

What the national curriculum requires in MUSIC at KS1:*Pupils should be taught to:*

- Use their voices expressively and creatively, by singing songs and singing chants and rhymes.
- Play tuned and untuned percussion musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

What the national curriculum requires in MUSIC at KS2:*Pupils should be taught to:*

- Sing and play musically with increasing confidence and control.
- They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- Play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen to attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide-range of high quality live and recorded drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

Assessing Music:					
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
I use my voice to speak, sing and chant. I use instruments to perform. I clap short rhythm patterns. I repeat short rhythmic and melodic patterns. I make a sequence of sounds. I respond to different moods in music. I say whether I like or dislike a piece of music. I choose sounds to represent different things. I follow instructions about when to play and sing.	I sing and follow a melody. I perform simple patterns and accompaniments keeping a steady pulse. I sing or clap increasing or decreasing tempo. I order sounds to create a beginning, middle and an end. I create music in response to different starting points. I choose sounds which create an effect. I use symbols to represent sounds. I make connections between notations and musical sounds. I listen out for particular things when listening to music. I improve my own work.	I sing a tune with expression. I play clear notes on instruments. I use different elements in my composition. I create repeated patterns with different instruments. I compose melodies and songs. I create accompaniments for tunes. I combine different sounds to create a specific mood or feeling. I use musical words to describe a piece of music and compositions. I use musical words to describe what I like and do not like about a piece of music. I recognise the work of at least one famous composer. I improve my work; explaining how it has been improved.	I perform a simple part rhythmically I sing songs from memory with accurate pitch. I improvise using repeated patterns. I use notation to record in a small group or on my own. I explain why silence is often needed in music and explain what effect it has. I identify the character in a piece of music. I identify and describe the different purposes of music. I begin to identify the style of work of Beethoven, Mozart and Elgar.	I breathe in the correct place when singing. I maintain my part whilst others are maintaining their part. I change sounds or organise them differently to change the effect. I improvise within a group using the melodic and rhythmic phases. I compose music which meets specific criteria. I use notation to record groups of pitches (chords). I choose the most appropriate tempo for a piece of music. I describe, compare and evaluate music using musical vocabulary. I explain why I think music is successful or unsuccessful. I suggest improvements to my own work and that of others. I contrast the work of one famous composer with another and explain my preferences.	I sing in harmony confidently and accurately. I perform parts from memory. I take the lead in a performance. I use a variety of different musical devices in my composition (including melody, rhythms and chords) I evaluate how the venue, occasion and purpose affects the way a piece of music is created. I analyse features within different pieces of music. I compare and contrast the impact that different composers from different times have had on people of that time.