



Music Key Performance Indicators

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	<p>To learn that music can touch your feelings.</p> <p>To enjoy moving to music by dancing, marching, being animals or Pop stars.</p>	<ul style="list-style-type: none"> o Listen to, copy and repeat a simple rhythm. o Know how sounds are made and changed. 	<ul style="list-style-type: none"> o I understand there are different ways of making sound (voice, body, percussion and tuned instruments, blow, strum, pluck, hit) o Know music can be played or listened to for a variety of purposes (in history/ different cultures) 	<ul style="list-style-type: none"> o Listen to and recall sounds with increasing aural memory. o Describe different purposes of music in history/ other cultures. 	<ul style="list-style-type: none"> o Use musical language to appraise a piece of music. o Describe different purposes of music in history/ other cultures. 	<ul style="list-style-type: none"> o Listen with attention to detail and recall sounds with increasing aural memory. 	<ul style="list-style-type: none"> o Use musical language confidently to appraise a piece of music. o Develop an increasing understanding of the history and context of music.
Performing	<p>To sing along with a pre-recorded song and add actions.</p> <p>To sing along with the backing track</p> <p>Performs nursery rhymes by singing and adding actions or dance.</p>	<ul style="list-style-type: none"> o Sing songs and chants rhymes with some expression. 	<ul style="list-style-type: none"> o Improvise a simple rhythm using different instruments. 	<ul style="list-style-type: none"> o Copy increasingly challenging rhythms using percussion instruments. o Perform in a group using voices and instruments with expression. o Sing in a round. 	<ul style="list-style-type: none"> o Perform in a group and alone using voices and instruments. o Sing in a round and in canon. 	<ul style="list-style-type: none"> o Improvise with increasing confidence using own voice, rhythms and varied pitch. o Play and perform in a group and alone using voices and instruments with some accuracy, control, fluency and expression. 	<ul style="list-style-type: none"> o Improvise and compose music for a range of purposes using the different musical elements, with increasing confidence using own voice, percussion instruments and tuned instruments. o Play and perform in a group



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	Record the performance to talk about. Sings in a group or on their own						and alone using voices and instruments with some accuracy, control, fluency and expression.
Composing	Find the pulse by copying Copy basic rhythm patterns Invent a pattern using one pitched note	<ul style="list-style-type: none"> o Recognise different instruments. o Explore ways of making different sounds with instruments. 	<ul style="list-style-type: none"> o Choose and control sounds to create different moods and effects. o Make own sounds and symbols to make and record music. 	<ul style="list-style-type: none"> o Confidently recognise a range of musical instruments. o Interpret notation of rhythm (not on a staff) 	<ul style="list-style-type: none"> o Develop an understanding of formal written notation, which includes minim and quavers. o Improvise and compose music for a range of purposes using different musical elements, e.g. timbre, pitch, texture. 	<ul style="list-style-type: none"> o Improvise and compose music for a range of purposes. 	<ul style="list-style-type: none"> o Compose using an understanding of music from a range of cultures, times and style using some formal notation including beats in a bar.
Responding and Reviewing	To learn that music can touch your feelings.	<ul style="list-style-type: none"> o Recognise clear changes in sounds (pitch, tempo, volume) o Discuss feelings and emotions linked to different pieces of music. 	<ul style="list-style-type: none"> o Begin to describe a piece of music using musical vocabulary 	<ul style="list-style-type: none"> o Able to describe and compare moods in different pieces of music. o Provide constructive feedback to others. 	<ul style="list-style-type: none"> o Comment on different works and composers. o Provide constructive feedback to others. 	<ul style="list-style-type: none"> o Listen and appraise using appropriate musical vocabulary, identify characteristics of a piece and repeat using voice or instrument. 	<ul style="list-style-type: none"> o Identify features of different types of music. o Analyse and compare music.



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Primary School**
To excel, to value, to enjoy, together

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