

Non-Core Age-Related Attainment Expectations

Subject	Year Group	Date	Class
Music	1		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations	Key Learning Objectives			Teacher to write pupils' Initials		
Some children will not have made so much progress. They will be able to:	Emerging	Performing I make different vocal sounds I can join in singing I sometimes perform with others	Composing I can sometimes make different sounds I am beginning to make sounds using voices and instruments I am beginning to make long and short sounds I am beginning to copy a short clapping rhythm with help	Appraising I am beginning to recognise the difference between fast and slow I am beginning to explain how live and recorded music makes me feel I can make a high sound and a low sound I am beginning to understand how sounds are made		Emerging
Most children will be able to:	Expected	Performing I sometimes use my voice in different ways I sometimes join in singing I am beginning to follow instructions when I perform	Composing I am beginning to make sounds that are very different I can make sounds using voices and instruments I can make a long sound and a short sound I can clap short rhythms with help	Appraising I recognise the difference between fast and slow I can listen to live and recorded music and say how it makes me feel I can copy changes in pitch – high and low I know how some sounds are made		Expected
Some children will have progressed further. They will be able to:	Exceeding	Performing I use my voice in different ways I sing songs and speak rhymes I follow instructions when I perform with others	Composing I can make sounds that are very different With help, I can make sounds with a small difference I can make and control long and short sounds using tuned and un-tuned instruments With help, I can make a sequence of long and short sounds I can clap short rhythms, making them longer with help	Appraising I listen carefully to a range of live and recorded music I recognise changes in tempo (speed) I can listen out for different types of sound I can imitate changes in pitch I know how some sounds are made and changed		Exceeding

It will help if teachers write girls and boys names in different colours (and put a key)

<i>Teacher to complete shaded areas of this table</i>		Emerging	Expected	Exceeding
Overall	No. of Chn			
Boys	No. of Chn			
Girls	No. of Chn			

Non-Core Age-Related Attainment Expectations

Subject	Year Group	Date	Class
Music	2		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations	Key Learning Objectives			Teacher to write pupils' Initials		
Some children will not have made so much progress. They will be able to:	Emerging	Performing I sometimes use my voice in different ways I sometimes join in singing I am beginning to follow instructions when I perform	Composing I am beginning to make sounds that are very different I can make sounds using voices and instruments I can make a long sound and a short sound I can clap short rhythms with help	Appraising I recognise the difference between fast and slow I can listen to live and recorded music and say how it makes me feel I can copy changes in pitch – high and low I know how some sounds are made		Emerging
Most children will be able to:	Expected	Performing I use my voice in different ways I sing songs and speak rhymes I follow instructions when I perform with others	Composing I can make sounds that are very different With help, I can make sounds with a small difference I can make and control long and short sounds using tuned and un-tuned instruments With help, I can make a sequence of long and short sounds I can clap short rhythms, making them longer with help	Appraising I listen carefully to a range of live and recorded music I recognise changes in tempo (speed) I can listen out for different types of sound I can imitate changes in pitch I know how some sounds are made and changed		Expected
Some children will have progressed further. They will be able to:	Exceeding	Performing I use my voice well in lots of ways I can perform on my own and with others I make and control long and short sounds, using voices and instruments	Composing I can choose and order sounds for effect I can play a variety of sounds on musical instruments creating short melodic patterns I can play with a partner to create sequences and short rhythmic phrases I use changes in pitch to express an idea	Appraising I listen carefully to a wide and varied range of live and recorded music I can identify pulse I recognise changes in timbre, pitch and dynamics I listen carefully and recall short rhythmic and melodic patterns		Exceeding

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Overall	No. of Chn			
Boys	No. of Chn			
Girls	No. of Chn			

Non-Core Age-Related Attainment Expectations

Subject	Year Group	Date	Class
Music	3		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations		Key Learning Objectives			Teacher to write pupils' Initials
Some children will not have made so much progress. They will be able to:	Emerging	<p>Performing I am beginning to sing in tune. With help I can maintain a simple part in a group. I can remember sounds and songs. I can perform with some control. I am becoming aware of what others are playing.</p>	<p>Composing I am beginning to sing simple melodies and songs independently. With help I can create a sound picture. I am beginning to recognise and create repeated patterns. I can help to make up singing games with words, actions and a sense of pulse. I am beginning to create simple accompaniments. I can choose sounds to create an effect.</p>	<p>Appraising I describe music saying what I like or dislike. I am beginning to listen with attention to detail. When listening I am beginning to talk about the music and its structure.</p>	Emerging
Most children will be able to:	Expected	<p>Performing I sing in tune in a group or alone. I can hold a simple part within an ensemble. I have a good memory for sounds and songs. I can perform with control and expression, using my voice or an instrument. I am aware of what others are playing.</p>	<p>Composing I compose simple melodies and songs. I use sound to create given images. I recognise and create repeated patterns. I make up singing games with words and actions. I create simple accompaniments for my tunes. I recognise how musical elements are combined. I know how different sounds can fit together.</p>	<p>Appraising I describe music using suitable vocabulary. I listen carefully to a range of live and recorded music. When listening I can talk about the combined effect of layers of sound.</p>	Expected
Some children will have progressed further. They will be able to:	Exceeding	<p>Performing I sing confidently and expressively, with good breath control and pronunciation When singing in rounds I hear the harmonies. I add a drone or an ostinato to a song. I play a simple accompaniment on an instrument. I improvise and maintain my own part within an ensemble</p>	<p>Composing I know how sounds can be changed, organised and controlled. I can combine sounds expressively. I create my own simple songs. I understand the relationship between lyrics and melody. I can create complex rhythmic patterns. I create music for a purpose and use graphic notation. I can use accents in a song to create effects.</p>	<p>Appraising I have a range of sound vocabulary and can use it to compare and describe a range of high quality live and recorded music.</p>	Exceeding

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Girls	No. of Chn			

Non-Core Age-Related Attainment Expectations

Subject	Year Group	Date	Class
Music	4		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations	Key Learning Objectives			Teacher to write pupils' Initials		
Some children will not have made so much progress. They will be able to:	Emerging	Performing I sing in tune in a group or alone. I hold a simple part within an ensemble. I have a good memory for sounds and songs. I perform with control and expression, using my voice or an instrument. I am aware of what others are playing.	Composing I compose simple melodies and songs. I use sound to create given images. I recognise and create repeated patterns. I make up singing games with words and actions. I create simple accompaniments for my tunes. I know how musical elements are combined. I know how different sounds can fit together.	Appraising I describe music using suitable vocabulary. I listen carefully to a range of live and recorded music. When listening I can talk about the combined effect of layers of sound.		Emerging
Most children will be able to:	Expected	Performing I sing confidently and expressively, with good breath control and pronunciation When singing in rounds I hear the harmonies. I add a drone or an ostinato to a song. I play a simple accompaniment on an instrument. I improvise and maintain my own part within an ensemble	Composing I know how sounds can be changed, organised and controlled. I can combine sounds expressively. I create my own simple songs. I understand the relationship between lyrics and melody. I create complex rhythmic patterns. I create music for a purpose and use graphic notation. I can use accents in a song to create effects.	Appraising I have a range of sound vocabulary and can use it to compare and describe a range of high quality live and recorded music.		Expected
Some children will have progressed further. They will be able to:	Exceeding	Performing I sing confidently, in solo and ensemble contexts, displaying a variety of vocal techniques. I sing a harmony part confidently and accurately. I play more complex instrumental parts with rhythmic and dynamic control.	Composing I am imaginative and confident using sound and use ICT where available. I select sounds and structures carefully to express an idea. I create complex patterns. I use different musical devices including melody, rhythms, chords and structures. I can take the lead in creating and performing and provide suggestions to others.	Appraising I understand how lyrics may have cultural and social meaning. I can hear how harmonies, drones and melodic ostinati are used to accompany singing. I improve my work. I identify cyclic patterns.		Exceeding

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Non-Core Age-Related Attainment Expectations

Subject	Year Group	Date	Class
Music	5		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations	Key Learning Objectives			Teacher to write pupils' Initials	
Some children will not have made so much progress. They will be able to:	Emerging	<p>Performing I sing confidently and expressively, with good breath control and pronunciation When singing in rounds I hear the harmonies. I add a drone or an ostinato to a song. I play a simple accompaniment on an instrument. I improvise and maintain my own part within an ensemble</p>	<p>Composing I know how sounds can be changed, organised and controlled. I can combine sounds expressively. I create my own simple songs. I understand the relationship between lyrics and melody. I create complex rhythmic patterns. I create music for a purpose and use graphic notation. I can use accents in a song to create effects.</p>	<p>Appraising I have a range of sound vocabulary and can use it to compare and describe a range of high quality live and recorded music.</p>	Emerging
Most children will be able to:	Expected	<p>Performing I sing confidently, in solo and ensemble contexts, displaying a variety of vocal techniques. I sing a harmony part confidently and accurately. I play more complex instrumental parts with rhythmic and dynamic control.</p>	<p>Composing I am imaginative and confident using sound and use ICT where available. I select sounds and structures carefully to express an idea. I create complex patterns. I use different musical devices including melody, rhythms, chords and structures. I can take the lead in creating and performing and provide suggestions to others.</p>	<p>Appraising I understand how lyrics may have cultural and social meaning. I can hear how harmonies, drones and melodic ostinati are used to accompany singing. I improve my work. I identify cyclic patterns.</p>	Expected
Some children will have progressed further. They will be able to:	Exceeding	<p>Performing I sing and/or play confidently on my own or in a group. I sing or play a harmony part confidently and accurately. I play more complex instrumental parts with rhythmic accuracy and good dynamic control.</p>	<p>Composing I compose imaginatively using voices or instruments. I use ICT to compose melody and accompaniment. I select sounds and structures maturely to express ideas. I create complex patterns that fit the chosen structure. I confidently use musical devices including melody, rhythms, chords and structures. I take a lead in composition and I know how to provide guidance for others.</p>	<p>Appraising I know how lyrics relate to the music and have cultural and social meaning. I hear how harmonies, drones and melodic ostinati are used to accompany all types of music. I persevere to improve my work. I can identify complex cyclic patterns.</p>	Exceeding

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Non-Core Age-Related Attainment Expectations

Subject	Year Group	Date	Class
Music	6		

Teacher to complete GREY SHADED AREAS and hand to Subject Leader

Expectations		Key Learning Objectives			Teacher to write pupils' Initials
Some children will not have made so much progress. They will be able to:	Emerging	Performing I sing confidently, in solo and ensemble contexts, displaying a variety of vocal techniques. I sing a harmony part confidently and accurately. I play more complex instrumental parts with rhythmic and dynamic control.	Composing I am imaginative and confident using sound and use ICT where available. I select sounds and structures carefully to express an idea. I create complex patterns. I use different musical devices including melody, rhythms, chords and structures. I can take the lead in creating and performing and provide suggestions to others.	Appraising I understand how lyrics may have cultural and social meaning. I can hear how harmonies, drones and melodic ostinati are used to accompany singing. I improve my work. I identify cyclic patterns.	Emerging
Most children will be able to:	Expected	Performing I sing and/or play confidently on my own or in a group. I sing or play a harmony part confidently and accurately. I play more complex instrumental parts with rhythmic accuracy and good dynamic control.	Composing I compose imaginatively using voices or instruments. I use ICT to compose melody and accompaniment. I select sounds and structures maturely to express ideas. I create complex patterns that fit the chosen structure. I confidently use musical devices including melody, rhythms, chords and structures. I take a lead in composition and I know how to provide guidance for others.	Appraising I know how lyrics relate to the music and have cultural and social meaning. I hear how harmonies, drones and melodic ostinati are used to accompany all types of music. I persevere to improve my work. I can identify complex cyclic patterns.	Expected
Some children will have progressed further. They will be able to:	Exceeding	Performing I am a confident performer. I can improvise my own harmony part. I play more complex instrumental parts with rhythmic accuracy and good dynamic control.	Composing I can compose my own music for an ensemble to play or sing. I use ICT confidently to compose. I know how different styles of music need different sounds and structures. I can layer different patterns that fit into the structure I am using. I alter the musical devices used depending on the style I want to achieve. I can compose for a range of different performers.	Appraising I can write my own lyrics to suit the style of music being played. I can use drones and melodic ostinati to accompany song and instrumental music. I am resilient and will improve my work until I am happy with it. I can identify and use complex cyclic patterns.	Exceeding

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