music. |
| Year 2 |
| Sing or clap increasing and decreasing tempo. |
| Perform simple patterns and accompaniments keeping a steady pulse. |
| Play simple rhythmic patterns on an instrument. |
| Make connections between notations and musical sounds. |
| Order sounds to create a beginning, middle and an end. |
| Create music in response to different starting points |
| Year 3 |
| Play clear notes on instruments and use different elements in composition. |
| Combine different sounds to create a specific mood or feeling. |
| Create repeated patterns with different instruments. |
| Improve my work; explaining how it has been improved. |
| Use musical words to describe a piece of music and compositions. |
| Use musical words to describe what they like and do not like about a piece of music. |
| Recognise the work of at least one famous composer. |
| Year 4 |
| Sing songs from memory with accurate pitch. |
| Use notation to record compositions in a small group or individually. |
| Explain why silence is often needed in music and explain what effect it has. |
| Use notation to record and interpret sequences of pitches. |
| Identify and describe the different purposes of music. |
| Begin to identify the style of work of Beethoven, Mozart and Elgar. |
| Year 5 |
| Maintain own part whilst others are performing their part. |
| Compose music which meets specific criteria |
| Choose the most appropriate tempo for a piece of music |
| Repeat a phrase from the music after listening intently. |
| Use music diary to record aspects of the composition process |
| Describe, compare and evaluate music using musical vocabulary. |
| Explain why they think music is successful or unsuccessful. |
| Contrast the work of a famous composer with another and explain preferences. |

What do you know? Music



Year 6

Sing in harmony confidently and accurately.

Perform parts from memory.

Take the lead in a performance.

Use a variety of different musical devices in composition (including melody, rhythms and chords).

Accurately recall a part of the music listened to.

Analyse features within different pieces of music

Evaluate how the venue, occasion and purpose affects the way a piece of music is created.

Compare and contrast the impact that different composers from different times have had on people of that time.