

Name:		Year group joined/date:			SEND/EI		PP: Yes/No
Music							
Year 1 Developing	Year 1 Expected	Year 2 Expected	Year 3 Expected	Year 4 Expected	Year 5 Expected	Year 6 Expected	Year 6 Exceeded
Singing and using instruments expressively							
Use voice in different ways e.g. speaking, chanting and singing.	Sing songs expressively using a melody at their own pitch.	Sing with a sense of awareness of pulse and control of rhythm. Pitch small intervals with a good degree of accuracy.	Sing in unison with control and accuracy of pitch e.g. follow the shape of the melody.	Sing with clear diction and an awareness of pulse and control of rhythm. Blend with the voices of others.	Sing expressively with an awareness and control of musical elements e.g. timbre, tempo and dynamics.	Sing songs with increasing control of breathing, posture and sound projection.	Show an awareness of improvisation with the voice.
	Sing, clap and move in time to the pulse	Clap and play simple rhythm patterns e.g. crotchets, quavers from notation keeping to a steady pulse	Clap and play rhythm patterns that include crotchet rest keeping to a steady pulse.	Perform simple rhythms from notation (crotchets, quaver, minim, crotchet rest)	Maintain own part in a small group when playing or singing (e.g. rhythm, ostinato, drone, simple part singing etc.)	Maintain own part in a group when singing or playing, showing an awareness of how parts fit together.	Lead groups, sing/play solo/harmony parts showing sensitivity in their performance through subtle changes in dynamics, phrasing etc.
	Take account of musical instructions (<i>Stop, start</i>)	Follow simple performance directions, (e.g. dynamics and tempo, starting and stopping).	Begin to suggest performance directions	Suggest performance directions	Use rehearsal to develop musical quality - e.g. clear starts, ends of pieces / phrases, technical accuracy etc.	Use rehearsal to develop musical quality, pointing out areas which need improving	Use rehearsal to develop musical quality, pointing out areas which need improving and offering strategies
Composing: creating and developing musical ideas							
	Echo clap simple 4 beat rhythms	Improvise rhythmic responses (Answers to rhythm questions)	Improvise melodic responses (Answers to melodic questions)	Improvise within given or chosen parameters e.g. structures, using particular scales or notes, repeated patterns (ostinato) to accompany songs.	Improvise melodic responses and begin to be aware of the phrase length	Improvise rhythmic melodic responses showing awareness of the phrase length.	Improvise musical responses that show flair and imagination.
Freely explore a range of instruments in order to create sounds in response to a given stimuli e.g. to represent different moods.	Experiment with ways to produce and change sounds to represent an intended purpose.	Create, repeat, adapt and extend simple rhythmic and melodic patterns.	Create short improvisations, arrangements and compositions from a broad range of given or chosen musical and non-musical stimuli.	Organise musical ideas into simple structures showing awareness of the context and purpose.	Work out and develop simple rhythmic, melodic and harmonic accompaniments and patterns e.g. ostinato, drones, pentatonic melodies, showing an awareness of how different parts fit together.	Create increasingly more complex, effective and coherent improvisations, arrangements and compositions which display an awareness of musical structures.	Create musical responses which are increasingly coherent and show flair and imagination.
Suggest symbols to represent sounds	Demonstrate an awareness of the link between shapes and pitch using physical movements.	Demonstrate an awareness of the link between shapes and pitch using graphic notation.	Recognise, respond to and use basic symbols (standard and invented) within a short structure. E.g. crotchets and quavers.	Create texture by combining sounds in different ways using standard and invented notation.	Follow and create a piece of music with a recognisable shape using standard and invented notation.	Use a variety of notation to plan, revise and refine musical material.	Decode and encode short rhythmic patterns using standard and invented notation.

Listening, responding and appraising							
Say whether or not they like a piece of music.	Express how music makes you feel through speech, drawings or movement.	Express thoughts and feelings about music giving simple justifications.	Express thoughts and feelings about music giving more specific justifications. (e.g. by talking about - dynamics, tempo, instrumentation, pitch, etc)	Discuss how time and place can influence the way music is created, performed and heard and begin to develop a basic musical timeline of music explored.	Listen to music from different periods, parts of the world and comment upon how they differ in terms of how it is performed and how they respond to it and further develop a musical timeline of music explored.	Evaluate how venue, occasion and purpose affects the way that music is created, performed and heard.	Relate music across time to other factors such as world events.
Below age related expectations							
At age related expectations							
Exceeding age related expectations							