

Singing

National Curriculum

KS1 AT1 : Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.

KS2 AT1 : Pupils should be taught to perform in solo and ensemble contexts using their voices with increasing accuracy, fluency, control and expression.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Pupils will join in with simple songs, chants and rhymes but are not able to pitch the notes correctly and may need support to remember the words.</p> <p>Pupils are beginning to understand that songs have a pitch.</p> <p>Pupils are beginning to sing call and response songs.</p> <p>Pupils are beginning to understand that pitch can be high or low.</p>	<p>Pupils join in with singing with the do-so range.</p> <p>Pupils attempt to sing songs with a small pitch range but have yet to develop the skills to pitch all notes accurately.</p> <p>Pupils are beginning to become aware that songs can be performed with differing dynamics and tempo.</p> <p>Pupils are beginning to sing short phrases along with others.</p>	<p>Pupils join in with singing but may find it difficult to sing in at the same pitch or in time with others.</p> <p>Pupils are becoming aware that there are different dynamics that can be included in a performance.</p>	<p>Pupils participate in singing a range of songs and can pitch some notes accurately but may find it difficult to pitch all notes correctly.</p> <p>Pupils are beginning to sing in a round with others.</p>	<p>Pupils participate in singing activities but may require support with one or more of observing phrasing, pitching accurately or singing in time with others.</p> <p>Pupils are beginning to join with others in singing three part rounds, partner songs and songs with a verse and chorus.</p>	<p>Pupils participate in singing activities but may find it difficult to sing the increasingly complex rhythms accurately or pitch all chromatic notes correctly.</p> <p>Pupils attempt to sing a harmony part but may revert to the melody part way through the song.</p>
<p>Pupils can perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with the music</p> <p>Pupils can sing with a sense of pitch across a small range of notes. .</p>	<p>Pupils can sing simple songs, chants and rhymes from memory singing collectively at the same pitch.</p> <p>Pupils can sing simple songs with the range mi-so accurately.</p>	<p>Pupils can sing songs with the pitch range do-so with increasing vocal control.</p> <p>Pupils can sing songs with a small pitch range, pitching accurately.</p>	<p>Pupils can sing a widening range of unison songs of varying styles and structure.</p> <p>Pupils can perform forte and piano (loud and quiet).</p>	<p>Pupils can sing a broad range of unison songs with the range of an octave, pitching the voice accurately, including songs with small and large leaps.</p> <p>Pupils can sing rounds and partner songs in</p>	<p>Pupils can sing a broad range of songs with a sense of ensemble, observing phrasing, accurate pitching and appropriate style.</p> <p>Pupils can sing three part rounds, partner songs and songs with a</p>	<p>Pupils can sing a range of songs as part of a choir including those that involve syncopated rhythms, observing rhythm, phrasing, accurate pitch and appropriate style.</p> <p>Pupils can sing a</p>

	<p>Pupils can sing call and response songs, controlling the voice to match the pitch they hear accurately.</p> <p>Pupils can sing familiar songs in high/low voices, discussing the differences.</p>	<p>Pupils can demonstrate that they know the meanings of dynamics and tempo by responding to the leader's direction and visual symbols.</p> <p>Pupils can sing short phrases independently within a singing game or short song.</p>		<p>different simple time signatures.</p>	<p>verse and a chorus.</p>	<p>harmony part, maintaining their part accurately.</p>
	<p>Pupils sing confidently, pitching all notes correctly and may add expression to their singing.</p>	<p>Pupils sing songs with good control and may attempt to include dynamics or expression in the performance</p> <p>Pupils sing songs with all notes pitched accurately, over an expanding range of notes.</p>	<p>Pupils focus on controlling the pitch of their voices and begin to use some of the inter-related dimensions of music to sing in an appropriate style.</p> <p>Pupils are able to make decisions about suitable dynamics for different sections of a song.</p>	<p>Pupils can sing a range of songs, always pitching correctly and include some of the inter-related dimensions of music in their performance to create a suitable style.</p> <p>Pupils take a leading role when performing rounds and partner songs.</p>	<p>Pupils take a lead in singing activities and sing with very accurate pitch and use the interrelated dimensions of music to sing in an accomplished way across a range of three part rounds, partner songs and songs with a verse and a chorus.</p>	<p>Pupils are able to apply the interrelated dimensions of music to their performance and explain how this contributes to their performance within a given style.</p> <p>Pupils can confidently sing a melody or harmony and take a lead within the group.</p>

Musicianship and Instrumental Skills

National Curriculum:

KS1 AT 2 : Pupils should be taught to play tuned and untuned instruments musically.

KS2 AT 1 : Pupils should be taught to play and perform in solo and ensemble contexts using musical instruments with increasing accuracy, fluency, control and expression.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Pupils can respond to the music but their movement does not take account of the pulse.</p> <p>Pupils attempt to join in with activities marking the beat.</p> <p>Pupils are able to follow others when grouping beats but are not able to do so independently.</p>	<p>Pupils attempt to mark the beat by performing actions and using instruments but may not keep with the beat.</p> <p>Pupils are beginning to group beats but find it difficult to recognise and tap the first beat.</p> <p>Pupils are beginning to identify the beat in familiar music.</p> <p>Pupils attempt to copy a leader.</p>	<p>Pupils attempt to walk, move and clap a steady beat with others, but find changing the speed of the beat as the tempo of the music changes difficult.</p> <p>Pupils can form one chord on the ukulele and attempt to play a cluster chord on tuned percussion.</p> <p>Pupils join in with others and attempt to follow the tablature notation by playing one chord and performing the others as rests.</p> <p>Pupils attempt to copy melodic phrases with two notes.</p>	<p>Pupils are beginning to create notes on the recorder or chords on the ukulele and chime bars with support.</p> <p>Pupils know how to play one or two notes and attempt to perform a simplified part along with others.</p> <p>Pupils understand that notes can be shown on a staff and chords can be shown in letters.</p> <p>Pupils know how to play some rhythms but may not perform in time with others.</p> <p>Pupils attempt to copy short melodic phrases with two or three notes.</p> <p>Pupils are beginning to perform the three different sounds on the djembe.</p>	<p>Pupils attempt to play melodic phrases on tuned percussion, melodic instruments or keyboards.</p> <p>Pupils can perform the root note, sometimes along with the third or the fifth on tuned percussion or a keyboard as a simple accompaniment.</p> <p>Pupils attempt to take part in a whole class performance.</p> <p>Pupils attempt to perform simple drumming patterns using the snare and kick drum but may find it difficult to perform on the beat.</p> <p>Pupils attempt to copy short phrases on a melodic instrument.</p>	<p>Pupils attempt to play a melody and understand that notes can be shown using staff notation.</p> <p>Pupils can suggest when the dynamics forte and piano could be used in a performance.</p> <p>Pupils attempt to perform the bass line but may find it difficult to perform in time.</p> <p>Pupils are beginning to understand how to build a chord (triad).</p> <p>Pupils attempt to perform in a class ensemble but require the support of other group members.</p>

<p>Pupils can use a range of small tools (instruments/beaters).</p> <p>Pupils can play instruments to explore moods.</p> <p>Pupils can play instruments together cooperatively and take turns.</p>	<p>Pupils can walk, move or clap a steady beat with others.</p> <p>Pupils can use body percussion and classroom percussion instruments to play ostinati and short pitched patterns maintaining a steady beat.</p> <p>Pupils can perform short copycat rhythm patterns accurately, keeping in time with a steady beat.</p>	<p>Mark the beat of a listening piece by tapping, clapping, playing instruments or moving, recognising tempo changes.</p> <p>Begin to group beats in twos or threes by tapping knees on the first beat and clapping the remaining beats.</p> <p>Identify the beat grouping in familiar music.</p> <p>Play 'copycat rhythms' copying a leader.</p>	<p>Pupils can walk, move and clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Pupils can demonstrate skills in playing:</p> <p>a) a ukulele: -form the chords Am, F, C -play simple rhythms on the beat.</p> <p>b) tuned percussion -form cluster chords -play simple rhythms/melodic ostinato patterns on the beat.</p> <p>Pupils can play and perform accompaniments following tablature notation for ukulele as a whole class or group.</p> <p>Pupils can individually copy stepwise melodic phrases with accuracy.(three notes)</p>	<p>Pupils can demonstrate basic skills on melodic instruments - recorder, chime bars, ukulele.</p> <p>Pupils can play and perform melodies or accompaniments following staff notation on the recorder or chord notation on the ukulele or chime bars.</p> <p>Pupils can perform in two or more parts achieving a sense of ensemble and identify static and moving parts.</p> <p>Pupils can copy short melodic phrases including those using the pentatonic scale.</p> <p>Pupils can demonstrate basic skills on the djembe, performing all three sounds on the djembe</p>	<p>Pupils can play melodies on tuned percussion, melodic instruments or keyboards.</p> <p>Pupils can play chords on tuned percussion, melodic instruments or keyboards and use these skills to perform a simple chordal accompaniment to familiar songs.</p> <p>Pupils can perform a range of pieces and arrangements combining acoustic instruments to form a mixed ensemble.</p> <p>Pupils can perform a range of drumming arrangements, including a combination of hi-hat, snare and kick drums.</p> <p>Pupils can copy longer phrases on untuned and tuned instruments.</p>	<p>Pupils can play a melody using staff notation written on one stave, using the notes do-do.</p> <p>Pupils can make decisions about dynamic range.</p> <p>Pupils can accompany a melody using block chords or a bass line.</p> <p>Pupils can perform in a class ensemble taking on a melody or accompaniment role.</p>
	<p>Pupils can walk, move, clap and play a steady beat independently of others.</p> <p>Pupils accurately use</p>	<p>Pupils show great awareness of the beat as they perform all rhythms, notes and actions in time, marking the beat</p>	<p>Pupils confidently walk, move and clap a steady beat independently of others, changing the speed of the beat as the tempo of the music</p>	<p>Pupils perform with good tone/instrumental technique and take account of some of the interrelated dimensions of music for example</p>	<p>Pupils confidently play melodies on tuned percussion, melodic instruments or keyboards with accuracy.</p>	<p>Pupils can perform melodies from stave notation with a large range of notes.</p>

	<p>body percussion and classroom percussion instruments to play ostinati and short pitched patterns maintaining a steady beat.</p> <p>Pupils can take the lead and perform rhythms for others to copy.</p>	<p>accurately at all times.</p> <p>Pupils confidently mark the beat in twos and threes.</p> <p>Pupils are able to state whether the music is in two beats or three beats in unknown pieces of music.</p> <p>Pupils can confidently lead a game with copycat rhythms.</p>	<p>changes.</p> <p>Pupils move between chords with a degree of fluency and can strum with more advanced rhythmic patterns.</p> <p>Pupils perform more advanced chords and melodic ostinato patterns in time with others.</p> <p>Pupils can follow the tablature notation independently.</p>	<p>dynamics when performing. Pupils perform melodies or chords with fluency.</p> <p>Pupils are beginning to perform melodies written in stave notation or chords written in letter notation by sight.</p> <p>Pupils perform an individual part with a good sense of the pulse and take account of some of the interrelated dimensions of music for example dynamics when performing.</p> <p>Pupils accurately copy melodic phrases including those using the pentatonic scale.</p> <p>Pupils perform the djembe and dunun rhythms of increasing complexity.</p>	<p>Pupils perform a range of chords accurately, using more complex rhythmic patterns and with good technique.</p> <p>Pupils maintain their part independently in a mixed ensemble.</p> <p>Pupils perform a range of drumming arrangements accurately and with a sense of style. Pupils can perform more complex patterns, such as quaver high-hat patterns along with the snare and kick or offbeat patterns, keeping the beat accurately.</p> <p>Pupils accurately copy longer phrases on untuned and tuned instruments.</p>	<p>Pupils can perform chord changes fluently. Pupils may be able to perform both the chords and bass line on a keyboard.</p> <p>Pupils make creative suggestions with regards to the dynamics of a performance.</p> <p>Pupils can perform a riff melody and a walking bass line with a sense of jazz style.</p> <p>Pupils will be able to take the lead within a class ensemble and are comfortable with leading a question or answer group independently.</p>
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Listening

National Curriculum:

KS1 AT 3 : Pupils should be taught to listen with concentration and understanding to a range of high quality live and recorded music.

KS2 AT 3 : Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.

AT 5: Pupils should be taught to appreciate and understand a wide range of live and recorded music drawn from different traditions and from great composers and musicians.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Pupils begin to respond to music through movement.</p> <p>Pupils are becoming aware that there are high and low sounds.</p>	<p>Pupils are becoming aware that music sounds different when it comes from different places and times.</p> <p>Pupils are beginning to recognise and react to changes in sounds.</p>	<p>Pupils are beginning to communicate some ideas, thoughts and feelings about music through language and movement.</p> <p>Pupils attempt to use listening skills to correctly order arrangements of the notes C, D, E but often make errors.</p> <p>Pupils are beginning to apply word chants to rhythms, but may not link each syllable to a musical note with crotchets and quavers accurately.</p> <p>Pupils are beginning to understand that there are different instruments which make different sounds.</p>	<p>Pupils can sometimes identify different moods when listening to a range of music.</p> <p>Pupils are beginning to become aware of the purposes of music at different times and in different places.</p> <p>Pupils are beginning to identify the inter-related dimensions of music and use vocabulary appropriate Key Stage One and Year 3.</p> <p>Pupils are beginning to identify some instruments from Western orchestral, popular and World Music traditions.</p>	<p>Pupils are beginning to identify moods and textures, using some vocabulary appropriate to the year 3 or 4.</p> <p>Pupils are beginning to identify more instruments from Western orchestral, popular and World Music traditions.</p>	<p>Pupils attempt to listen to longer pieces of music, and describe what they hear using some of vocabulary taught across the key stage.</p> <p>Pupils are beginning to comment upon the effect of the use of known instruments.</p>

<p>Pupils can listen attentively and respond to what they hear with relevant comments or actions.</p>	<p>Pupils can respond to the pulse in live and recorded music through movement and dance.</p> <p>Pupils can listen to sounds comparing high and low sounds.</p>	<p>Pupils can explain that music sounds different when it comes from different places and times.</p> <p>Pupils can recognise and react to changes in sounds.</p>	<p>Pupils can communicate ideas, thoughts and feelings about music through language and movement, giving reasons for responses, using appropriate vocabulary.</p> <p>Pupils can use listening skills to correctly order arrangements of the notes C, D, E.</p> <p>Pupils can apply word chants to rhythms, understanding how to link each syllable to a musical note with crotchets and quavers.</p> <p>Pupils are beginning to identify instruments used in popular music and instruments from other countries.</p>	<p>Pupils can identify different moods when listening to a range of music.</p> <p>Pupils can describe the different purposes of music at different times and in different places.</p> <p>Pupils can identify the inter-related dimensions of music and use vocabulary appropriate to their year group.</p> <p>Pupils can identify a number of instruments from Western orchestral, popular and World Music traditions.</p>	<p>Pupils can identify moods and textures, identifying how these are created with reference to the inter-related dimensions of music, using the vocabulary appropriate to their year group.</p> <p>Pupils can identify an increasing range of instruments from Western orchestral, popular and World Music traditions.</p>	<p>Pupils can listen to, describe, compare and evaluate longer pieces of music, identifying the inter-related dimensions of music and using a range of vocabulary taught across the key stage.</p> <p>Pupils can identify a wide range of instruments and comment upon the effect of their use.</p>
	<p>Pupils can respond accurately to the pulse in live and recorded music through movement and dance.</p> <p>Pupils consistently identify and compare high and low sounds.</p>	<p>Pupils can explain in detail that music sounds different when it comes from different places and times.</p> <p>Pupils can recognise and react to changes in sounds and explain how the sound changes.</p>	<p>Pupils can communicate ideas, thoughts and feelings about music through language and movement, giving detailed reasons for their responses, using appropriate musical vocabulary.</p> <p>Pupils can consistently use listening skills to</p>	<p>Pupils can identify a range of different moods when listening to a range of music.</p> <p>Pupils can describe the different purposes of music at different times and in different places giving detailed reasons for their answer.</p>	<p>Pupils can confidently identify moods and textures, identifying how these are created with reference to the inter-related dimensions of music, using the vocabulary appropriate to their year group and from their own musical learning.</p>	<p>Pupils can listen to, describe, compare and evaluate longer pieces of music, identifying the inter-related dimensions of music and using a large range of vocabulary taught across the key stage along with vocabulary from their own musical learning.</p>

			<p>correctly order arrangements of the notes C, D, E over longer phrases.</p> <p>Pupils can consistently apply word chants to rhythms, understanding how to link each syllable to a musical note with crotchets and quavers.</p> <p>Pupils can identify a range of instruments used in popular music and instruments from other countries.</p>	<p>Pupils can consistently identify the inter-related dimensions of music and use vocabulary appropriate to their year group and their own musical learning.</p> <p>Pupils can identify a large number of instruments from Western orchestral, popular and World Music traditions.</p>	<p>Pupils can identify most instruments from Western orchestral and popular music along with an increasing range from World Music traditions.</p>	<p>Pupils can identify a wide range of instruments and comment upon the effect of their use in detail.</p>
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Improvising

National Curriculum

KS1 AT 4 : Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.

KS2 AT2 : Pupils should be taught to improvise music for a range of purposes using the inter-related dimensions of music.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Pupils attempt to improvise but their improvisations may lack reference to the original chant or rhythmic pattern.	Pupils attempt to improvise with a partner but need support to perform a question or answer role at the correct time.	Pupils are beginning to invent short on the spot responses with voices and instruments but may hesitate before performing or return to known patterns or phrases.	Pupils can improvise on one pitch. Pupils improvise freely but do not yet consider the structure of their improvisations.	Pupils are beginning to improvise over a drone using tuned percussion. Pupils are beginning to improvise over a groove but do not always pay attention to the beat. Pupils can improvise with loud or quiet dynamics.	Pupils can improvise with one chord. Pupils are beginning to extend their rhythmic improvisations on body percussion, single notes or single chords.
Pupils can improvise vocal sounds. Pupils can improvise with body movements or instruments to accompany a piece of music.	Pupils can improvise simple vocal chants and rhythmic patterns using question and answer responses.	Pupils can work with a partner to improvise question and answer phrases by singing and playing classroom instruments.	Pupils can invent short on the spot responses with voices and instruments.	Pupils can improvise on a limited range of pitches using legato and staccato. Pupils can attempt to make compositional decisions about the overall structure of improvisations.	Pupils can improvise freely over a drone using tuned percussion or a melodic instrument. Pupils can improvise over a groove, responding to the beat. Pupils can improvise with a range of dynamics.	Pupils can use chord changes as part of an improvised sequence. Pupils can extend improvisations, creating a satisfying shape.
	Pupils confidently improvise simple vocal chants and rhythmic	Pupils confidently improvise question and answer phrases and are	Pupils confidently invent short on the spot responses with voices	Pupils improvise confidently, ensuring that they use a range	Pupils can improvise freely over a drone using tuned percussion	Pupils can confidently extend improvisations with chords, creating a

	<p>patterns, extending their responses.</p>	<p>beginning to respond to what their partner has played/sung.</p>	<p>and instruments and begin to take account of the style of the music.</p>	<p>of tones and that the structure of the phrases fits with accompanying patterns and is in the West African style.</p>	<p>or a melodic instrument and include some features of the genre.</p> <p>Pupils confidently improvise over a groove, creating an interesting shape and responding to changes in the beat.</p> <p>Pupils confidently improvise with a range of dynamics and can explain their choices.</p>	<p>satisfying shape and finish with the tonic chord.</p> <p>Pupils' improvisations take inspiration from known pieces and make use of swing rhythms, syncopation and a range of notes.</p> <p>Pupils take account of notes which fit the accompanying blues chord changes.</p>
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Composing

National Curriculum:

KS1 AT 4 : Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.

KS2 AT3 : Pupils should be taught to compose music for a range of purposes using the inter-related dimensions of music.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Pupils can play instruments along with others but may need support to create suitable effects.</p> <p>Pupils perform simple rhythms but find it difficult to retain and recall these rhythms to repeat their performance.</p> <p>Pupils join in with others when using percussion instruments to tell stories.</p>	<p>Pupils create music but it may not link to the stimulus provided.</p> <p>Pupils attempt to use technology to capture and combine sounds with the support of others.</p> <p>Pupils create rhythms that use simple words.</p> <p>Pupils are beginning to perform their own chanted rhythm patterns.</p>	<p>Pupils are beginning to understand that some compositions require a beginning, middle and end.</p> <p>Pupils are beginning to record their compositions using simple notation which they have devised.</p> <p>Pupils can suggest a simple rhythmic accompaniment but may need support to record the rhythm and to recall it.</p>	<p>Pupils are beginning to combine rhythmic notation with letter names to create simple, three or four note melodic phrases.</p> <p>Pupils attempt to arrange individual notation cards of known values to create sequences of 2, 3 or 4 beat phrases, although they are not always accurate.</p> <p>Pupils can capture and record ideas with the support of others.</p>	<p>Pupils are beginning to compose a rhythmic ostinato or chordal accompaniment with the support of others.</p> <p>Pupils can use chords to compose, although the music may lack a suitable atmosphere.</p> <p>Pupils are beginning to capture and record creative ideas and can select how they do so, with support.</p> <p>Pupils can work as a member of a group to compose a drum groove, bass line and melodic riff with the support of others.</p>	<p>Pupils participate in melodic composition activities but require the support of others to develop their compositional ideas.</p> <p>Pupils can work in small groups to create music and understand that it can include repetition and contrast</p> <p>Pupils perform elements of a group composition with the support of other group members.</p> <p>Pupils are able to create simple repetitive, rhythmic accompaniments (ostinato).</p>
<p>Pupils can compose new lyrics or actions for songs.</p>	<p>Pupils can create musical sound effects and short sequences of sounds in response to stimuli.</p>	<p>Pupils can create music in response to a non-musical stimulus.</p> <p>Pupils can use music technology to capture</p>	<p>Pupils can structure musical ideas to create music that has a beginning, middle and end.</p>	<p>Pupils can combine rhythmic notation with letter names to create short melodic phrases.</p> <p>Pupils can arrange</p>	<p>Pupils can create a rhythmic ostinato or chordal accompaniment.</p> <p>Pupils can use chords or</p>	<p>Pupils can plan and compose an eight or sixteen beat melodic phrase incorporating rhythmic variety.</p>

	<p>Pupils can invent, retain and recall rhythm and pitch patterns and perform them for others.</p> <p>Pupils can use percussion sounds to enhance storytelling.</p>	<p>and combine sounds.</p> <p>Pupils can create rhythms using word phrases as a starting point.</p> <p>Pupils can create and perform their own chanted rhythm patterns.</p>	<p>Pupils can combine rhythmic notation with letter names to create rising and falling phrases.</p> <p>Pupils can compose rhythmic accompaniments using known rhythmic note values.</p>	<p>individual notation cards of known values to create sequences of 2, 3 or 4 beat phrases.</p> <p>Pupils can capture and record ideas.</p>	<p>triads to compose music with a specific atmosphere.</p> <p>Pupils can capture and record creative ideas and select how they do so .</p> <p>Pupils can compose a drum groove, bassline and simple melodic riff.</p>	<p>Pupils can work in small groups to create music that includes repetition and contrast.</p> <p>Pupils can perform compositions on a tuned instrument and notate the melody.</p> <p>Pupils can enhance melodies with a rhythmic or chordal accompaniment.</p>
	<p>Pupils can use a range of instruments to create several suitable effects in response to stimuli. Pupils perform confidently for others and take a lead in a group situation.</p> <p>Pupils can invent, retain and recall a range of rhythm and pitch patterns and perform them confidently for others.</p>	<p>Pupils consider several of the interrelated dimensions when composing their music in response to a stimulus.</p> <p>Pupils create rhythms using longer phrases.</p>	<p>Pupils can take the lead to structure musical ideas to create music that has a beginning, middle and end.</p> <p>Pupils are confident when using rhythmic notation and are beginning to represent pitches on a staff.</p> <p>Pupils can compose rhythmic accompaniments using known rhythmic values taking account the style of the music.</p>	<p>Pupils can combine rhythmic notation with letter names to create longer melodic phrases.</p> <p>Pupils can accurately arrange individual notation cards of known values to create sequences of 2, 3 or 4 beat phrases.</p> <p>Pupils can capture and record ideas in a variety of ways.</p>	<p>Pupils include more advanced features of the genre in their melodic compositions. eg stepwise motion and scotch snap in their lullaby melody, risers in electronic music.</p> <p>Pupils will experiment with a larger range of chords performed in different ways (e.g. fingerpicking on the ukulele/broken chords) to add to the atmosphere of their piece.</p> <p>Pupils can record their compositions using</p>	<p>Pupils take a leading role within a group when composing.</p> <p>Pupils create more advanced compositions with reference to the inter-related dimensions of music, eg. by including additional textures, making use of a range of dynamics, adjusting the tempo of different sections of the piece, considering carefully the effect of the piece on the listener.</p>

					<p>rhythmic notation and are beginning to record pitch on a stave.</p> <p>Pupils can compose a drum groove, bassline and simple melodic riff and extend their ideas over two bars.</p>	
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Knowledge of Notation

National Curriculum

KS1 not a requirement

KS2 AT 4 : Pupils should be taught to use and understand staff and other musical notations

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Pupils are beginning to recognise how graphic notation can represent sounds.</p> <p>Pupils copy the symbols they have been shown by others.</p>	<p>Pupils attempt to use graphic notation although they may be unsure of its purpose.</p>	<p>Pupils can name one or two symbols but need support to use them correctly.</p> <p>Pupils can link word chants to some rhythms with support.</p>	<p>Pupils are beginning to recognise the symbols for crotchets, paired quavers and rests.</p> <p>Pupils can follow the overall shape of a melody in staff notation with support. Pupils understand that pitches are shown by the lines and spaces.</p> <p>Pupils are beginning to follow and perform some simple rhythmic patterns, although they may find keeping the beat difficult.</p>	<p>Pupils are beginning to recognise and use the symbols for minims, crotchets, crotchet rests and paired quavers.</p> <p>Pupils understand that there are different time signatures used in music.</p> <p>Pupils attempt to follow the shape of pitch notation written within an octave.</p>	<p>Pupils are beginning to recognise and use the symbols for semibreves, minims, crotchets, crotchet rests, paired quavers and semiquavers.</p> <p>Pupils can read and perform pitch notation within a small range.</p>
<p>Pupils can recognise how graphic notation can represent created sounds.</p> <p>Pupils can invent their own symbols.</p>	<p>Pupils can use graphic symbols to keep a record of composed pieces.</p>	<p>Pupils are beginning to understand that staff notation uses a stave, lines, spaces and a clef.</p> <p>Pupils can recognise and use the symbols for crotchets, crotchet rests and paired quavers.</p> <p>Pupils can apply word chants to rhythms, understanding</p>	<p>Pupils can recognise and use the symbols for minims, crotchets, paired quavers and rests.</p> <p>Pupils can read and perform pitch notation within the range do-so.</p> <p>Pupils can follow and perform simple rhythmic patterns to a steady beat.</p>	<p>Pupils can recognise and use the symbols for semibreves, minims, crotchets, crotchet rests, paired quavers and semiquavers.</p> <p>Pupils can explain the difference between 2 3 4 4, 4, 4 time signatures.</p>	<p>Pupils can recognise and use the symbols for semibreves, minims, crotchets, crotchet rests, paired quavers, semiquavers, dotted crotchets and minims.</p> <p>Pupils can read and perform pitch notation within an octave.</p>

		how to link each syllable to a musical note with crotchets and quavers.		Pupils can attempt to read and perform pitch notation within an octave.	
<p>Pupils are beginning to use graphic notation to keep a record of composed pieces.</p> <p>Pupils invent symbols that suggest timbre or pitch.</p>	<p>Pupils confidently use a range of symbols to represent a composed piece.</p>	<p>Pupils understand that staff notation uses a stave, lines, spaces and a clef.</p> <p>Pupils can use the symbols for crotchets, crotchet rests and paired quavers in a variety of contexts and can record rhythms that they hear accurately.</p> <p>Pupils can link word chants to rhythms with accuracy.</p>	<p>Pupils confidently recognise and use the symbols for minims, crotchets, paired quavers and rests in a variety of contexts.</p> <p>Pupils can perform melodies from staff notation using known notes at sight.</p> <p>Pupils can confidently follow and perform simple rhythmic patterns to a steady beat, performing some by sight.</p>	<p>Pupils confidently recognise and use the symbols for semibreves, minims, crotchets, crotchet rests, paired quavers and semiquavers in a variety of contexts.</p> <p>Pupils can explain the difference between 2 3 4, 4, 4, 4 time signatures and link them to musical pieces.</p> <p>Pupils can confidently read and perform pitch notation within an octave.</p>	<p>Pupils confidently recognise and use the symbols for semibreves, minims, crotchets, crotchet rests, paired quavers, semiquavers, dotted crotchets and minims in a variety of contexts.</p> <p>Pupils can read and perform pitch notation within an octave, including some chromatic notes.</p>