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|  | KS1 | LKS2 | UKS2 |
| **Performing** | Pupils should be taught to use their voices expressivelyand creatively by singing songs and speaking chantsand rhymes.Children can:a. sing with good diction;b. begin to be able to sing in tune songs with alimited range;c. sing in time to a steady beat.Pupils should be taught to play tuned and untunedinstruments musically.Children can:a. name a variety of instruments;b. perform with a good sense of beat and rhythm;c. perform together in an ensemble;d. change the tempo or dynamics while playingan instrument. | Pupils should be taught to play and perform in soloand ensemble contexts, using their voices and playingmusical instruments with increasing accuracy,fluency, control and expression.Children can:a. sing with good diction;b. sing in tune songs with a limited range;c. sing a song with two or more parts;d. perform with expression;e. use correct technique to play instruments. | Pupils should be taught to play and perform insolo and ensemble contexts, using their voicesand playing musical instruments with increasingaccuracy, fluency, control and expression.Children can:a. sing with good diction;b. sing in tune;c. sing a song with two or more parts, showingconfidence at being able to maintain tempoand pitch;d. perform with accuracy and expression,showing an understanding of the context ofthe music;e. use correct technique to play instrumentswith improved confidence and accuracy. |
| **Listening** | Pupils should be taught to listen withconcentration and understanding to a range ofhigh-quality live and recorded music.Children can:a. begin to recognise different genresof music;b. begin to recognise instruments beingplayed in a piece of music;c. express their opinion about piecesof music. | Pupils should be taught to listen with attention to detailand recall sounds with increasing aural memory.Children can:a. find the beat in a piece of music;b. explain the tempo, dynamics and duration of apiece of music;c.begin to recognise some orchestral instrumentsin a piece of music.Pupils should be taught to appreciate and understanda wide range of high-quality live and recorded musicdrawn from different traditions and from greatcomposers and musicians.Children can:a.recognise a range of music genres;b.recognise instruments being played in apiece of music;c.express their opinion about pieces of musicusing appropriate musical vocabulary;d.discuss similarities and differences inpieces of music. | Pupils should be taught to listen with attention to detailand recall sounds with increasing aural memory.Children can:a. find the beat in a piece of music;b. explain the tempo, dynamics, metre, timbreand duration of a piece of music;c.recognise orchestral instruments and describetheir effect in a piece of music.Pupils should be taught to appreciate and understand awide range of high-quality live and recorded music drawnfrom different traditions and from great composers andmusicians.Children can:a.recognise a range of music genres (including fromaround the world) and describe their characteristics;b.name a variety of composers and artists associatedwith different genres of music;c.recognise instruments being played in apiece of music;d.express their opinion about pieces of music usingappropriate musical vocabulary;**e.** discuss similarities and differences in pieces ofmusic and explain how composers and performersachieve this. |
| **Composing** | Pupils should be taught to experiment with, create,select and combine sounds using the inter-relateddimensions of music.Children can:a. compose a simple tune using three orfour notes;b. create sound effects for a picture or story,thinking about how music can create a mood;c. write down their compositions usingsymbols, pictures or patterns. | Pupils should be taught to improvise and composemusic for a range of purposes using the inter-relateddimensions of music.Children can:a. compose a tune using eight notes;b. compose music that has a recognisablestructure (beginning, middle and end).

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 | Pupils should be taught to improvise and composemusic for a range of purposes using the inter-relateddimensions of music.Children can:a.create more complex tunes, thinking abouttheir audience;b. add lyrics to a composition;c.compose music that has a recognisablestructure (beginning, middle and end) that showsvariation in timbre and dynamics. |
| **Notation** |  | Pupils should be taught to use and understand staff and other musical notations. Children can: a. recognise crotchets, quavers, semibreves and crotchet rests; b. begin to be able to recognise some notes on a treble clef staff. | Pupils should be taught to use and understand staffand other musical notations.Children can: a. recognise crotchets, quavers, semibreves,crotchet and quaver rests;b. recognise notes on a treble clef staff;c. understand that notes are positioned differentlyon a bass clef;d. read, and play from, music notation;e. record their own compositions usingmusic notation. |
| **Knowledge of Music** |  | Pupils should be taught to develop an understanding ofthe history of music.Children can:a. name some composers and genres of music fromdifferent eras. | Pupils should be taught to develop an understandingof the history of music.Children can:a. name some composers and genres of musicfrom different eras;b. name different musical periods. |