

Music				
End of FS (Reception)	Area of attainment	End of KS1 (Years 1 & 2)	End of LKS2 (Years 3 & 4)	End of UKS2 (Years 5 & 6)
<p>Expressive Arts and Design</p> <p><u>Media and Materials</u></p> <p>Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p><u>Being Imaginative</u></p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>They represent their own ideas, thoughts and feelings through music.</p>	<p>Play and Perform</p>	<p>Explore the voice through speaking, chanting, singing</p> <p>How many ways can you make a sound with your voice? (explore elements)</p> <p>Perform songs confidently</p> <p>Understand how to control playing glockenspiel (in addition to other instruments) so that they sound as they should.</p> <p>Perform simple patterns and accompaniments keeping to a steady pulse, showing awareness of others</p> <p>Learn to play sounds linking with symbols</p>	<p>Sing in tune (with awareness of others)</p> <p>Perform simple melodic and rhythmic parts (with awareness of others)</p> <p>Improvise repeated patterns (growing in sophistication)</p> <p>Sing songs from memory with accurate pitch</p> <p>Show increasing control of voice</p> <p>Play notes on instruments with care and clarity</p> <p>Perform with confidence, with control and awareness of what others in the group are singing/playing.</p>	<p>Sing and/or play ukulele songs from memory tunefully confidently and expressively.</p> <p>Hold a part in a round.</p> <p>Read notations (chord diagrams, simple tablature...)</p> <p>Perform alone and in a group</p> <p>Take turns to lead a group</p> <p>Perform songs in a way that reflects their meaning and occasion</p>
	<p>Improvise and compose music</p>	<p>Investigate making sounds that are very different (loud/quiet; high/low; fast/slow...) including dramatic use of silence...</p> <p>Explore own ideas, choose carefully and order sounds into a piece.</p> <p>Notice how music can be used to create different moods, effects and communicate ideas</p>	<p>To compose music combining musical elements</p> <p>To compose and improvise using several layers of sound</p> <p>Compose and perform melodies and songs (including using ICT)</p> <p>Use sound to create abstract effects</p> <p>Recognise and create rhythmic repeated patterns with a range of instruments</p> <p>Create accompaniments for tunes</p> <p>Carefully choose order, combine and control sounds with awareness of their combined effect</p>	<p>Create/compose songs with lyrics, melody, rhythm, chords...</p> <p>Improvise melodic and rhythmic ideas within given structures.</p> <p>Create/compose my own musical patterns.</p> <p>Use venue and sense of occasion to create compositions appreciated by an audience.</p>
	<p>Listen with attention to detail and recall sounds</p>	<p>Sort instruments into different types</p> <p>Become aware of and respond to different types of music</p> <p>Reflect on music and say how it makes</p>	<p>To notice, analyse and explore the ways sounds can be combined and used expressively.</p> <p>To comment on musicians', use of musical elements to create effect.</p>	<p>Notice, comment on and compare the use of musical elements.</p> <p>Notice, comment on, compare and explore how music reflects different intentions.</p>