



Skills Breakdown for Music

Year 1		
Performing	Composing (including notation)	Appraising
<ul style="list-style-type: none"> • I can use my voice to speak and chant. • I can join in with singing. • I can use instruments to perform. • I can look at the audience when I am performing. • I can clap short rhythmic patterns. • I can copy sounds. 	<ul style="list-style-type: none"> • I can make different sounds using my voice. • I can make different sounds with instruments. • I can identify changes in sounds. • I can change the sound. • I can repeat (short rhythmic and melodic) patterns. • I can make a sequence of sounds. • I can create sounds in response to pictures. 	<ul style="list-style-type: none"> • I can respond to different moods in music. • I can say how a piece of music makes me feel. • I can say whether I like or dislike a piece of music. • I can choose sounds to represent different things. • I can recognise repeated patterns. • I can follow instructions about when to play or sing.

Year 1 Greater Depth		
Performing	Composing (including notation)	Appraising
<ul style="list-style-type: none"> • I can make loud and quiet sounds. • I can understand that the chorus keeps being repeated. 	<ul style="list-style-type: none"> • I can tell the difference between long and short sounds. • I can tell the difference between high and low sounds. • I can give a reason for choosing an instrument. 	<ul style="list-style-type: none"> • I can tell the difference between a fast and slow tempo. • I can tell the difference between loud and quiet sounds. • I can identify two types of sound happening at the same time.

Year 2		
Performing	Composing (including notation)	Appraising
<ul style="list-style-type: none"> • I can sing and follow the melody (tune). • I can sing accurately at a given pitch. • I can perform simple patterns and accompaniments keeping a steady pulse. • I can perform with others. • I can play simple rhythmic patterns on an instrument. • I can sing/clap a pulse increasing or decreasing in tempo. 	<ul style="list-style-type: none"> • I can order sounds to create a beginning, middle and end. • I can create music in response to (different starting points). • I can choose sounds that create an effect. • I can use symbols to represent sounds. • I can make connections between notations and musical sounds. 	<ul style="list-style-type: none"> • I can improve my own work. • I can listen out for particular things when listening to music.

Year 2 Greater Depth		
Performing	Composing (including notation)	Appraising
<ul style="list-style-type: none"> • I can sing/play rhythmic patterns in contrasting tempo and keeping to the pulse. 	<ul style="list-style-type: none"> • I can use simple structures in a piece of music. • I can understand that phrases are where we breathe in a song. 	<ul style="list-style-type: none"> • I can recognise sounds that move by steps and by leaps.

Year 3		
Performing	Composing (including notation)	Appraising
<ul style="list-style-type: none"> • I can sing in tune with expression. • I can control my voice when I am singing. • I can play clear notes on instruments. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • I can improve my work and I can explain how it has improved. • I can use musical words (the elements of music) to describe a piece of music and compositions. • I can use musical words to describe what I like and dislike. • I can recognise the work of at least one famous composer.
Year 3 Greater Depth		
Performing	Composing (including notation)	Appraising
<ul style="list-style-type: none"> • I can work with a partner to create a piece of music using more than one instrument. 	<ul style="list-style-type: none"> • I can understand metre in 2 and 3 beats; then 4 and 5 beats. • I can understand how the use of tempo can provide contrast within a piece of music. 	<ul style="list-style-type: none"> • I can tell whether a change is gradual or sudden. • I can identify repetition, contrasts and variations.

Year 4		
Performing	Composing (Including notation)	Appraising
<ul style="list-style-type: none"> • I can perform a simple part rhythmically. • I can sing songs from memory with accurate pitch. • I can improvise using repeated patterns. 	<ul style="list-style-type: none"> • I can use notations to record and interpret sequences of pitches. • I can use standard notation. • I can use notations to record compositions in a small group or on my own. • I can use my notation in a performance. 	<ul style="list-style-type: none"> • I can explain the place of silence and say what effect it has. • I can start to identify the character of a piece of music. • I can describe and identify the different purposes of music. • I can begin to identify with the style of work of Beethoven, Mozart and Elgar.
Year 4 Greater Depth		
Performing	Composing (including notation)	Appraising
<ul style="list-style-type: none"> • I can use selected pitches simultaneously to produce simple harmony. 	<ul style="list-style-type: none"> • I can explore and use sets of pitches, e.g. 4 or 5 note scales. • I can show how I can use dynamics to provide contrast. 	<ul style="list-style-type: none"> • I can identify how a change in timbre can change the effect of a piece of music.

Year 5		
Performing	Composing (including notation)	Appraising
<ul style="list-style-type: none"> • I can breathe in the correct place when singing. • I can sing and use my understanding of meaning to add expression. • I can maintain my part whilst others are performing their part. • I can perform 'by ear' and from simple notations. • I can improvise within a group using melodic and rhythmic phrases. • I can recognise and use basic structural forms e.g. rounds, variations, rondo form. 	<ul style="list-style-type: none"> • I can change sounds or organise them differently to change the effect. • I can compose music, which meets specific criteria. • I can use my notations to record groups of pitches (chords). • I can record aspects of the composition process. • I can choose the most appropriate tempo for a piece of music. 	<ul style="list-style-type: none"> • I can describe, compare and evaluate music using musical vocabulary. • I can explain why I think my music is successful or unsuccessful. • I can suggest improvements to my own or others' work. • I can choose the most appropriate tempo for a piece of music. • I can contrast the work of famous composers and show preferences.
Year 5 Greater Depth		
Performing	Composing (including notation)	Appraising
<ul style="list-style-type: none"> • I can use pitches simultaneously to 	<ul style="list-style-type: none"> • I can understand the relation between 	<ul style="list-style-type: none"> • I can explain how tempo changes the

<p>produce harmony by building up simple chords.</p> <ul style="list-style-type: none">• I can devise and play a repeated sequence of pitches on a tuned instrument to accompany a song.	<p>pulse and syncopated patterns.</p> <ul style="list-style-type: none">• I can identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre.	<p>character of music.</p> <ul style="list-style-type: none">• I can identify where a gradual change in dynamics has helped to shape a phrase of music.
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Year 6		
Performing	Composing (including notation)	Appraising
<ul style="list-style-type: none"> • I can sing a harmony part confidently and accurately. • I can perform parts from memory. • I can perform using notations. • I can take the lead in a performance. • I can take on a solo part. • I can provide rhythmic support. 	<ul style="list-style-type: none"> • I can use a variety of different musical devices in my composition (incl melody, rhythms and chords). • I can recognise that different forms of notation serve different purposes. • I can use different forms of notation. • I can combine groups of beats. 	<ul style="list-style-type: none"> • I can refine and improve my work. • I can evaluate how the venue, occasion and purpose affects the way a piece of music is created. • I can analyse features within different pieces of music. • I can compare and contrast the impact that different composers from different times will have had on the people of the time.
Year 6 Greater Depth		
Performing	Composing (including notation)	Appraising
<ul style="list-style-type: none"> • I can perform a piece of music that contains two (or more) distinct melodic 	<ul style="list-style-type: none"> • I can show how a small change of tempo can make a piece 	<ul style="list-style-type: none"> • I can appraise the introductions, interludes and endings for songs

<p>or rhythmic parts, knowing how the parts will fit together.</p>	<p>of music more effective.</p> <ul style="list-style-type: none">• I can use the full range of chromatic pitches to build up chords, melodic lines and bass lines.	<p>and compositions that I have created.</p>
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