

Intepretation of National Curriculum Music

Programmes of Study: Key Stages 1 + 2 with age related coverage

	Performing	Evidence	Composing	Evidence	Listening & Appraising	Evidence
Y1	Use their voices expressively to speak and chant		Use their voice to create different sounds		Respond to different moods in music saying how music makes them feel	
	Take part in singing songs		Play an instrument creating different sounds		Choose sounds to illustrate different moods	
	Use instruments to perform		Create and repeat short rhythmic and melodic patterns		Recognise repeating patterns/ ideas when listening to music	
	Copy sounds		Create a sequence of sounds			
	Perform short rhythmic patterns		Notate their sounds using pictures/ symbols		Follow instructions about performing - when to play and sing	
Extension	Use dynamics when performing (loud & quiet)		Use long/short sounds in their composing		Recognise the difference between basic elements (fast/slow/high/low/loud/quiet)	
Y2	Follow a melody accurately when singing		Make connections between notations and musical sounds		Improve their own work	
	Perform with others songs/simple rhythmic patterns on an instrument		Make connections between notations and musical sounds		Recognise repeating patterns/ ideas when listening to music	
	Keep a steady pulse when performing simple patterns		Use symbols to represent sound		Follow instructions about performing - when to play/sing/breathe/be louder etc	
	Perform keeping the beat whilst showing simple changes in tempo		Order sounds into a structure (beginning, middle, end)		Listen and recognise particular elements of music (timbre/pitch /dynamics)	
	Copy changes in pitch		Create music from different starting points			
Extension	Perform patterns in different tempos		Use a simple structure when composing (eg. Ternary)		Recognise sounds that move in steps and leaps	
Y3	Sing in tune with expression		Use different elements in their work		Use musical vocabulary to describe a piece of music discussing their likes/dislikes	
	Show control of the voice when singing		Compose repeated patterns on a range of instruments		Improve their work stating how ot has been improved	
	Play clear notes on an instrument/sing clearly (diction)		Create accompaniments to a melody (e.g drones)		Recognise the work of at least one famous composer showing awareness of when it was written	
	Play clear notes on an instrument/sing clearly (diction)		Choose and combine different sounds to create an intended effect			
Extension	Work with a partner to perfrom a piece using more than one instrument		Show an awareness of time signatures		Recognise changes in music	
	Perform a piece using minims, crotchets and semibreves		Recognise minim, crotchet and semibreve and their value		Show an awarenes of the time signatures of pieces of music	
Y4	Rhythmically perform a simple part, including rests		Use basic rhythmic notation to transcribe ideas		Identify, using musical vocabulary, the different purposes of music	
	Improvise using repeated patterns					
	Maintain a part in a group showing awareness of others		Notate composition ideas using basic notation (notes of the staff) and use to record performance		Explain the how silence can effect a musical piece or idea	
	Memorise songs and perform with accuracy (pitch)		Compose a short song (lyrics and melody) and perform		Begin to recognise the differences of eras in music	
Extension	Can they perform using simple harmonic ideas		Create more than one musical idea to be performed simultaneously		Describe how specific musical elements, if changed can effect the overall sound of a piece of music	
Y5	Sing or play using correct phrasing showing understanding of how to add expression		Create a song showing an understanding of the link between lyrics and melody		Improve their own work and suggest improvements to the work of others	
	Hold their own part in a group - improvising melody and rhythm, singing a harmony part, drones/ostinati etc		Compose a piece of music from given criteria using a variety of musical devices e.g. rhythm, chords, melody, tempo, timbre, structure etc		Use standard musical notation to record their ideas	
	Perform music using a variety of structural forms				Evaluate their work, using appropriate musical vocabulary stating what was successful/unsuccessful and why	
	Perform by ear and using simple notations					
Extension	Perform/improvise an idea that builds up layers of sounds to produce simple chords		Compose using chords and record ideas using notation including time signatures and #/b		Compare and contrast a variety of music indicating preferences using musical vocabulary to describe opinions	
Y6	Provide rhythmic support in a performance from notation		Use relevant notations for your composition work		Improve their work	
	Perform from a variety of notations					
	Confidently sing a harmony part with accuracy		Combine several musical devices when composing		Identify different musical devices in a variety of musical genres and show some awareness of the influence and place music has had in society over time	
	Perform from memory					
	Take a lead role in a performance		Use digital technologies to aid with the creation and recording of ideas			
	Perform a solo or solo part in an ensemble					
Extension	Perform a piece of music which has at least 2 or more parts showing understanding of how the parts fit together		Use a variety of notes, including chromatic notes to build up ideas			

Sefton Music Hub April 2015