



Music Key Skills Objectives

Year Group	Autumn	Spring	Summer
1	<p><u>Performing:</u> Take part in singing, accurately following the melody. Sing and chant together.</p> <p><u>Composing:</u> Create a sequence of long and short sounds.</p> <p><u>Describing:</u> Identify the beat of a tune.</p>	<p><u>Performing:</u> Follow instructions on how and when to sing or play an instrument. Sing with increased control.</p> <p><u>Composing:</u> Clap rhythms.</p> <p><u>Describing:</u> Beginning to identify different speeds of beat and describing as fast/slow.</p>	<p><u>Describing:</u> Begin to use musical terms e.g. loud/quiet.</p> <p><u>Composing:</u> Create a mixture of different sounds (long and short, loud and quiet, high and low). Add sound effects to a story using symbols to represent a composition.</p>
2	<p><u>Performing:</u> Make and control long and short sounds, using voice and instruments. Sing with greater pitch accuracy.</p> <p><u>Composing:</u> Choose sounds to create an overall effect.</p>	<p><u>Transcribing:</u> Use symbols to represent a composition and use them to help with a performance.</p> <p><u>Performing:</u> Imitate changes in pitch. Convey the meaning of a song.</p> <p><u>Composing:</u> Sequence sounds to create an overall effect.</p>	<p><u>Describing:</u> Recognise changes in timbre, dynamics and pitch. Listen with increased concentration.</p> <p><u>Composing:</u> Create short, musical patterns. Create short, rhythmic phrases. Create a piece with a beginning, middle and end.</p>
3	<p><u>Performing:</u> Sing from memory with accurate pitch.</p> <p><u>Composing:</u> Compose and perform melodic songs.</p> <p><u>Transcribing:</u></p>	<p><u>Performing:</u> Sing in tune. Play notes on an instrument with care so they are clear.</p> <p><u>Composing:</u> Use sound to create abstract effects.</p>	<p><u>Performing:</u> Maintain a simple part within a group. Singing 2-part rounds.</p> <p><u>Composing:</u> Create repeated patterns with a range of instruments.</p>

	<p>Devise non-standard symbols to indicate when to play and rest. Linking rhythms from songs to their standard notation.</p>	<p>Compose words and actions to fit with a song.</p> <p><u>Describing:</u> Using musical vocabulary including: pitch, beat, tempo and rest to describe silence in music.</p>	<p><u>Describing:</u> Identify some familiar instrumental sounds.</p>
<p>4</p>	<p><u>Performing:</u> Pronounce words within a song clearly. Show control of voice.</p> <p><u>Composing:</u> Create accompaniments for tunes.</p> <p><u>Transcribing:</u> Recognise the symbols for a minim, crotchet and semibreve and their values.</p> <p><u>Describing:</u> Using an increasingly wide range of musical terms including: timbre, duration and texture.</p>	<p><u>Performing:</u> Play notes on an instrument with care so that they are clear. Sing 2 and 3 part rounds with more confidence.</p> <p><u>Composing:</u> Use drones as accompaniments. Use digital technologies to compose pieces of music.</p> <p><u>Describing:</u> Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p>	<p><u>Performing:</u> Perform with control and awareness of others.</p> <p><u>Composing:</u> Choose, order, combine and control sounds to create an effect.</p> <p><u>Describing:</u> Understand layers of sounds and discuss their effect on mood and feelings.</p> <p><u>Transcribing:</u> Recognise the notes EGBDF and FACE on the musical stave.</p>
<p>5</p>	<p><u>Performing:</u> Sing or play from memory with confidence.</p> <p><u>Composing:</u> Create songs with verses and a chorus.</p> <p><u>Transcribing:</u> Use the standard notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p><u>Describing:</u> Choose from a wide range of musical vocabulary to accurately describe and appraise music (e.g. pitch, dynamics, tempo, timbre, texture, pulse/beat).</p>	<p><u>Performing:</u> Perform solo or as part of an ensemble.</p> <p><u>Composing:</u> Create rhythmic patterns with an awareness of timbre and duration. Continue to use digital technologies to compose pieces of music.</p> <p><u>Transcribing:</u> Use and understand simple time signatures.</p> <p><u>Describing:</u> Extend range of musical vocabulary.</p>	<p><u>Performing:</u> Sing or play expressively and in tune.</p> <p><u>Composing:</u> Combine a variety of musical devices, including melody, rhythm and chords.</p> <p><u>Transcribing:</u> Read and create notes on the musical stave.</p> <p><u>Describing:</u> Continue to extend and use a wider range of musical vocabulary.</p>

6

Performing:

Hold a part within a round.

Composing:

Thoughtfully select elements for a piece in order to gain a defined effect.

Use drones and melodic ostinato (based on the pentatonic scale).

Transcribing:

Understand the purpose of the treble and bass clefs.

Describing:

Describe how lyrics often reflect the cultural context of music and have social meaning.

Performing:

Sing a harmony part confidently and accurately.

Sustain a drone or melodic ostinato to accompany singing.

Composing:

Use digital technologies to compose, edit and refine pieces of music.

Transcribing:

Use the treble and bass clefs in transcribing compositions.

Describing:

Making use of an increasing range of musical vocabulary to appraise music accurately.

Performing:

Perform with controlled breathing (voice) and skillful playing (instrument).

Composing:

Convey the relationship between the lyrics and the melody.

Compose music that reflects given intentions e.g. descriptive music.

Transcribing:

Understand and use the # (sharp) and flat symbols.