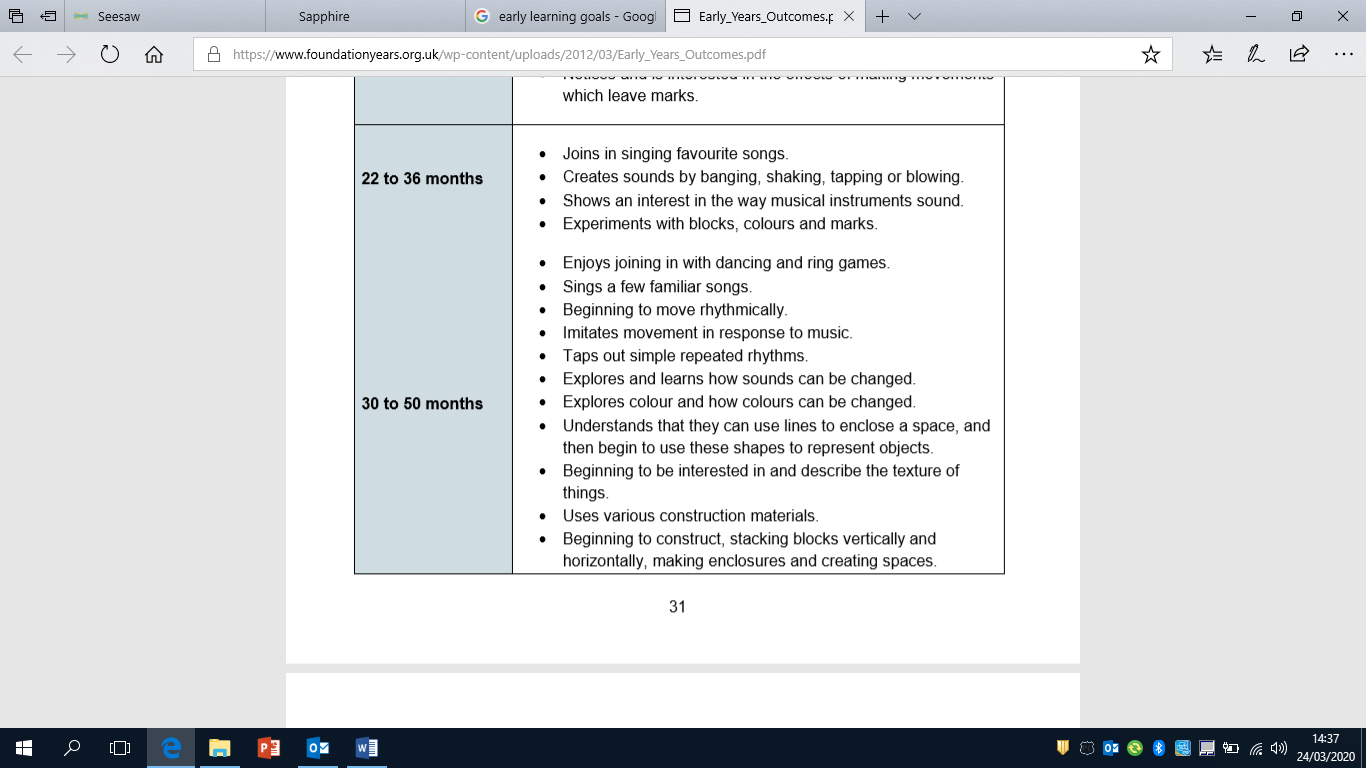
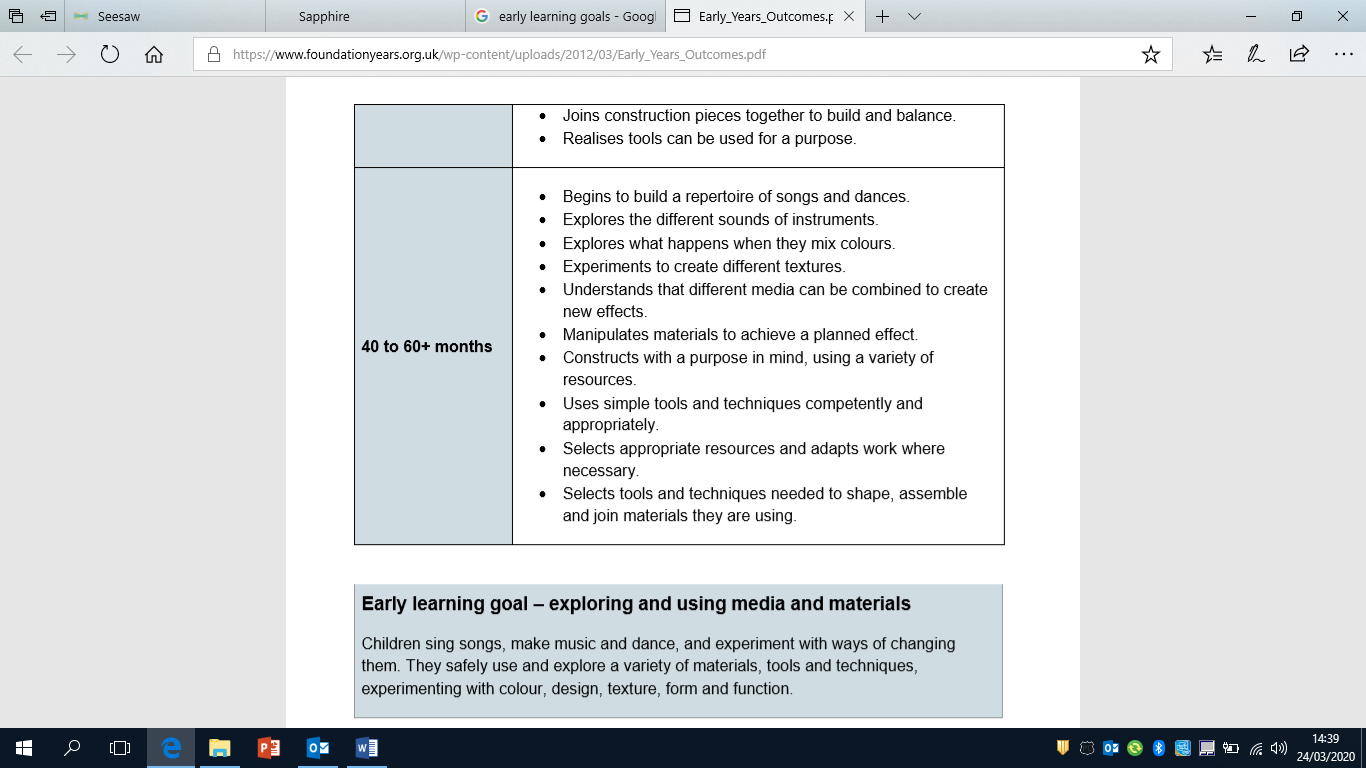
 **Early Years**





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| **Controlling sounds through singing and playing (performing)**  moor first school logo | **Reception**  *Note: also use Early Learning Goal Expressive Arts and Design skills for Nursery/Reception* | **Year 1** | **Year 2** | **End of key stage 1 expectations** |
| I can move to music, listen to or join in rhymes or songs.  I can join in singing favourite songs.  I can sing a few familiar songs.  I can build a repertoire of songs and dances. | I can use my voice to speak, sing and chant  I can use instruments to perform  I can follow instructions about when to play and sing  I can repeat sort rhythmic and melodic patterns | I can sing and follow a melody  I can perform simple patterns and accompaniments keeping a steady pulse  I can play simple rhythmic patterns on an instrument  I can sing or clap increasing and decreasing tempo | Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes. They should also be taught to play tuned and untuned instruments musically. |
| **Year 3** | **Year 4** | **Year 5 Transition** | **End of key stage 2 expectations** |
| I can sing a tune with expression  I can play clear notes on instruments | I can perform a simple part rhythmically  I can sing songs from memory with accurate pitch  I can improvise using repeated patterns | I can breathe in the correct place when singing.  I can maintain my part whilst others are performing their part.  I can improvise within a group using melodic and rhythmic patterns.  I can change sounds and organise them differently to change the effect. | Pupils should be taught to sing and play musically with increasing confidence and control.  Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression |
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| **Creating and developing musical ideas (composing)**  moor first school logo | **Reception**  *Note: also use Early Learning Goal Expressive Arts and Design skills for Nursery/Reception* | **Year 1** | **Year 2** | **End of key stage 1 expectations** |
| I can create sounds by banging, shaking, tapping or blowing.  I can tap out simple repeated rhythms.  I can explore the different sounds of instruments. | I can make a sequence of sounds  I can make different sounds with my voice and with instruments  I can clap short rhythmic patterns | I can order sounds to create a beginning, middle and an end  I can create music in response to different starting points  I can use symbols to represent sounds  I can choose sounds which create an effect | Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music. |
| **Year 3** | **Year 4** | **Year 5 Transition** | **End of key stage 2 expectations** |
| I can use different elements in my composition  I can create repeated patterns with different instruments  I can compose melodies and songs  I can create accompaniments for tunes  I can combine different sounds to create a specific mood or feeling | I can use notation to record and interpret sequences of pitches  I can use notation to record compositions in a small group or on my own | I can compose music which meets specific criteria.  I can use notation to record groups of pitches.  I can use my music diary to record aspects of the composition process.  I can choose the most appropriate tempo for a piece of music. | Pupils should be taught to develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.  Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.  Pupils should also be taught to use and understand staff and other musical notations. |
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| **Responding and reviewing (appraisal)**  moor first school logo | **Reception**  *Note: also use Early Learning Goal Expressive Arts and Design skills for Nursery/Reception* | **Year 1** | **Year 2** | **End of key stage 1 expectations** |
| I can show an interest in the way musical instruments sound.  I can move my whole body to sounds I enjoy, such as music or a regular beat. | I can say whether I like or dislike a piece of music  I can respond to different moods in music | I can listen out for particular things when listening to music | Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music. |
| **Year 3** | **Year 4** | **Year 5 Transition** | **End of key stage 2 expectations** |
| I can use musical words to describe a piece of music and compositions  I can use musical words to describe what I like and do not like about a piece of music | I can explain why silence is often needed in music and explain what effect it has  I can identify the character in a piece of music | I can describe, compare and evaluate music using musical vocabulary.  I can explain why I think music is successful or unsuccessful. | Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.  Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. |
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| **Listening and applying knowledge and understanding**  moor first school logo | **Reception**  *Note: also use Early Learning Goal Expressive Arts and Design skills for Nursery/Reception* | **Year 1** | **Year 2** | **End of key stage 1 expectations** |
| I can explore and learn how sounds can be changed. | I can choose sounds to represent different things | I can make connections between notations and musical sounds  I can improve my own work | Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music. |
| **Year 3** | **Year 4** | **Year 5 Transition** | **End of key stage 2 expectations** |
| I can recognise the work of at least one famous composer  I can improve my work; explaining how it has been improved | I can identify and describe the different purposes of music  I can begin to identify the style of work of Beethoven, Mozart and Elgar | I can suggest improvements to my own work and that of others.  I can contrast the work of a famous composer and explain my preferences. | Pupils should be taught to develop an understanding of the history of music. |
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