



MUSIC SKILLS



Year 1			
Objective	National Curriculum Assessment criteria	skills	
		Music from different cultures	Music throughout history
Children recognise and explore how sounds can be made and changed.	play tuned and un-tuned instruments musically	I know how sounds are made and changed I can imitate changes in pitch	
Children use their voice in different ways, such as speaking, chanting, singing with an awareness of performing to others.	use their voices expressively and creatively by singing songs and speaking chants and rhymes	I can use my voice in different ways to create different effects I can use my voice in very different ways I can take part in singing	
Children repeat short rhythmic and melodic patterns and create and choose sounds in response to given starting points.	listen with concentration and understanding to a range of high-quality live and recorded music	I can choose sounds to represent different things (ideas, moods, feelings, thoughts etc) I can make a sequence of short and long sounds with help I can make and control long and short sounds, using voice and instruments.	
Children respond to different moods in music and recognise well defined changes in sounds, identify simple repeated patterns and take account of musical instructions	experiment with, create, select and combine sounds using the inter-related dimensions of music.	I can listen out for different types of sounds I can show that I hear different moods of music I follow instructions on how and when to sing or play an instrument.	



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Year 2			
Objective	National Curriculum Assessment criteria	skills	
		Music from different cultures	Music throughout history
Children can recognise and explore how sounds can be organised	play tuned and un-tuned instruments musically	I can make and control long and short sounds using voices and Instruments I can recognise changes in dynamics and pitch I can use my knowledge of dynamics and pitch to organise my Music	
Children sing with a sense of the shape of the melody, and perform simple patterns and accompaniments keeping a steady pulse.	use their voices expressively and creatively by singing songs and speaking chants and rhymes	I can take part in singing songs, following the melody well I can perform with others , taking instructions from the leader I can create short musical patterns I can create short rhythmic phrases I can identify the beat in music I can listen carefully and recall short rhythmic and melodic patterns	
Children choose carefully and order sounds within simple structures such as beginning, middle, end in response to given starting points	listen with concentration and understanding to a range of high-quality live and recorded music	I can order my sounds to help create an effect I can show control when playing musical instruments so that they sound as they should	
Children represent sounds with symbols and recognise how musical elements can be used to create different moods and effects	experiment with, create, select and combine sounds using the inter-related dimensions of music.	I can use changes in pitch to communicate ideas I can make my own signs and symbols to make and record music I know that music can be played or listened to for a variety of purposes	
Children improve their own work		I can think of ways to improve my music	



MUSIC SKILLS



Year 3 & 4			
Objective	National Curriculum Assessment criteria	skills	
		Music from different cultures	Music throughout history
Children recognise and explore the ways sounds can be organised	<p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>use and understand staff and other musical notations</p> <p>develop an understanding of the history of music.</p>	<p>I can recognise how musical elements can be used together to compose music</p> <p>I can describe the different purposes of music throughout history and in other cultures</p>	
Children sing in tune with expression and perform rhythmically simple parts that use a limited range of notes.	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	<p>I can sing songs from memory with accurate pitch</p> <p>I can sing a tune</p> <p>When I sing songs I show control in my voice</p> <p>I play notes on instruments so they sound clear</p>	
Children improve repeated patterns and combine several layers of sound with the awareness of the combined effect	appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	<p>I can maintain a simple part within a group</p> <p>I can compose and perform melodies and songs</p> <p>I can recognise and create repeated patterns with a range of instruments.</p>	
Children recognise how the different musical elements are combined and used expressively and make improvements to their own work, commenting on the intended effect	listen with attention to detail and recall sounds with increasing aural memory	<p>I can perform with control and awareness of what others in the group are singing or playing.</p> <p>I can carefully choose, order, combine and control sounds with an awareness of their combined musical effect.</p> <p>I can describe music using terms such as duration, time, pitch, tempo and texture.</p> <p>I can use these words to identify where my music works well and how it can be improved</p>	



MUSIC SKILLS



Year 5			
Objective	National Curriculum Assessment criteria	skills	
		Music from different cultures	Music throughout history
Children identify and explore the relationship between sounds and how music reflects different intentions	improvise and compose music for a range of purposes using the inter-related dimensions of music	I know how to make creative use of how sounds can be changed, organised and controlled	
While performing by ear from different notations, children maintain their own part with awareness of how different parts fit together and the need to achieve an overall effect	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	<p>I breath well and pronounce words, change pitch and show control in my singing</p> <p>I perform songs in a way that reflects their meaning and the occasion</p> <p>I can play an accompaniment on an instrument</p> <p>I can create rhythmic patterns with an awareness of timbre and duration.</p>	
Children improvise melodic and rhythmic phrases as part of a group performance and compose developing ideas within musical structures	appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	<p>I can hold my part in a round</p> <p>I can sustain a drone or melodic ostinato to accompany singing</p> <p>I can improvise with a group</p> <p>I can combine sounds expressively</p> <p>I can create songs with an understanding of the relationship between lyrics and melody.</p>	
Children suggest improvements to their own and others work, commenting on how intentions have been achieved	listen with attention to detail and recall sounds with increasing aural memory	I can create music, which reflects given intentions and uses notations as a support for performance.	
Children describe, compare and evaluate different kinds of music using an appropriate musical vocabulary.	<p>use and understand staff and other musical notations</p> <p>develop an understanding of the history of music.</p>	<p>I can describe music using musical words and I use this to identify strengths and weaknesses in my music</p> <p>I use the venue and sense of occasion to create performances that are well appreciated by the audience.</p>	



MUSIC SKILLS



Year 6			
Objective	National Curriculum Assessment criteria	skills	
		Music from different cultures	Music throughout history
Children explore musical devices and how music reflects time and place	improvise and compose music for a range of purposes using the inter-related dimensions of music	I can identify cyclic patterns	
Children can perform significant parts from memory and form notations with awareness of their own contributions such as leading others, taking a solo part and/ or providing rhythmic support	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	I can sing or play from memory with confidence I can perform alone and in a group, displaying a variety of techniques I can take turns to lead a group I can sing or play expressively and in tune I can hold my part in a round I can sing a harmony part confidently and accurately I can maintain my own part with an awareness of what others are playing	
Children improvise melodic and rhythmic material within a given structure, use a variety of notations and composes music for different occasions using appropriate musical devices, such as melody, rhythms, cords and structures.	appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	I can demonstrate imagination in confidence in the use of sound I can show thoughtfulness in selecting sounds and structures to convey an idea I can create my own musical patterns I can use a variety of different musical devices including melody, rhythm and cords I can appreciate the harmonies and work out how drones and melodic ostinato are used to accompany singing I can use musical vocabulary to help me understand how best to combine musical elements	
Children refine and improve their work	listen with attention to detail and recall sounds with increasing aural memory	I can refine and say where I need to improve my work	



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Children evaluate how venue, occasion and purpose affects the way music is created, performed and heard	use and understand staff and other musical notations develop an understanding of the history of music.	I can use different venues and occasions to vary my performances
Children analyse and compare musical features		I can show that I understand how lyrics reflect the cultural context and social meaning I can show that I understand the different cultural meanings and purpose of music, including contemporary and cultural.