



| Year group                | National Curriculum Assessment Criteria                                                                                                                                                                               | Progression of Key Skills (including procedural knowledge)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <b>EYFS and Reception</b> | <ul style="list-style-type: none"><li>• Begin to build a repertoire of songs</li><li>• Explore the different sounds of instruments</li><li>• Represent their own ideas, thoughts and feelings through music</li></ul> | <p>Performing</p> <ul style="list-style-type: none"><li>• Use their voice to speak, sing, chant</li><li>• Clap short rhythmic patterns</li><li>• Experiment with creating sounds with different instruments</li><li>• Perform a rhythm (GD)</li></ul> <p>Composing</p> <ul style="list-style-type: none"><li>• Make a range of sounds with their voices</li><li>• Make a range of sounds with instruments</li><li>• Represent sounds pictorially</li><li>• Begin to sequence sounds to create a rhythm or beat (GD)</li><li>• Repeat short rhythmic and melodic patterns (GD)</li><li>• Read pictorial representations of music – colour coded bells, music story maps (GD)</li></ul> <p>Appraising</p> <ul style="list-style-type: none"><li>• Say if they like or dislike a piece of music</li><li>• Identify and distinguish environmental sounds</li><li>• Begin to describe sounds – e.g. loud, quiet, high, low, fast, slow</li><li>• Begin to express how music makes them feel</li><li>• Identify reasons why they like some music more than others (GD)</li></ul> |

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| <b>Year 1</b> | <ul style="list-style-type: none"> <li>• Use voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• Play tuned and untuned instruments musically</li> <li>• Listen with concentration and understanding to a range of high quality live and recorded music</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul> | <p>Performing</p> <ul style="list-style-type: none"> <li>• Use their voice to speak, sing, chant</li> <li>• Join in with singing</li> <li>• Clap short rhythmic patterns</li> <li>• Use instruments to perform a simple piece</li> <li>• Respond to musical indications about when to play or sing</li> <li>• Respond musically with increasing accuracy to a call – high/low, loud/soft, fast/slow – and keep a steady pulse</li> <li>• Perform a rhythm to a steady pulse (GD)</li> </ul> <p>Listening</p> <ul style="list-style-type: none"> <li>• Respond to different moods of music in different ways</li> </ul> <p>Composing</p> <ul style="list-style-type: none"> <li>• Make a range of sounds with their voice</li> <li>• Make a range of sounds with instruments</li> <li>• Identify changes in sounds</li> <li>• Tell the difference between long and short sounds</li> <li>• Represent sounds pictorially</li> <li>• Make a sequence of sounds for a purpose</li> <li>• Repeat short rhythmic and melodic patterns (GD)</li> <li>• Give a reason for choosing an instrument (GD)</li> </ul> <p>Appraising</p> <ul style="list-style-type: none"> <li>• Form an opinion to express how they feel about a piece of music</li> <li>• Recognise repeated patterns</li> <li>• Tell the difference between a fast and slow tempo, loud and quiet and high and low sounds</li> <li>• Hear the pulse in a piece of music</li> <li>• Tell the difference between loud and quiet sounds</li> <li>• Describe how sounds are made and changed</li> <li>• Respond to different moods in music and say how a piece of music makes them feel</li> <li>• Identify what different sounds could represent and give a reason why (GD)</li> <li>• Identify texture listening for whether there is more than one sound at the same time (GD)</li> </ul> |
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|               |            | <ul style="list-style-type: none"> <li>Identify musical structure in a piece of music – verse, chorus etc, (GD)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Year 2</b> | See Year 1 | <p>Performing</p> <ul style="list-style-type: none"> <li>Follow the melody using their voice or instrument</li> <li>Sing songs as an ensemble following the tune (melody) well</li> <li>Perform in an ensemble with instructions from the leader – e.g. hand signals to indicate pitch and duration of notes</li> <li>Play simple rhythmic patterns on an instrument</li> <li>Sing/clap a pulse increasing or decreasing in tempo</li> <li>Have control when playing instruments</li> <li>Perform musical patterns keeping a steady pulse</li> <li>Understand the importance of a warm up (GD)</li> <li>Sing/play rhythmic patterns in contrasting dynamics, keeping to the pulse (GD)</li> </ul> <p>Listening</p> <ul style="list-style-type: none"> <li>Listen to simple inter-related dimensions of music</li> <li>Verbally recall what they have heard with simple vocabulary – loud, soft, high, low</li> <li>Begin to say what they like and dislike</li> </ul> <p>Composing</p> <ul style="list-style-type: none"> <li>Order sounds to create a beginning, middle and end</li> <li>Represent sounds pictorially with increasing relevance</li> <li>Choose sounds to achieve an effect (including use of technology)</li> <li>Begin to compose short melodic patterns using two or three notes (tuned instruments/voice)</li> <li>Create short, rhythmic patterns – sequences of long and short sounds</li> <li>Selective in control used on an instrument in order to create intended effect</li> <li>Create their own symbols to represent sounds</li> <li>Choose sounds to create an effect on the listener</li> <li>Can they use simple structures – e.g, repetition and order in a piece of music (GD)</li> </ul> |

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|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Know that phrases are where we breathe in a song (GD)</li> </ul> <p>Appraising</p> <ul style="list-style-type: none"> <li>• Identify particular features when listening to music</li> <li>• Begin to associate sounds they hear with instruments</li> <li>• Independently identify the pulse in a piece of music and tap along</li> <li>• Listen carefully to recall short rhythmic patterns</li> <li>• Begin to recognise changes in timbre, dynamics and pitch</li> <li>• Able to recognise and name different instruments by sight</li> <li>• Evaluate and improve their own work and give reasons</li> <li>• Tell whether a change – e.g. pitch, tempo, dynamic, texture and timbre is gradual or sudden and describe its effect (GD)</li> <li>•</li> </ul>                                                       |
| <b>Year 3</b> | <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Use and understand staff and other musical notations</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Develop an understanding of the history of music.</li> </ul> | <p>Performing</p> <ul style="list-style-type: none"> <li>• Sing songs from memory with increasing expression, accuracy and fluency</li> <li>• Maintain a simple part within an ensemble</li> <li>• Modulate and control their voice when singing and pronounce the words clearly</li> <li>• Play notes on tuned and un-tuned instruments with increasing clarity and accuracy</li> <li>• Improvise (including call and response) within a group using the voice</li> <li>• Collaborate to create a piece of music</li> <li>• Sing/play rhythmic patterns in contrasting temp, keeping to the pulse (GD)</li> </ul> <p>Listening</p> <ul style="list-style-type: none"> <li>• Describe music using appropriate vocabulary</li> <li>• Compare different kinds of music</li> <li>• Recognise differences between music of different times and cultures</li> </ul> |

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|               |            | <p>Composing</p> <ul style="list-style-type: none"> <li>• Create repeated patterns using a range of instruments</li> <li>• Combine different sounds to create a specific mood or feeling</li> <li>• Understand how the use of tempo can provide contrast within a piece of music</li> <li>• Begin to read and write musical notation</li> <li>• Effectively choose, order, combine and control sounds to create different textures</li> <li>• Use silent beats for effect (rests)</li> <li>• Combine different inter-related dimensions of music – e.g. fast,slow, high, low, loud, soft in their composition</li> <li>• Create accompaniments for melodies (GD)</li> <li>• Compose a simple piece of music that they can recall to use again (GD)</li> <li>• Understand metre in 4 beats then 3 beats (GD)</li> </ul> <p>Appraising</p> <ul style="list-style-type: none"> <li>• Use musical words – pitch, duration, dynamics, tempo to describe and give their opinion on a piece of music</li> <li>• Evaluate and improve their work explaining how it has improved using a success criterion</li> <li>• Know that music can be played or listened to for a variety of purposes – including different cultures and periods in history</li> <li>• Able to recognise a range of instruments by ear</li> <li>• Internalise the pulse in a piece of music</li> <li>• Identify the features within a piece of music</li> <li>• Recognise changes in sounds that move incrementally and more dramatically (GD)</li> <li>• Compare repetition, contrast and variation within a piece of music</li> </ul> |
| <b>Year 4</b> | See Year 3 | <p>Performing</p> <ul style="list-style-type: none"> <li>• Perform a simple part of an ensemble rhythmically</li> <li>• Sing songs from memory with increasing expression, accuracy and fluency</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|               |            | <ul style="list-style-type: none"> <li>• Improvise using repeated patterns with increasing accuracy and fluency</li> <li>• Use selected pitches simultaneously to produce simple harmony (GD)</li> </ul> <p>Composing</p> <ul style="list-style-type: none"> <li>• Use notations to record and interpret sequences of pitches</li> <li>• Use notations to record compositions in a small group or on their own</li> <li>• Use notation in a performance</li> <li>• Explore and use sets of pitches e.g. 4 or 5 note scales (GD)</li> <li>• Show how they can use dynamics to provide contrast (GD)</li> </ul> <p>Appraising</p> <ul style="list-style-type: none"> <li>• Explain why silence is used in a piece of music and say what effect it has</li> <li>• Start to identify the character of a piece of music</li> <li>• Describe and identify different purposes of music</li> <li>• Use musical words – pitch, duration, timbre, dynamics, tempo to describe a piece of music and composition</li> <li>• Identify how a change in timbre can change the effect of a piece of music (GD)</li> </ul> |
| <b>Year 5</b> | See Year 3 | <p>Performing</p> <ul style="list-style-type: none"> <li>• Sing and use their understanding of meaning to add expression</li> <li>• Try and perform “by ear” and from simple notations</li> <li>• Improvise within a group using melodic and rhythmic phrases</li> <li>• Recognise and use basic structural forms e.g. rounds, variations, rondo form?</li> <li>• Maintain their part whilst others are performing their part</li> <li>• Use pitches simultaneously to produce harmony by building up simple chords (GD)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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|               |            | <ul style="list-style-type: none"> <li>• Devise and play a repeated sequence of pitches on a tuned instrument to accompany a song (GD)</li> </ul> <p>Listening</p> <ul style="list-style-type: none"> <li>• Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary</li> <li>• Analyse and compare features from a wide range of music</li> <li>• Discern and distinguish layers of sound and understand their combined effect</li> </ul> <p>Composing</p> <ul style="list-style-type: none"> <li>• Begin to use standard notation</li> <li>• Use notation to record groups of pitches (chords)</li> <li>• Choose the most appropriate tempo for a piece of music</li> <li>• Use technology to compose music that meets a specific criterion</li> <li>• Identify and use how patterns of repetition, contrasts and variations can be organised to give structure to a melody, rhythm, dynamics and timbre (GD)</li> </ul> <p>Appraising</p> <ul style="list-style-type: none"> <li>• Describe, compare and evaluate music using musical vocabulary</li> <li>• Suggest improvements to their own or others work</li> <li>• Choose the most appropriate tempo for a piece of music</li> <li>• Identify and begin to evaluate the features within different pieces of music</li> <li>• Contrast the work of established composers and show preferences</li> <li>• Explain how the tempo changes the character of music (GD)</li> <li>• Identify where a gradual change in dynamics has helped to shape a phrase of music (GD)</li> </ul> |
| <b>Year 6</b> | See Year 3 | <p>Performing</p> <ul style="list-style-type: none"> <li>• Begin to sing a harmony part</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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|  |  | <ul style="list-style-type: none"> <li>• Begin to perform using notations</li> <li>• Take the lead in a performance</li> <li>• Take on a solo part</li> <li>• Provide rhythmic support</li> <li>• Perform parts from memory</li> <li>• Perform a piece of music which contains two (or more) distinct melodic or rhythmic parts knowing how the parts will fit together(GD)</li> </ul> <p>Listening</p> <ul style="list-style-type: none"> <li>• Evaluate differences in live and recorded performances</li> <li>• Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion.</li> </ul> <p>Composing</p> <ul style="list-style-type: none"> <li>• Recognise that different forms of notation serve different purposes</li> <li>• Combine groups of beats</li> <li>• Use a variety of different musical devices in their composition – e.g. melody, rhythms and chords</li> <li>• Show how a small change of tempo can make a piece of music more effective (GD)</li> <li>• Use the full range of chromatic pitches to build up chords, melodic lines and bass lines (GD)</li> </ul> <p>Appraising</p> <ul style="list-style-type: none"> <li>• Refine and improve their work</li> <li>• Evaluate how the venue, occasion and purpose affects the way a piece of music is created</li> <li>• Compare and contrast the impact that different composers from different times will have had on the people of the time</li> <li>• Analyse features within different pieces of music</li> <li>• Appraise the introductions, interludes and endings for songs and compositions they have created (GD)</li> </ul> |
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