

SINGING			
RECEPTION	KS1	LKS2	UKS2
<ul style="list-style-type: none"> <li>I can sing simple songs, chants and rhymes.</li> <li>I can sing in a group or on my own, increasingly matching the pitch and following the melody.</li> </ul>	<ul style="list-style-type: none"> <li>I can sing simple songs, chants and rhymes (1)</li> <li>I can sing songs expressively with an awareness of pitch.(1)</li> <li>I know a range of songs, chants and rhymes including playground games(2)</li> </ul>	<ul style="list-style-type: none"> <li>I can sing with a greater awareness of expression and pitch, for example, I can control dynamics (loud and soft) in their singing.(3)</li> <li>I can sing simple rounds and canons.(3)</li> <li>I can sing with fluency and accuracy of pitch.(4)</li> <li>I can maintain my own part when singing rounds, canons and part songs(4)</li> </ul>	<ul style="list-style-type: none"> <li>I can sing more complex songs with awareness of how my part contributes to the overall effect.(5)</li> <li>I can identify changes in pitch and know that these are called intervals(6)</li> <li>I can sing with accurate pitch, fluency and expression.(6)</li> </ul>
PLAYING AND PERFORMING			
RECEPTION	KS1	LKS2	UKS2
<ul style="list-style-type: none"> <li>I know when and when not to play.</li> <li>I can copy back simple rhythms and play these on tuned and untuned percussion.</li> <li>I can keep a steady pulse.</li> <li>I can combine simple rhythms and pulse in a group.</li> <li>I can name common classroom instruments, for example, glockenspiel.</li> <li>I can explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<ul style="list-style-type: none"> <li>I know when and when not to play.(1)</li> <li>I can copy back simple rhythms and play these on tuned and untuned percussion..(1)</li> <li>I can keep a steady pulse..(1)</li> <li>I can combine simple rhythms and pulse in a group..(1)</li> <li>I can name common classroom instruments, for example, glockenspiel.(1)</li> <li>I can play simple melodies on tuned percussion.(2)</li> <li>I can repeat simple rhythms over and over. I know this is called an ostinato. (2)</li> </ul>	<ul style="list-style-type: none"> <li>I can play melodies using tuned percussion from simple treble notation.(3)</li> <li>I can clap back more complex rhythms and combine with pulse in a group.(3)</li> <li>I can play and perform using a range of tuned and untuned percussion from stave notation where appropriate.(4)</li> <li>I can perform with the audience in mind.(4)</li> </ul>	<ul style="list-style-type: none"> <li>I can play longer melodies and, as a group, combine simple melodies in two parts.(5)</li> <li>I can play from treble notation with greater fluency. (5)</li> <li>I can play longer melodies and, as a group, combine simple melodies in two parts.(5)</li> <li>I can prepare a solo or group performance for an audience.(6)</li> <li>I can I can play with a secure understanding of treble stave notation.(6)</li> <li>I play and perform using musical elements such as duration, tempo, dynamics to good effect.(6)</li> </ul>

	<ul style="list-style-type: none"> <li>I can combine two simple rhythms in a group. .(2)</li> <li>I use a mixture of body percussion and percussion instruments.(2)</li> </ul>		
CREATING AND COMPOSING			
RECEPTION	KS1	LKS2	UKS2
<ul style="list-style-type: none"> <li>I can create a simple rhythm.</li> <li>I can choose appropriate sounds to accompany a story or picture.</li> <li>I can create collaboratively, sharing ideas, resources and skills.</li> <li>I can listen attentively, move to and talk about music, expressing my feelings and responses.</li> </ul>	<ul style="list-style-type: none"> <li>I can create a simple rhythm.(1)</li> <li>I can choose appropriate sounds to accompany a story or picture.(1)</li> <li>I can use instruments to create simple rhythmic and melodic patterns.(2)</li> <li>I can represent simple rhythms using symbols.(2)</li> <li>I can represent rises and falls in pitch using graphic notation.(2)</li> </ul>	<ul style="list-style-type: none"> <li>I can invent simple rhythmic and melodic sequences.(3)</li> <li>I can improvise short patterns using the voice and tuned and untuned percussion.(3)</li> <li>I can notate simple rhythms, for example, crotchets, quavers and crotchet rests.(3)</li> <li>I can compose music to a given stimulus, for example, to represent the weather or animals(4)</li> <li>I can confidently improvise melodic and rhythmic patterns using the voices and instruments. (4)</li> </ul>	<ul style="list-style-type: none"> <li>I can compose music within simple structures, for example, verse, chorus, verse. (5)</li> <li>I can record simple rhythms and melodies using treble notation.(5)</li> <li>I can confidently improvise as part of a group performance. (5)</li> <li>I can use I can record my ideas accurately using treble stave notation.(6)</li> <li>I can record a range of compositional devices such as drones and ostinato to compose a musical piece.(6)</li> </ul>
STAVE NOTATION			
RECEPTION	KS1	LKS2	UKS2
<ul style="list-style-type: none"> <li>I can understand that sounds can be represented by pictures and symbols.</li> </ul>	<ul style="list-style-type: none"> <li>I can understand that sounds can be represented by pictures and symbols.(1)</li> <li>I can understand that rhythms and melodies can be represented by symbols or graphic notation.(2)</li> <li>I can clap back simple rhythmic patterns using non-standard notation, for example, symbols.(2)</li> <li>I can invent simple rhythmic patterns and record these using non-standard notation, for example, symbols.(2)</li> </ul>	<ul style="list-style-type: none"> <li>I can understand that the stave is five lines and that each line and space represents a different pitched note.(4)</li> <li>I can accurately give note names for crotchets, quavers and know the value of each.(4)</li> <li>I can clap back simple rhythms from standard notation, for example, crotchets, quavers and crotchet rests(4)</li> <li>I can accurately name and use the notes on a treble stave for example,</li> </ul>	<ul style="list-style-type: none"> <li>I can accurately play and perform from the treble stave. I understand that the treble stave is part of a grand stave and recognises that lower notes use the bass clef.(5)</li> <li>I can invent more complex rhythms and accurately notate these using bar lines to separate measures. (5)</li> <li>I can understand the terms time signature and I am able to tell if</li> </ul>

		<p>'Every Good Boy Deserves Football' for the lines and 'FACE' for the spaces (4)</p> <ul style="list-style-type: none"> <li>• I can recognise and name the treble clef and time signature for example, I can explain that the time signature dictates how many beats in a bar there are.(4)</li> <li>• I can accurately give note names for crotchets, quaver minims, dotted minims and semibreves and know the value of each.(4)</li> <li>• I can invent simple rhythms that may repeat (ostinatos) and, with support, notate these using standard notation, for example, keep into 3 or 4 beats per bar.(4)</li> </ul>	<p>there the right number of beats in a bar.(5)</p> <ul style="list-style-type: none"> <li>• I can accurately play and perform from the treble stave. (5)</li> <li>• I understand that the treble stave is part of a grand stave and recognises that lower notes use the bass clef.(5)</li> <li>• I can invent simple melodies and notate these independently using treble notation (and bass clef where appropriate e.g. where the pupil is learning a bass clef instrument).(5)</li> <li>• I can understand the term chord as a triad of notes and can represent these on a treble stave.(5)</li> </ul>
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**LISTEN TO EVALUATE AND REVIEW**

RECEPTION	KS1	LKS2	UKS2
		<ul style="list-style-type: none"> <li>• I can listen to music for longer periods.(3)</li> <li>• I can listen to a short sequence and sing or play it back.(3)</li> <li>• I can comment on music I listen to using the terms pitch, tempo and beat.(3)</li> <li>• I can comment on likes and dislikes of music (4)</li> <li>• I hear using musical vocabulary.(4)</li> <li>• I can comment on music I hear using the terms duration, timbre, pitch, beat, tempo and texture.(4)</li> <li>• I can listen to more complex melodic and rhythmic patterns and accurately play or sing them back.(4)</li> </ul>	<ul style="list-style-type: none"> <li>• I can listen to music for extended periods and comment using a range of musical vocabulary.(5)</li> <li>• I understand that music often reflects cultural context. (5)</li> <li>• I can begin to identify works by the great composers.(5)</li> <li>• I can listen to a piece of music and accurately identify the genre.(6)</li> <li>• I can comment on the music I hear accurately using the vocabulary of the musical elements.(6)</li> <li>• I understand that music is created often for occasions, cultural reasons or to reflect societal meaning.(6)</li> <li>• I can accurately identify some works by the great composers and understand their place in history, for example, from the Medieval or Modern eras.(6)</li> </ul>