

**Music: End of Year One**

<b>Elements</b>	<b>On track with skills</b>	<b>On track with skills and confidently applying</b>
Perform: Singing	Singing more in tune and more in time to the beat with the ensemble.	Singing in tune, in time to the beat and ensemble with the words sung clearly.
	Sing songs in different styles.	Convey different moods to reflect meaning of the song.
	Co-ordinate actions with a song.	Confidently co-ordinate actions and maintain vocal control.
	Explore different sounds made by the voice and hands.	Explore and recognise the different pitch the voice and hands can make.
Perform: Instruments	Play instruments in time to a steady beat.	Imitate a rhythmic pattern on an instrument.
	Play loudly, quietly, fast and slow.	Play a repeated rhythmic pattern to accompany a song.
	Play a single pitched note to accompany a song.	Recognise and use long and short sounds.
	Play instruments in an ensemble. Recognise simple hand signals to start/stop/loud/quiet	Play instruments in an ensemble. Recognise simple hand signals to start/stop/loud/quiet/fast/slow /long/short. Respond to these directions while playing.

<b>Composing</b>	Choose musical sound effects to follow a story line.	Use graphics/symbols to portray the sound effects.
	Sequence simple given symbols or pictures to make a simple structure (score).	Compose own sequence of sounds, represent by symbols or graphics, sequence and perform.
<b>Listening</b>	Listen to a piece of music and move in time to the steady beat.	Recognise and respond to different musical characteristics and moods of music.
	Recognise most of the sounds of percussion instruments by identifying them and name some.	Recognise sounds of percussion instruments by identifying them and naming.
<b>Appraising</b>	Begin to use musical terms Louder/quieter, faster/slower, higher/lower.	Confidently use musical terms in response to music.
	Begin to articulate how changes in speed, pitch and dynamics effect the mood of the music.	Articulate how changes in speed, pitch and dynamics effect the mood of the music and discuss the mood of different types of music and where it is used.

**Music: End of Year Two**

<b>Elements</b>	<b>On track with skills</b>	<b>On track with skills and confidently applying.</b>
Perform: Singing	Sing a variety of songs with more accuracy of pitch.	Sing a variety of songs demonstrating consistent accuracy of pitch.
	Singing words clearly breathing more appropriately at end of phrases.	Singing words clearly breathing appropriately at end of phrases and with sense of control over dynamics and tempo.
	Echo sing in response to a short melodic phrase played or sung to them.	Echo sing in response to a short melodic phrase played or sung to them identifying if the pitch is getting higher or lower or staying the same and copying in response.
Perform: Instruments	Play instruments in time to a steady beat. Understand how to play faster, slower with control.	Imitate a rhythm pattern on an instrument. Play with control getting faster, slower, louder, softer.
	Perform a sequence of sounds using a graphic score. (notation using pictures or symbols.)	Perform a rhythm accompaniment to a song.
	Work and perform in smaller groups.	Show confidence to perform within a group and individual.

Explore and Compose	Understand how sounds can be conveyed into rhythmic patterns depending on duration - short, long – high, low pitch, rests.	To manipulate sounds to convey different effects and moods using duration, pitch, structure.
	Compose a short melodic phrase that can be identified with a mood.	Compose melodic phrases that link together to make a structure to include a beginning, middle, end to convey moods or in response to a stimuli.
Listen, Reflect and Appraise	Listen with increased concentration.	Listen with sustained concentration. Identify the mood/genre of the music or by responding to the music.
	Recognise the use of percussion instruments and their names.	Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds.
	Identify different qualities of sound such as (smooth, scratchy, clicking, ringing) (timbre)	Identify different qualities of sound (timbre) and the different changes to tempo (speed), dynamics, (volume) pitch.
	Recognise and respond to the mood of a piece of music.	Recognise and respond to the mood of a piece of music. Use music terminology when describing how the mood is created.

(Emerging skills are evident: where on track with skills are not yet achieved.)