

Subject Specific-Skills: Age-related expectations in Music

Year	Perform	Compose	Transcribe and Describe
1	To be able to: <ul style="list-style-type: none"> • Use my voice to speak, sing and chant. • Use instruments to perform • Follow instructions about when to play and sing. 	To be able to: <ul style="list-style-type: none"> • Make different sounds with my voice and with instruments. • Make a sequence of sounds • Repeat short rhythmic and melodic patterns 	To be able to: <ul style="list-style-type: none"> • Respond to different moods in music. • Say whether I like or dislike a piece of music • Choose sounds to represent different things. • Identify the beat of a tune.
2	To be able to: <ul style="list-style-type: none"> • Sing and follow a melody • Perform simple patterns and accompaniments, keeping a simple pulse. • Play simple rhythmic patterns on an instrument 	To be able to: <ul style="list-style-type: none"> • Sing or clap increasing or decreasing tempo • Order sounds to create a beginning, middle and end. • Create music in response to different starting points. • Choose sounds which create an effect. • Use symbols to represent sounds. 	To be able to: <ul style="list-style-type: none"> • Make connections between notations and musical sounds. • Listen out for changes when listening to music – timbre, dynamic and pitch • Improve my own work
3	To be able to: <ul style="list-style-type: none"> • Sing a tune with expression. • Play clear notes on instruments. • 	To be able to: <ul style="list-style-type: none"> • Use different elements in my composition. • Create repeated patterns with different instruments. • Compose melodies and songs. • Create accompaniments for tunes • Combine different sounds to create a specific mood or feeling. 	To be able to: <ul style="list-style-type: none"> • Use musical word to describe a piece of music and compositions. • Use musical words to describe what I like and do not like about a piece of music. • Recognise the work of at least one famous composer. • Improve my work – explaining how it has been improved.
4	To be able to: <ul style="list-style-type: none"> • Perform a simple part rhythmically. • Sing songs from memory with accurate pitch. • 	To be able to: <ul style="list-style-type: none"> • Improvise using repeated patterns. • Use notation to record and interpret sequences of pitches. 	To be able to: <ul style="list-style-type: none"> • Explain why silence is needed in music and what effect it has. • Identify the character in a piece of music • Identify and describe the different purposes of music. • <i>I can begin to identify the style of work of...</i>
5	To be able to: <ul style="list-style-type: none"> • Breathe in the correct place when singing. • Maintain my part whilst others are performing their part. 	To be able to: <ul style="list-style-type: none"> • Improvise within a group using melodic and rhythmic phrases. • Change sounds or organise them differently to change the effect. • Compose music which meets specific criteria. • Use notation to record groups of pitches (chords) • Use my music diary to record aspects of the composition process. • Choose the most appropriate tempo for a piece of music. 	To be able to: <ul style="list-style-type: none"> • Describe, compare and evaluate music using musical vocabulary, • Explain why I think music is successful/ unsuccessful. • Suggest improvements to my own work and to that of others. • Contrast the work of a famous composer and explain my preferences.
6	To be able to: <ul style="list-style-type: none"> • Sing in harmony confidently and accurately • Perform parts from memory. • Take the lead in a performance 	To be able to: <ul style="list-style-type: none"> • Use a variety of different musical devices in my composition (melody, rhythms, chords). • Use digital technology to compose and edit music. • Create rhythmic patterns with an awareness of timbre and duration. 	To be able to: <ul style="list-style-type: none"> • Analyse features within different pieces of music, • Compare and contrast the impact that different composers from different times have had (on people at that time).