

Singing

<u>Year</u>	<u>EYFS</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
<u>Composite</u>	<p>I can enjoy my voice and enjoy making sounds.</p> <p>I can join in with nursery songs and rhymes, some of which are from memory.</p> <p>I can also sing in a group or on my own.</p>	<p>I am happy to sing, sometimes from melody, in a group.</p> <p>I can sing loud and quite and high and low with confidence, knowing that I am in time with the beat and performing accurate rhythms.</p>	<p>I know how to confidently sing songs with a widening range of pitch.</p> <p>I can sing a range of dynamics.</p>	<p>I know how to accurately sing a piece with 2 or more to a live audience.</p>	<p>I know how to sing songs with more complex rhythms and/or melodies in English or other languages.</p>	<p>I know how to confidently sing music in a range of styles including singing warm ups or part singing.</p>	<p>I know how to change my voice to reflect mood and style and I can sing songs from a variety of times and places with accuracy and sensitivity to the genre of music.</p>
<u>Endpoints</u>	<p>I know how to sing songs within a small range of pitch.</p> <p>I know how to pitch match.</p> <p>I know how to imitate a simple melody.</p>	<p>I know how to sing in unison.</p> <p>I know how to sing with varying dynamics and tempo when asked.</p> <p>I know how to respond to simple visual directions which relate to the tempo, dynamic or articulation (short, smooth etc.) of the music.</p>	<p>I know how to sing with a growing range of dynamics.</p> <p>I know how to follow the music or singing leader in order to produce the correct dynamic.</p>	<p>I know how to sing my part in time and at pitch whilst also keeping in time with another part.</p> <p>I know how to listen to other children singing the same part and keep in time with them.</p> <p>I know how to watch and listen to the singing leader in order to keep in time.</p>	<p>I know how to sing my part with accurate dynamics, reacting to the instructions of the music or the singing leader.</p> <p>I know how to show good singing technique including breathing and posture.</p>	<p>I know how to sing lyrics in English or other languages with correct techniques resulting in clear pronunciation.</p> <p>I know how to lead and take part in a range of singing warm ups and talk about what area of singing the warm ups help with.</p> <p>I know how to be a leader or stronger member of a small group.</p>	<p>I know how to sing with accurate pitching songs over an octave in range.</p> <p>I know how to confidently sing a part with complex rhythms and melodies whilst keeping in time with other parts.</p>

Performance

<u>Year</u>	<u>EYFS</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
<u>Composite</u>	<p>I know how to copy a simple body percussion pattern. I know how to make sounds with a range of objects and instruments.</p> <p>I am beginning to know how to play untuned percussion instruments with some expression.</p>	<p>I know how to play, sometimes from memory, in a group, knowing that I can play in time with the beat and perform repeated rhythms accurately.</p>	<p>I know how to play untuned instruments musically.</p> <p>I know how to play my untuned instrument with varied tempo and dynamics.</p>	<p>I know how to play 3 notes on tuned percussion instruments.</p> <p>I can read and perform from graphic notation and I can perform a 2-part song in a round.</p>	<p>I know how to perform 5 notes on my tuned instrument and perform a song in 2 parts in harmony, in time and on a tuned instrument.</p>	<p>I know how to play between 5 and 8 notes or 3-5 chords on an instrument.</p>	<p>I know how to confidently produce a high-quality performance, using all elements of music; pitch, rhythm, beat and dynamics whilst following a conductor or musical leader.</p>
<u>Endpoints</u>	<p>I know how to make a range of sounds with my body.</p> <p>I know how to copy actions.</p> <p>I know how to classify or group instruments based on how they are played (tapping, scraping and shaking).</p> <p>I know how to start and stop my music.</p> <p>I know how to imitate some</p>	<p>I know how to perform short copycat rhythm patterns accurately.</p> <p>I know how to perform short repeating rhythm patterns (Ostinati) while keeping in time with a steady beat.</p> <p>I know how to select percussion sounds to enhance story telling.</p> <p>Ascending xylophone notes to suggest Jack climbing the beanstalk. Quiet</p>	<p>I know how to play short and long notes from a form of graphic notation or from physical direction from the ensemble leader.</p> <p>I know how to play loud and quiet and high and low with confidence.</p>	<p>I know where at least 3 notes are on my instrument.</p> <p>I know how to make a range of notes on my instrument, I know how to follow the structure of a song.</p> <p>I know how to listen to other parts.</p> <p>I know how to follow the ensemble leader.</p>	<p>I know how to read simple notation and/or tablature (drum or guitar).</p> <p>I know how to access and play a wider range of notes on my instrument.</p>	<p>I know how to recognise 5-8 notes or 3-5 chords based upon an appropriate format of notation.</p> <p>I know the fingerings or techniques used to produce 5-8 notes or 3-5 chords.</p> <p>I know how to play short pieces of music which use the majority of the notes or chords used.</p>	<p>I know how to vary the dynamic of my instrument whilst playing simple songs.</p> <p>I know how to accurately play rhythms progressing complexity.</p> <p>I know how to play my instrument, reading from the notation whilst having an awareness of the musical leader and how they would like me to play the music.</p>

dynamics and tempo.

sounds created on a rain stick/shaker to depict a shower. Regular strong beats played on a drum to replicate menacing footsteps.

I know how to play in time with the rest of the ensemble.

Listening and Appraising

<u>Year</u>	<u>EYFS</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
<u>Composite</u>							
<u>Endpoints</u>	<p>I know how to say when music sounds sad and when music sounds happy.</p> <p>I know how to move with expression in a way that mimics the music (either through pitch, dynamic or tempo).</p> <p>I know the difference between a loud sound and a quiet sound.</p> <p>I know the difference between a high sound and a low sound.</p>	<p>I know how to identify sounds in the local school environment.</p> <p>I know how to name high, medium and low sounds when listening.</p> <p>I know how to use a more developed vocabulary to describe the mood of music (Angry, calm, smooth etc.).</p>	<p>I know how to recognise the difference between some ensembles such as choirs' orchestras, bands and popular solo artists.</p> <p>I know the difference between live and recorded music and can recognise when technology has been used in creating music.</p> <p>I know how to talk about my favourite instrument or genre of music talking about features such as the timbre of how it makes them feel.</p>	<p>I know how to recognise the timbres of at least one different instrument of each section of the orchestra.</p> <p>I know the four sections of the orchestra – I know that classical music has a long history.</p> <p>I know how to recognise when music sounds like it is from another culture and give at least one reason why the music sounds different from their own culture.</p>	<p>I know how to describe how a piece of music has used varying pitch.</p> <p>I know how to describe how a piece of music has used varying dynamics.</p> <p>I know how to describe how a piece of music has used varying textures.</p> <p>I know how to talk about the instrumentation used.</p> <p>I know how to say whether I think the rhythms are complex or simple.</p>	<p>I know how to recognise that a piece of music may be from a particular genre and name a reason why that might be. For example: Jazz – improvised solos, swung or syncopated rhythms. Pop – repetitive, verse/chorus structure, memorable melodies. Hip Hop – often uses rap, soulful.</p>	<p>I know how to recognise and discuss all of the elements of music when listening to music.</p> <p>I know how to recognise where a piece of music might come from when a particular style has been studied.</p> <p>I know how to use the above end points to justify an opinion on a piece or section of music whether negative or positive.</p>

Musicianship

<u>Year</u>	<u>EYFS</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
<u>Composite</u>	I know that music is made up of instruments and voices playing sounds together in lots of different ways.	I know the difference between pulse and beat and can describe these differences clearly.	I know how to write my own graphic score and can follow another person's graphic score, playing the pitch, tempo and dynamics accurately.	I know how to recognise simple elements of a widely used form of notation such as standard western notation of tablature.	I know how to read a score to perform a piece of music on an instrument or with my voice.	I know how to read notation up to an octave and I can use this knowledge to write a composition.	I know how to read and follow a form of notation to play and compose a piece of music. I can use my knowledge of the interrelated dimensions of music create and play music which fits a particular purpose or setting.
<u>Endpoints</u>	I know that music can be loud and quiet. I know that music can be fast and slow.	I know that the pulse is steady and doesn't change. I know that rhythms are made of short and long notes in a certain order.	I know that the word pitch is used to describe high and low. I know that dynamic is used to describe the volume of the music. I know that tempo is used to describe the speed of the music. I know that symbols can represent short and long notes.	I know how to recognise 3 notes using notation. I know how to relate the name of a note to the position or technique on an instrument. I know how to recognise 1, 2 and half beat rhythms using a form of notation. I know that different words can represent different rhythms, e.g. tea, coffee, shh etc.	I know that F means loud and P means quiet in music. I know how to recognise a tempo marking on the music and play it accordingly (e.g. presto means fast). To know how to recognise 5 notes using a form of notation. To know that harmony means two or more separate sounds	To know that Major chords usually provide a happy nature and that minor chords usually provide a sad nature to the music. To know the formal note names of crotchets, minims, quavers and rests.	I know how to show knowledge of pitch, dynamics, tempo, timbre, structure, mood, dynamics and texture.

				<p>To know that harmony means two or more separate sounds that compliment each other.</p> <p>To know that the word timbre is used to describe the sound of an instrument.</p>	<p>that compliment each other.</p> <p>I know that thin and thick textures describes how many parts are used in a composition.</p>		
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Composition

<u>Year</u>	<u>EYFS</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
<u>Composite</u>	I know how to choose sounds from my voice or my instrument which match a given brief, for example winter songs, happy songs, sad songs, etc.	I know how to participate in a group composition using instruments or voice knowing when to start and stop and how to play my instrument or use my voice.	I know how to create graphic scores which show some or all of changes in pitch, dynamics, tempo. The graphics scores will also show some elements or longer and shorter sounds.	I know how to write short compositions using 3 or more varieties of pitch and different note lengths.	I know how to compose a longer piece of music using a tuned instrument, my voice or technology which uses five notes or more. I have used variants in pitch, note length, dynamics and specific tempi (speed).	I know how to compose a longer piece of music using tuned instrument, my voice or technology which uses 8 notes or more or 3 chords or more. I have used variants in pitch, note length, dynamics and specific tempi (speed).	I know how to compose a piece of music using standard notation, tablature or another recognised form of notation that uses 2 parts or more. In my composition I show knowledge of all of the interrelated dimensions of music learnt so far.
<u>Endpoints</u>	<p>I know how to choose an instrument or vocal sound to go with a chosen mood, for example; a drum for angry, a chime bar for happy, a bell for excited.</p> <p>I know how to recall how I played my instrument or used my voice to show a mood, emotion or inspiring stimulus.</p> <p>I know how to choose to play loud or soft to show extremes of the</p>	<p>I know how to give an opinion and choose which instruments or sounds should be chosen to go with a given stimulus.</p> <p>I know how to play my instrument or use my voice with the correct technique at the correct time on my own or within a group.</p> <p>I know how to play my instrument or use my voice at the</p>	<p>I know how to create a graphic score which shows changes in pitch.</p> <p>I know how to create a graphic score which changes in dynamic.</p> <p>I know how to create a graphic score that shows different lengths of notes or sounds.</p>	<p>I know how to choose and notate 3 or more pitches using standard notation, tablature or another form of notation using a tuned instrument, technology or my voice.</p> <p>I know how to compose a short tune using 2 or 3 different note lengths for example crotchet, minims and</p>	<p>I know how to choose and notate 5 or more pitches using standard notation, tablature or another form of notation using a tuned instrument, technology or my voice.</p> <p>I know how to compose a short tune using 4 or 5 different note lengths including quavers and rests using a tuned</p>	<p>I know how to choose and notate 8 or more pitches or 3 or more chords using standard notation, tablature or another form of notation using a tuned instrument, technology or my own voice.</p> <p>I know how to use the note length variation used I year 3 and 4 in my composition.</p>	<p>In my composition I know how to show knowledge of pitch, dynamics, tempo, timbre, structure, mood, dynamics and texture.</p> <p>I know how to create a composition using tuned instruments, my voice or technology that uses harmony whether this uses chords and a melody, a bass line or drone (see Indian Raga music</p>

	given stimulus. For example, very angry – very loud, very soft very calm.	correct dynamic chosen by me or my group or my class.		semibreves using a tuned instrument, technology or my voice.	instrument, technology or my voice. I know how to show changes of dynamics in my composition using Italian terms (F for forte, P for piano etc.). I know how to indicate what speed the music should be played at and whether this changes.	I know how to apply the written tempi (speed) and dynamic knowledge learnt in year 4 and apply this to my composition.	for examples of this) and a melody.
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