

# Treales CE Primary Key Skills

Knowledge, Skills and Understanding breakdown for Music			
Year 1			
	Performing	Composing (including notation)	Appraising
Expected	<ul style="list-style-type: none"> <li>•Can they use their voice to speak/sing/chant?</li> <li>•Do they join in with singing?</li> <li>•Can they use instruments to perform?</li> <li>•Do they look at their audience when they are performing?</li> <li>•Can they clap short rhythmic patterns?</li> <li>•Can they copy sounds?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they make different sounds with their voice?</li> <li>•Can they make different sounds with instruments?</li> <li>•Can they identify changes in sounds?</li> <li>•Can they change the sound?</li> <li>•Can they repeat (short rhythmic and melodic) patterns?</li> <li>•Can they make a sequence of sounds?</li> <li>•Can they show sounds by using pictures?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they respond to different moods in music?</li> <li>•Can they say how a piece of music makes them feel?</li> <li>•Can they say whether they like or dislike a piece of music?</li> <li>•Can they choose sounds to represent different things?</li> <li>•Can they recognise repeated patterns?</li> <li>•Can they follow instructions about when to play or sing?</li> </ul>
Year 1 (Challenging)			
Exceeding	<ul style="list-style-type: none"> <li>•Can they make loud and quiet sounds?</li> <li>•Do they know that the chorus keeps being repeated?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they tell the difference between long and short sounds?</li> <li>•Can they tell the difference between high and low sounds?</li> <li>•Can they give a reason for choosing an instrument?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they tell the difference between a fast and slow tempo?</li> <li>•Can they tell the difference between loud and quiet sounds?</li> <li>•Can they identify two types of sound happening at the same time?</li> </ul>



# Treales CE Primary Key Skills

Knowledge, Skills and Understanding breakdown for Music			
Year 2			
	Performing	Composing (including notation)	Appraising
Expected	<ul style="list-style-type: none"> <li>•Do they sing and follow the melody (tune)?</li> <li>•Do they sing accurately at a given pitch?</li> <li>•Can they perform simple patterns and accompaniments keeping a steady pulse?</li> <li>•Can they perform with others?</li> <li>•Can they play simple rhythmic patterns on an instrument?</li> <li>•Can they sing/clap a pulse increasing or decreasing in tempo?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they order sounds to create a beginning, middle and end?</li> <li>•Can they create music in response to &lt;different starting points&gt;?</li> <li>•Can they choose sounds which create an effect?</li> <li>•Can they use symbols to represent sounds?</li> <li>•Can they make connections between notations and musical sounds?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they improve their own work?</li> <li>•Can they listen out for particular things when listening to music?</li> </ul>
Year 2 (Challenging)			
Exceeding	<ul style="list-style-type: none"> <li>•Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they use simple structures in a piece of music?</li> <li>•Do they know that phrases are where we breathe in a song?</li> </ul>	<ul style="list-style-type: none"> <li>•Do they recognise sounds that move by steps and by leaps?</li> </ul>



## Treales CE Primary Key Skills

Knowledge, Skills and Understanding breakdown for Music			
Year 3			
	Performing	Composing (including notation)	Appraising
Expected	<ul style="list-style-type: none"> <li>•Do they sing in tune with expression?</li> <li>•Do they control their voice when singing?</li> <li>•Can they play clear notes on instruments?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they use different elements in their composition?</li> <li>•Can they create repeated patterns with different instruments?</li> <li>•Can they compose melodies and songs?</li> <li>•Can they create accompaniments for tunes?</li> <li>•Can they combine different sounds to create a specific mood or feeling?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they improve their work; explaining how it has improved?</li> <li>•Can they use musical words (the elements of music) to describe a piece of music and compositions?</li> <li>•Can they use musical words to describe what they like and dislike?</li> <li>•Can they recognise the work of at least one famous composer?</li> </ul>
Year 3 (Challenging)			
Exceeding	<ul style="list-style-type: none"> <li>•Can they work with a partner to create a piece of music using more than one instrument?</li> </ul>	<ul style="list-style-type: none"> <li>•Do they understand metre in 2 and 3 beats; then 4 and 5 beats?</li> <li>•Do they understand how the use of tempo can provide contrast within a piece of music?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they tell whether a change is gradual or sudden?</li> <li>•Can they identify repetition, contrasts and variations?</li> </ul>



# Treales CE Primary Key Skills

Knowledge, Skills and Understanding breakdown for Music			
Year 4			
	Performing	Composing (including notation)	Appraising
Expected	<ul style="list-style-type: none"> <li>•Can they perform a simple part rhythmically?</li> <li>•Can they sing songs from memory with accurate pitch?</li> <li>•Can they improvise using repeated patterns?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they use notations to record and interpret sequences of pitches?</li> <li>•Can they use standard notation?</li> <li>•Can they use notations to record compositions in a small group or on their own?</li> <li>•Can they use their notation in a performance?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they explain the place of silence and say what effect it has?</li> <li>•Can they start to identify the character of a piece of music?</li> <li>•Can they describe and identify the different purposes of music?</li> <li>•Can they begin to identify with the style of work of Beethoven, Mozart and Elgar?</li> </ul>
Year 4 (Challenging)			
Exceeding	<ul style="list-style-type: none"> <li>•Can they use selected pitches simultaneously to produce simple harmony?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they explore and use sets of pitches, e.g. 4 or 5 note scales?</li> <li>•Can they show how they can use dynamics to provide contrast?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they identify how a change in timbre can change the effect of a piece of music?</li> </ul>



## Treales CE Primary Key Skills

<b>Knowledge, Skills and Understanding breakdown for Music</b>			
<b>Year 5</b>			
	<b>Performing</b>	<b>Composing (including notation)</b>	<b>Appraising</b>
<b>Expected</b>	<ul style="list-style-type: none"> <li>•Do they breathe in the correct place when singing?</li> <li>•Can they sing and use their understanding of meaning to add expression?</li> <li>•Can they maintain their part whilst others are performing their part?</li> <li>•Can they perform 'by ear' and from simple notations?</li> <li>•Can they improvise within a group using melodic and rhythmic phrases?</li> <li>•Can they recognise and use basic structural formse.g. rounds, variations, rondo form?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they change sounds or organise them differently to change the effect?</li> <li>•Can they compose music which meets specific criteria?</li> <li>•Can they use their notations to record groups of pitches (chords)?</li> <li>•Can they use a music diary to record aspects of the composition process?</li> <li>•Can they choose the most appropriate tempo for a piece of music?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they describe, compare and evaluate music using musical vocabulary?</li> <li>•Can they explain why they think their music is successful or unsuccessful?</li> <li>•Can they suggest improvements to their own or others' work?</li> <li>•Can they choose the most appropriate tempo for a piece of music?</li> <li>•Can they contrast the work of famous composers and show preferences?</li> </ul>
<b>Year 5 (Challenging)</b>			
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>•Can they use pitches simultaneously to produce harmony by building up simple chords?</li> <li>•Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?</li> </ul>	<ul style="list-style-type: none"> <li>•Do they understand the relation between pulse and syncopated patterns?</li> <li>•Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they explain how tempo changes the character of music?</li> <li>•Can they identify where a gradual change in dynamics has helped to shape a phrase of music?</li> </ul>



## Treales CE Primary Key Skills

Knowledge, Skills and Understanding breakdown for Music			
Year 6			
	Performing	Composing (including notation)	Appraising
Expected	<ul style="list-style-type: none"> <li>•Can they sing a harmony part confidently and accurately?</li> <li>•Can they perform parts from memory?</li> <li>•Can they perform using notations?</li> <li>•Can they take the lead in a performance?</li> <li>•Can they take on a solo part?</li> <li>•Can they provide rhythmic support?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they use a variety of different musical devices in their composition? (incl melody, rhythms and chords)</li> <li>•Do they recognise that different forms of notation serve different purposes?</li> <li>•Can they use different forms of notation?</li> <li>•Can they combine groups of beats?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they refine and improve their work?</li> <li>•Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created?</li> <li>•Can they analyse features within different pieces of music?</li> <li>•Can they compare and contrast the impact that different composers from different times will have had on the people of the time?</li> </ul>
Year 6 (Challenging)			
Exceeding	<ul style="list-style-type: none"> <li>•Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they show how a small change of tempo can make a piece of music more effective?</li> <li>•Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?</li> </ul>	<ul style="list-style-type: none"> <li>•Can they appraise the introductions, interludes and endings for songs and compositions they have created?</li> </ul>

