

Year	Performing	Composing (incl notation)	Appraising
<b>EYFS</b>	<ul style="list-style-type: none"> <li>• Can they learn and perform nursery rhymes and familiar songs?</li> <li>• Can they explore different ways of using the voice?</li> <li>• Can repeat short phrases?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explore sounds and timbres of different instruments?</li> <li>• Can they use different materials and instruments to create sounds, silence and a steady beat?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use different ways of movement to show a steady beat?</li> <li>• Can they listen when others are performing?</li> </ul>
<b>EYFS Challenges</b>			
	<ul style="list-style-type: none"> <li>• Can they perform appropriate songs for special occasions (e.g. birthdays, Christmas etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Can they tell the difference between loud and quiet sounds?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use materials to respond to music?</li> </ul>
<b>Exceeded</b>			
<b>Emerging</b>			

Year	Performing	Composing (incl notation)	Appraising
1	<ul style="list-style-type: none"> <li>• Can they learn and perform a wider range of songs?</li> <li>• Can they sing different pitches in tune?</li> <li>• Can they follow the direction of a conductor to begin and stop playing?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use instruments to keep a steady beat, and to accompany singing?</li> <li>• Can they choose appropriate instruments to tell a story?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they describe how something works?</li> <li>• Can they talk about their own work and things that other people have done?</li> </ul>
<b>Year 1 Challenges</b>			
	<ul style="list-style-type: none"> <li>• Do they know that the chorus keeps being repeated?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they tell the difference between long and short sounds?</li> <li>• Can they tell the difference between high and low sounds?</li> <li>• Can they give a reason for choosing an instrument?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they tell the difference between a fast and slow tempo?</li> <li>• Can they tell how and why loud and quiet sounds are made?</li> <li>• Can they identify two types of sound happening at the same time?</li> </ul>
<b>Exceeded</b>			
<b>Emerging</b>			

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2	<ul style="list-style-type: none"> <li>• Do they sing and follow the melody at the correct pitch?</li> <li>• Can they perform simple patterns and accompaniments keeping a steady pulse?</li> <li>• Can they perform with others?</li> <li>• Can they sing/clap a pulse increasing or decreasing in tempo?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they order sounds to create a beginning, middle and end?</li> <li>• Can they choose sounds which create an effect?</li> <li>• Can they make connections between notations and musical sounds?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they improve their own work?</li> <li>• Can they listen out for particular things when listening to music?</li> </ul>
<b>Year 2 Challenges</b>			
	<ul style="list-style-type: none"> <li>• Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?</li> <li>• Can they improvise short phrases?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use simple structures in a piece of music?</li> <li>• Do they know that phrases are where we breathe in a song?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they recognise sounds that move by steps and by leaps?</li> </ul>
Exceeded			
Emerging			

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3	<ul style="list-style-type: none"> <li>• Do they sing in tune with expression and confidence?</li> <li>• Do they control their voice when singing?</li> <li>• Can they play clear notes on instruments?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they create repeated patterns with different instruments?</li> <li>• Can they compose melodies and songs?</li> <li>• Can they combine different sounds to create a specific mood or feeling?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they improve their work, explaining how it has improved?</li> <li>• Can they use musical terminology to describe tempo, pitch, timbre, dynamics etc.?</li> <li>• Can they recognise the work of at least one famous composer?</li> </ul>
<b>Year 3 Challenges</b>			
	<ul style="list-style-type: none"> <li>• Can they maintain their own part in rounds, part and canon singing?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they work with a partner to create a piece of music using more than one instrument?</li> <li>• Do they understand how the use of tempo can provide contrast within a piece of music?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they tell whether a change is gradual or sudden?</li> <li>• Can they identify repetition, contrasts and variations?</li> </ul>
Exceeded			
Emerging			

Year	Performing	Composing (incl notation)	Appraising
4	<ul style="list-style-type: none"> <li>• Can they improvise using repeated patterns?</li> <li>• Do they sing tunefully from memory with expression and confidence, and with awareness of the audience?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use notations to record and interpret sequences of pitches?</li> <li>• Can they use standard notation?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain the place of silence and say what effect it has?</li> <li>• Can they start to identify the character of a piece of music?</li> <li>• Can they describe and identify the different purposes of music?</li> <li>• Can they begin to identify with the style of work of Beethoven, Mozart and Elgar?</li> </ul>
<b>Year 4 Challenges</b>			
	<ul style="list-style-type: none"> <li>• Can they use selected pitches simultaneously to produce simple harmony?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explore and use sets of pitches, e.g. 4 or 5 note scales?</li> <li>• Can they show how they can use dynamics to provide contrast?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they identify how a change in timbre can change the effect of a piece of music?</li> </ul>
Exceeded			
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5	<ul style="list-style-type: none"> <li>• Can they use expression when singing and breathe in the correct place?</li> <li>• Can they sing with correct vocal technique?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they change sounds or organise them differently to change the effect?</li> <li>• Can they compose music which meets specific criteria?</li> <li>• Can they use their notations to record groups of pitches (chords)?</li> <li>• Can they choose the most appropriate tempo for a piece of music?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they describe, compare and evaluate music using musical vocabulary?</li> <li>• Can they explain why they think their music is successful or unsuccessful?</li> <li>• Can they suggest improvements to their own or others' work?</li> <li>• Can they choose the most appropriate tempo for a piece of music?</li> <li>• Can they contrast the work of famous composers and show preferences?</li> </ul>
<b>Year 5 Challenges</b>			
	<ul style="list-style-type: none"> <li>• Can they improvise within a group using melodic and rhythmic phrases?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they tell the difference between long and short sounds?</li> <li>• Can they tell the difference between high and low sounds?</li> <li>• Can they give a reason for choosing an instrument?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they tell the difference between a fast and slow tempo?</li> <li>• Can they tell the difference between loud and quiet sounds?</li> <li>• Can they identify two types of sound happening at the same time?</li> </ul>
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Year	Performing	Composing (incl notation)	Appraising
6	<ul style="list-style-type: none"> <li>• Can they sing a harmony part confidently and accurately?</li> <li>• Can they perform using notations?</li> <li>• Can they take on a solo part?</li> <li>• Can they provide rhythmic support?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use a variety of different musical devices in their composition? (incl melody, rhythms and chords)</li> <li>• Do they recognise that different forms of notation serve different purposes?</li> <li>• Can they use different forms of notation?</li> <li>• Can they combine groups of beats?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they refine and improve their work?</li> <li>• Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created?</li> <li>• Can they analyse features within different pieces of music?</li> <li>• Can they compare and contrast the impact that different composers from different times will have had on the people of the time?</li> </ul>
<b>Year 6 Challenges</b>			
	<ul style="list-style-type: none"> <li>• Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they show how a small change of tempo can make a piece of music more effective?</li> <li>• Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they appraise the introductions, interludes and endings for songs and compositions they have created?</li> </ul>
Exceeded			
Emerging			