

Key Stage 1 - Essential Skills

Lower Key Stage 2 - Essential Skills

Upper Key Stage 2 - Essential Skills

Aspect

Listening

End of Year 1 Expectations
Average Age 6 years 6 months

Listen to a piece of music, identifying if it is fast or slow, happy or sad.

End of Year 2 Expectations
Average Age 7 years 6 months

Describe how an instrument has been used to represent a sound or object (e.g. a flute for a bird or a drum for thunder). Begin to recall sounds.

End of Year 3 Expectations
Average Age 8 years 6 months

Recognise changes in the music, using words like 'pitch' (high/low), 'timbre' (sound quality), 'dynamics' (loud or soft) and 'tempo' (fast or slow).

End of Year 4 Expectations
Average Age 9 years 6 months

Describe how a piece of music makes them feel, making an attempt to explain why. Recall sounds with increasing aural memory.

End of Year 5 Expectations
Average Age 10 years 6 months

Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects.

End of Year 6 Expectations
Average Age 11 years 6 months

Identify and explore the relationship between sounds and how different meanings can be expressed through sound and music.

Composing

Make sounds in different ways, including hitting, blowing and shaking.

Carefully choose instruments to combine layers of sound, showing awareness of the combined effect.

Use standard and invented symbols to represent sounds.

Shape composition, considering dynamics, timbre and tempo.

Improvise and notate musical phrases to develop compositions.

Compose a piece of music based on a theme (e.g. a film or a special event).

Vocabulary

Talk about the songs/pieces of music which they enjoy.

Describe basic elements of a piece of music (e.g. pace, volume, emotion).

Use relevant musical vocabulary (e.g. pitch, rhythm, pulse and tempo) when talking about the elements of music within a piece.

Describe, compare and evaluate different kinds of music, using appropriate musical vocabulary.

Use musical vocabulary to explain some of the reasons why a piece of music might have been composed.

Describe how music can be used to create expressive effects and convey emotion.

Performing

Perform with awareness of others (e.g. take turns in a performance and sing/play with peers).

Use own voice in different ways, including speaking, singing and chanting for different effects.

Perform own part with increased control or accuracy when singing or playing both tuned and untuned instruments.

Perform significant parts from memory and from notation, either on a musical instrument or vocally.

Maintain own part in a performance with confidence, accuracy and an awareness of what others are playing.

Take the lead in performances and provide suggestions to others.

Singing

Sing with a sense of shape and melody.

Use own voice in different ways, including using a loud or soft voice, and sing simple repeated phrases.

Sing songs confidently both solo and in groups.

Maintain a simple part within an ensemble.

Maintain a more complex part within an ensemble (e.g. sing in a round or use harmony).

Identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performers.

Pulse and rhythm

Copy a simple rhythm by clapping or using percussion.

Identify the difference between rhythm and pulse.

Create and repeat extended rhythmic patterns, vocally or by using clapping.

Create and repeat extended rhythmic patterns, using a range of percussion and tuned instruments.

Create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes and intervals).

Create complex rhythmic patterns, using a variety of instrumentation with an awareness of timbre (quality of sound) and duration (length of notes and intervals).

Notation

Begin to represent sounds with drawings.

Follow a simple piece of written rhythmic notation.

Use written symbols both standard and invented to represent sounds.

Follow a basic melody line, using standard notation.

Perform from simple notation on tuned/untuned instruments.

Use/understand staff and use unconventional notation when composing.

Appreciation and understanding

State what they like or dislike about a piece of music.

Explain what they like or dislike about a piece of music and why.

Compare and contrast two pieces of music on the same theme. Listen to music from different periods in history.

Appreciate and listen to music drawn from different traditions, cultures and composers.

Appreciate and understand high quality music, both live and recorded. Recognise and describe music and musical instruments from different periods in history.

Listen to and comment on the work of musicians and composers, indicating own preferences. Explain the influence of historical events on music.