	<u>EYFS</u>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Listening	<ul> <li>Experience how sounds can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment).</li> <li>Listen to a range of music used for particular purposes (for example, for dance, as a lullaby).</li> </ul>	<ul> <li>internalise and recall aural memory.</li> <li>Experience how the celements of pitch, dutempo, timbre, textuorganised and used esimple structures (for middle, end).</li> <li>Experience how soundifferent ways (for exclapping, by musical internal memory).</li> </ul>	recorded music and to sounds with increasing combined musical ration, dynamics, re and silence can be expressively within rexample, beginning, ds can be made in cample, vocalising, nstruments, in the scribed using given and mbols.	<ul> <li>Listen with attention to quality live and records to internalise and recal increasing aural memo</li> <li>Experience how the coelements of pitch, duratempo, timbre, texture organised within music example, ostinato) and different moods and effective organises.</li> </ul>	ed music, to detail and II sounds with ary.  mbined musical ation, dynamics, and silence can be cal structures (for I used to communicate	<ul> <li>Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory.</li> <li>Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects.</li> <li>Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations.</li> <li>Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue).</li> </ul>		
Knowledge and Understanding				<ul> <li>Analyse and compare selections about music use language and musical velocities.</li> <li>Improve their own and relation to its intended.</li> <li>Use and develop their score.</li> <li>Develop an understand music.</li> <li>Use and understand standard.</li> </ul>	eir own ideas and sing expressive vocabulary. I others' work in I effect. own use of a graphic ding of the history of	feelings about musi dance, expressive la vocabulary.  Improve their own relation to its inten	their own ideas and ic using movement, anguage and musical and others' work in ded effect.	

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Performing	<ul> <li>Use their voices expressively by singing songs and speaking chants and rhymes.</li> <li>Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making.</li> <li>Explore using tuned and untuned instruments.</li> </ul>	<ul> <li>Play tuned and untuned instruments.</li> <li>Use their voices expressively by singing songs and speaking chants and rhymes.</li> <li>Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse).</li> </ul>	<ul> <li>Play tuned and untuned instruments with control and rhythmic accuracy.</li> <li>Practise, rehearse and present performances with an awareness of the audience.</li> </ul>	<ul> <li>Play tuned and untuned instruments with control and rhythmic accuracy.</li> <li>Practise, rehearse and present performances with an awareness of the audience.</li> <li>Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.</li> </ul>
Creating	<ul> <li>Experiment with and create musical patterns.</li> <li>Explore and express their ideas and feelings about music using movement and dance.</li> </ul>	<ul> <li>Experiment with and create musical patterns.</li> <li>Explore, choose and organise sounds and musical ideas.</li> <li>Explore and express their ideas and feelings about music using movement, dance and expressive musical language.</li> <li>Make improvements to their own work.</li> </ul>	<ul> <li>Improvise and develop rhythmic and melodic material when performing.</li> <li>Explore, choose, combine and organise musical ideas within musical structures</li> </ul>	<ul> <li>Improvise and develop rhythmic and melodic material when performing.</li> <li>Explore, choose, combine and organise musical ideas within musical structures.</li> </ul>
Pitch	Able to sing the melodic shape (moving melody, eg up and down, down & up) of familiar songs	Identify high and low sounds.	<ul> <li>Determine upwards and downwards direction in listening, performing and moving.</li> <li>Recognise and imitate melody patterns in echoes.</li> <li>Show the overall contour of melodies as moving upwards, downwards or staying the same.</li> <li>Determine movement by step, by leaps or by repeats.</li> <li>Perform simple melody patterns.</li> </ul>	<ul> <li>Identify short phrases and long phrases.</li> <li>Identify the prominent melody patterns in a piece of music.</li> <li>Improvise a melodic pattern.</li> <li>Improvise a melody.</li> </ul>

## Subject - Music

		<del>,</del>	<del>,</del>	<del>,</del>
Duration	<ul> <li>Recognise the difference between long and short sounds.</li> <li>Copy simple patterns of sound of long and short duration.</li> </ul>	<ul> <li>Respond to sounds of different duration.</li> <li>Recognise the difference between long and short sounds.</li> <li>Copy simple patterns of sound of long and short duration.</li> <li>Recognise the difference between steady beat and no beat.</li> <li>Identify similar rhythmic patterns.</li> </ul>	<ul> <li>Indicate the steady beat by movement, including during a silence.</li> <li>Respond to changes in the speed of the beat.</li> <li>Respond to the strong beats whilst singing.</li> <li>Use instruments to keep a steady beat.</li> <li>Hold a beat against another part.</li> </ul>	<ul> <li>Perform rhythmic patterns and ostinati (repeated melody lines).</li> <li>Identify a silence in a rhythmic pattern with a gesture.</li> <li>Create rhythmic patterns including silences and notate.</li> <li>Indicate strong and weak beats through movements.</li> <li>Recognise a metre (the way beats are grouped) of 3 or 4.</li> <li>Recognise a change in metre.</li> </ul>
Dynamics	<ul> <li>Differentiate between loud sounds, quiet sounds and silence.</li> </ul>	<ul> <li>Differentiate between loud sounds, quiet sounds and silence.</li> </ul>	Recognise differences in dynamic levels.	<ul> <li>Recognise crescendo (gradually getting louder) and diminuendo (grad. getting quieter).</li> <li>Assess the appropriateness of dynamic choices such as accents (sudden loud notes, or sudden quiet notes.</li> </ul>
Тетро	<ul> <li>Identify the differences between fast and slow tempos.</li> <li>Accurately anticipates changes in music, eg when music is going to get faster, louder, slower.</li> </ul>	<ul> <li>Identify the differences between fast and slow tempos.</li> <li>Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.</li> </ul>	<ul> <li>Identify the differences between fast and slow tempos.</li> <li>Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.</li> </ul>	<ul> <li>Identify the differences between fast and slow tempos.</li> <li>Identify the tempo of music as fast, moderate, slow, getting faster or getting slower.</li> </ul>

Timbre	<ul> <li>Recognise the difference between singing and speaking.</li> <li>Explore the different kinds of sound that my singing and speaking voice can make.</li> <li>Recognise the difference between wood, metal, skin (drum) and 'shaker' sounds.</li> <li>Match selected sounds with their pictured source.</li> <li>Explore the different kinds of sound that my singing and speaking voice can make.</li> <li>Identify different voices by their vocal qualities.</li> <li>Use sound words or phrases to describe selected sounds and the ways in which they are produced.</li> </ul>					of instrum	and aurally id nents. instrumental	•		<ul> <li>Identify groupings of instruments – e.g. strings, woodwind, orchestra, and rock band.</li> <li>Recognise the instruments heard in a piece of music.</li> </ul>				
Structure	<ul> <li>Recognise and respond to changes in music.</li> <li>Recognise that the sections of a piece of music sound the same or different.</li> </ul>					Differenti sections of	ate between of a song.	the contrast	<ul> <li>Identify binary and ternary form when listening.</li> <li>Identify rondo (a form which always returns back to the first 'A' melody line e.g. ABACADAE etc.) form.</li> </ul>					
Texture			and one v	e a song with without acco le one strand ld.	mpaniment.		(many soutextures.  Recognise Identify the Recognise (one same	e the differen unds) and thin e changes in the ne melodic line the difference pitched sound	n (few sound exture. ne in a textur ce between ind) and harm	e. unison nony	(one me starting Burning • Identify a round	lody, sung/pat different ') works. the various	cess by which played by grotimes e.g. 'Lo and varying the texture mig	ups ondon's extures in
	<u>EYFS</u>		Yea	<u>ar 1</u>	Yea	ar 2	Year 3 Year 4		<u>Year 5</u>		Year 6			
	Working Towards	<u>Greater</u> <u>Depth</u>	Working Towards	<u>Greater</u> <u>Depth</u>	Working Towards	Greater Depth	Working Towards	Greater Depth	Working Towards	Greater Depth	Working Towards	Greater Depth	Working Towards	<u>Greater</u> <u>Depth</u>

Key Skills for Assessment – Saint Clare's Catholic Primary School										<u>S</u>	<u>ubject – Μι</u>	<u>ısic</u>