

Key Stage	Performing	Listening and Appraising	Creating and Composing	Inter-related dimensions of music (Pitch / Duration / Dynamics / Tempo / Timbre / Texture / Structure)
<b>KS1</b>	<ul style="list-style-type: none"> <li>I have played a range of tuned and untuned instruments.</li> <li>I have sung a wide range of songs (including rhymes and chants)</li> <li>I can keep to a steady pulse</li> <li>I can start and finish with everybody else</li> </ul>	<ul style="list-style-type: none"> <li>I have listened to a range of music (written and performed for different purposes and occasions) with growing concentration</li> <li>I have experienced a live performance (musicians from music service / other children performing / theatre performances / concerts)</li> <li>I can say whether or not I like a piece of music</li> <li>I can recognise beginning, middle and end or a repeated refrain (e.g. chorus)</li> </ul>	<ul style="list-style-type: none"> <li>I can choose how to represent different things e.g. sound effects for a story or to reflect different moods</li> <li>I can start to compose a simple piece with a beginning, middle and end</li> <li>I am starting to use pictorial representation to record what I have composed</li> </ul>	<ul style="list-style-type: none"> <li>I can name standard tuned and untuned percussion (e.g. drum / maraca / triangle / tambourine / wood block)</li> <li>I can identify fast / slow (tempo) loud and quiet (dynamics), high and low (pitch), long and short (duration)</li> <li>I have explored different ways to play instruments</li> </ul>
<b>A child who has fulfilled the above is working at the age expected standards for music at the end of KS1</b>				
<b>Lower Key Stage 2</b>	<ul style="list-style-type: none"> <li>I have played a simple melody on tuned percussion and more complex rhythms on untuned percussion</li> <li>I can sing with expression, good diction and a growing sense of pitch</li> <li>I have sung songs with more than one part (e.g. rounds / call and response songs)</li> <li>I have performed in groups of a variety of sizes</li> </ul>	<ul style="list-style-type: none"> <li>I have listened to music from other cultures, countries and times</li> <li>I can say whether or not I like a piece of music giving a reason why</li> <li>I can listen with attention to detail and recall sounds heard</li> <li>I can reflect on the moods created by different pieces of music (e.g. calming / frightening etc)</li> <li>I can identify contrasting sections of a song, such as the verse and refrain</li> </ul>	<ul style="list-style-type: none"> <li>I can compose and perform my own melodies using a given range of notes (e.g. pentatonic scales)</li> <li>I can improvise simple patterns</li> <li>I can record my compositions in a variety of ways (e.g. graphic ways / musical notation)</li> <li>I am starting to compose using different structures (e.g. call and response / verse and chorus)</li> </ul>	<ul style="list-style-type: none"> <li>I can name a wider range of musical instruments including instruments from around the world and orchestral instruments</li> <li>I am starting to use and understand staff and other musical notations</li> <li>I can recognise changes in duration, dynamics, pitch, tempo, timbre and texture</li> <li>I can recognise different structures e.g. call and response / verse and chorus</li> </ul>

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<b>Upper Key Stage 2</b>	<ul style="list-style-type: none"> <li>• I have played melodies from different genres on tuned percussion and extended rhythm patterns</li> <li>• I am becoming aware of flats and sharps when playing</li> <li>• I can play a musical ostinato (repeated phrase)</li> <li>• I can sing confidently with a good control of pitch (sing songs, speak chants and rhymes in unison and 2 / 3 parts)</li> <li>• I can perform with good understanding of the mood to be created</li> <li>• I can practise, rehearse and perform a variety of solo and ensemble performances with confidence and awareness of the audience.</li> <li>• I can reflect on and refine my work</li> </ul>	<ul style="list-style-type: none"> <li>• I have listened to different styles of music including classical, jazz, blues, pop and rock</li> <li>• I am developing my understanding and ability to identify music from different times and cultures</li> <li>• I can make informed suggestions of suitable pieces of music for various occasions.</li> <li>• I can analyse and compare different music using appropriate musical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• I can combine all the musical elements I have learned to compose in different genres and styles for different moods and occasions</li> <li>• I can compose using different structures</li> <li>• I can record my compositions using staff and graphic notation and chorus)</li> </ul>	<ul style="list-style-type: none"> <li>• I can name and sort orchestral instruments into their families</li> <li>• I can use and understand staff and other musical notations – reading notes accurately</li> <li>• I can recognise more complex changes in duration , dynamics, pitch, tempo, timbre, structure and texture and use these in my own work</li> </ul>
<b>A child who has fulfilled the above is working at the age expected standards for music at the end of KS2</b>				