

Ready to Progress Criteria

Subject: Music



EYFS	Knowledge	Skills
	<u>Creating sound</u> <ul style="list-style-type: none"> To sing nursery rhymes and simple songs from memory. <u>Performing – singing and playing</u> <ul style="list-style-type: none"> To know a performance is sharing music. 	<u>Improvising and composing</u> <ul style="list-style-type: none"> To copy basic rhythmic patterns.
Year 1	<u>Performing – singing and playing</u> <ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. <u>Improvisation and Composing</u> <ul style="list-style-type: none"> To know that improvisation is about making up your own tune on the spot. It is not written down and belongs to them. 	<ul style="list-style-type: none"> To recognise fast, medium and slow tempos. <u>Performing – singing and playing</u> <ul style="list-style-type: none"> To explore different ways to play instruments (shaking, hitting, scraping, etc). <u>Improvisation and Composing</u> <ul style="list-style-type: none"> To make different sounds (loud, quiet, high, low).
Year 2	<u>Listening and evaluating</u> <ul style="list-style-type: none"> To know that we can create rhythms in different ways (from words, our names, favourite colours, animals, etc). <u>Performing – singing and playing</u> <ul style="list-style-type: none"> To know the names of the instruments they are playing. 	<u>Listening and evaluating</u> <ul style="list-style-type: none"> To say how a piece makes them feel and what it reminds them of. <u>Performing – singing and playing</u> <ul style="list-style-type: none"> To use their voice and instruments to make loud and quiet sounds (dynamics). <u>Improvisation and Composing</u> <ul style="list-style-type: none"> To use invented or real symbols to invent and record simple rhythm patterns.
Year 3	<u>Listening and evaluating</u> <ul style="list-style-type: none"> To name some of the instruments they can hear in a song. To know how pulse, rhythm and pitch work together to create a song. <u>Performing - singing and Playing</u> <ul style="list-style-type: none"> To be able to play a simple rhythmic pattern in time to the music. 	<u>Improvisation and Composing</u> <ul style="list-style-type: none"> To record a composition in any appropriate way that recognises the connection between sound and symbol (pictorial/graphic notation). To show control when playing musical instruments so that they sound as they should.
Year 4	<u>Creating sound</u> <ul style="list-style-type: none"> To know how and why you must warm up your voice. To know how many beats in a minim, crotchet and semibreve and recognise their symbols. <u>Performing – singing and playing</u> <ul style="list-style-type: none"> To reflect on their own performance with what went well and how to improve next time. 	<u>Improvisation and Composing</u> <ul style="list-style-type: none"> To listen to and reflect when composing and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
Year 5	<u>Listening and evaluating</u> <ul style="list-style-type: none"> To talk about how the pulse, rhythm, pitch, tempo, dynamics and structure work together and how they connect a song. <u>Performing - singing and Playing</u> <ul style="list-style-type: none"> To know different ways of writing music down (staff notation, symbols, etc). <u>Improvisation and Composing</u> <ul style="list-style-type: none"> To know notation is the connection between sound and symbol. 	<u>Listening and evaluating</u> <ul style="list-style-type: none"> To compare two songs in the same style and think about what stands out musically in each of them, their similarities and differences. <u>Performing - singing and playing</u> <ul style="list-style-type: none"> To sing or play from memory with confidence, expression and in tune.
Year 6	<u>Listening and evaluating</u> <ul style="list-style-type: none"> To identify the groups of instruments that can be heard in a piece of music. <u>Performing - singing and Playing</u> <ul style="list-style-type: none"> To use a staff and notation to record a composition. To play an instrumental part of a piece with fluency, confidence and expression. 	<u>Listening and evaluating</u> <ul style="list-style-type: none"> To talk about how the music makes you feel, using musical language to describe the music. <u>Improvisation and Composing</u> <ul style="list-style-type: none"> To listen to and reflect upon a developing composition and make musical decisions about how the melody connects with the song. To compose by developing ideas within a range of given musical structures.

