



KNOW ABOUT	RECEPTION	YEAR 1	YEAR 2
Performing	<ul style="list-style-type: none"> • Children can copy clapping rhythms. • They can clap the rhythm to a word. • They know and can sing familiar songs and rhymes. • They know how to use their voice to create loud and soft sounds. • They sing 'call and response' songs. 	<ul style="list-style-type: none"> • They know how to use their voice to speak/sing/chant. • They join in with singing. • They know how to use instruments to perform. • They look at their audience when they are performing. • They know how to clap short rhythmic patterns. • They know how to copy sounds. 	<ul style="list-style-type: none"> • They sing and follow the melody (tune). • They sing accurately at a given pitch. • They know how to perform simple patterns and accompaniments keeping a steady pulse. • They know how to perform with others. • They know how to play simple rhythmic patterns on an instrument. • They know how to sing/clap a pulse increasing or decreasing in tempo.
Composing (including notation)	<ul style="list-style-type: none"> • They are beginning to play instruments to music. 	<ul style="list-style-type: none"> • They know how to make different sounds with their voice. • They know how to make different sounds with instruments. • They know how to identify changes in sounds. • They know how to change the sound. • They know how to repeat (short rhythmic and melodic) patterns. • They know how to make a sequence of sounds. • They know how to show sounds by using pictures. 	<ul style="list-style-type: none"> • They know how to order sounds to create a beginning, middle and end. • They know how to create music in response to (different starting points). • They know how to choose sounds which create an effect. • They know how to use symbols to represent sounds. • They know how to make connections between notations and musical sounds.
Appraising	<ul style="list-style-type: none"> • To listen attentively to music, songs and rhymes for increasing periods of time. 	<ul style="list-style-type: none"> • They know how to respond to different moods in music. • They know how to say how a piece of music makes them feel. • They know how to say whether they like or dislike a piece of music. • They know how to choose sounds to represent different things. • They know how to recognise repeated patterns. • They know how to follow instructions about when to play or sing. 	<ul style="list-style-type: none"> • They know how to improve their own work. • They know how to listen out for particular things when listening to music.



KNOW ABOUT	YEAR 3	YEAR 4
Performing	<ul style="list-style-type: none"> • They know how to sing in tune with expression. • They know how to control their voice when singing. • They know how to play clear notes on instruments. 	<ul style="list-style-type: none"> • They know how to perform a simple part rhythmically. • They know how to sing songs from memory with accurate pitch. • They know how to improvise using repeated patterns.
Composing (including notation)	<ul style="list-style-type: none"> • They know how to use different elements in their composition. • They know how to create repeated patterns with different instruments. • They know how to compose melodies and songs. • They know how to create accompaniments for tunes. • They know how to combine different sounds to create a specific mood or feeling. 	<ul style="list-style-type: none"> • They know how to use notations to record and interpret sequences of pitches. • They know how to use standard notation. • They know how to use notations to record compositions in a small group or on their own. • They know how to use their notation in a performance.
Appraising	<ul style="list-style-type: none"> • They know how to improve their work; explaining how it has improved. • They know how to use musical words (the elements of music) to describe a piece of music and compositions. • They know how to use musical words to describe what they like and dislike. • They know how to recognise the work of at least one famous composer. 	<ul style="list-style-type: none"> • They know how to explain the place of silence and say what effect it has. • They know how to start to identify the character of a piece of music. • They know how to describe and identify the different purposes of music. • They know how to begin to identify with the style of work of Beethoven, Mozart and Elgar.



KNOW ABOUT	YEAR 5	YEAR 6
Performing	<ul style="list-style-type: none"> • They breathe in the correct place when singing. • They know how to sing and use their understanding of meaning to add expression. • They know how to maintain their part whilst others are performing their part. • They know how to perform ‘by ear’ and from simple notations. • They know how to improvise within a group using melodic and rhythmic phrases. • They know how to recognise and use basic structural forms e.g. rounds, variations, rondo form. 	<ul style="list-style-type: none"> • They know how to sing a harmony part confidently and accurately. • They know how to perform parts from memory. • They know how to perform using notations. • They know how to take the lead in a performance. • They know how to take on a solo part. • They know how to provide rhythmic support.
Composing (including notation)	<ul style="list-style-type: none"> • They know how to change sounds or organise them differently to change the effect. • They know how to compose music which meets specific criteria. • They know how to use their notations to record groups of pitches (chords). • They know how to use a music diary to record aspects of the composition process. • They know how to choose the most appropriate tempo for a piece of music. 	<ul style="list-style-type: none"> • They know how to use a variety of different musical devices in their composition. (including melody, rhythms and chords) • They recognise that different forms of notation serve different purposes. • They know how to use different forms of notation. • They know how to combine groups of beats.
Appraising	<ul style="list-style-type: none"> • They know how to describe, compare and evaluate music using musical vocabulary. • They know how to explain why they think their music is successful or unsuccessful. • They know how to suggest improvements to their own or others’ work. • They know how to choose the most appropriate tempo for a piece of music. • They know how to contrast the work of famous composers and show preferences. 	<ul style="list-style-type: none"> • They know how to refine and improve their work. • They know how to evaluate how the venue, occasion and purpose affects the way a piece of music is created. • They know how to analyse features within different pieces of music. • They know how to compare and contrast the impact that different composers from different times will have had on the people of the time.