



	To perform	To compose	To transcribe	To describe music
Year 1 and 2	<p>Take part in singing, accurately following the melody.</p> <p>Follow instructions on how and when to sing or play an instrument.</p> <p>Make and control long and short sounds, using voice and instruments.</p> <p>Imitate changes in pitch.</p>	<p>Create a sequence of long and short sounds. Clap rhythms.</p> <p>Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>Choose sounds to create an effect.</p> <p>Sequence sounds to create an overall effect.</p> <p>Create short, musical patterns.</p> <p>Create short, rhythmic phrases.</p>	<p>Use symbols to represent a composition and use them to help with a performance.</p>	<p>Identify the beat of a tune.</p> <p>Recognise changes in timbre, dynamics and pitch.</p>
Year 3 and 4	<p>Sing from memory with accurate pitch. Sing in tune.</p> <p>Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice.</p> <p>Play notes on an instrument with care so that they are clear.</p> <p>Perform with control and awareness of others.</p>	<p>Compose and perform melodic songs. Use sound to create abstract effects.</p> <p>Create repeated patterns with a range of instruments.</p> <p>Create accompaniments for tunes. Use drones as accompaniments.</p> <p>Choose, order, combine and control sounds to create an effect.</p> <p>Use digital technologies to compose pieces of music.</p>	<p>Devise non-standard symbols to indicate when to play and rest.</p> <p>Recognise the notes EGBDF and FACE on the musical stave.</p> <p>Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p>	<p>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p> <p>Understand layers of sounds and discuss their effect on mood and feelings.</p>
Year 5 and 6	<p>Sing or play from memory with confidence.</p> <p>Perform solos or as part of an ensemble. Sing or play expressively and in tune.</p> <p>Hold a part within a round. Sing a harmony part confidently and accurately.</p> <p>Sustain a drone or a melodic ostinato to accompany singing.</p> <p>Perform with controlled breathing (voice) and skilful playing (instrument).</p>	<p>Create songs with verses and a chorus. Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Combine a variety of musical devices, including melody, rhythm and chords. Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>Use drones and melodic ostinato (based on the pentatonic scale).</p> <p>Convey the relationship between the lyrics and the melody.</p> <p>Use digital technologies to compose, edit and refine pieces of music.</p>	<p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p>Read and create notes on the musical stave.</p> <p>Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</p> <p>Understand and use the # (sharp) and ♭ (flat) symbols.</p> <p>Use and understand simple time signatures.</p>	<p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <ul style="list-style-type: none"> <li>• pitch; dynamics; tempo; timbre; texture</li> <li>• lyrics and melody; expressive</li> <li>• sense of occasion</li> <li>• solo; rounds; harmonies; accompaniments</li> <li>• drones; cyclic patterns</li> <li>• combination of musical elements</li> <li>• cultural context</li> </ul> <p>describe how lyrics often reflect the cultural context of music and have social meaning</p>