

These documents outline the skills that pupils should be able to demonstrate by the end of their two-year programme.

<p align="center">Key Stage One Pupils should be able to:</p>	
Performance	<ul style="list-style-type: none"> • Sing simple, tonal songs of up to five pitches, remaining in tune • Sing expressively, showing understanding of the words in nursery rhymes and other children’s songs • Follow instructions to start and stop playing that are given musically, without need for verbal or hand-signed instruction • Demonstrate awareness of basic dynamics and tempo through integrating them into controlled instrumental playing and singing. • Demonstrate skill in playing two-bar rhythms on the djembe and four-bar melodies on the glockenspiel. • Play in a group context, maintaining control of their own part and keeping within the beat. • Perform rhythms and basic melodies by reading standard notation.
Listening	<ul style="list-style-type: none"> • Make musically informed comments about the music they hear, commenting on how it makes them feel and reflecting on basic musical elements to explain this • Judge, from the music they hear, where or when a piece is from and provide evidence for their suggestions through reflection on instrumentation • Accurately describe changes in pitch, tempo, dynamics and instrumentation in the music they hear. • Replicate simple rhythmic and melodic cells having heard them no more than twice. • Accurately transcribe rhythms they hear.
Composition	<ul style="list-style-type: none"> • Use digital composition software to create looped rhythms of 2 or more layers, showing an awareness of sound quality • Use instruments, body percussion or digital software to compose short pieces that reflect a simple purpose, e.g. to scare. • Notate basic rhythms (crotchets, quavers, minims and semi-breves) they hear or create, using standard musical notation. • Notate the pitches B, A and G accurately on the staff and use this to inform their compositions.
Musical Knowledge	<ul style="list-style-type: none"> • Use accurate terminology to describe the pitch, tempo, dynamics and instrumentation of music they hear, compose or perform. • Explain the difference between beat, rhythm and melody • Identify orchestral instruments by sight and sound and correctly place them in their instrumental family. • Understand why we use standard notation and read basic rhythms and melodies on the treble clef staff. • Understand how sound is produced and explain, by looking at an instrument, how they expect it to work and to what effect. • Make predictions about what features they expect to hear in a piece of music designed to create a specific effect.
Cultural Awareness	<ul style="list-style-type: none"> • Understand that music differs between geographic, temporal and situational contexts. • Explain how they know where a piece of music is from, using accurate descriptions of instrumentation • Explain how and why music from one context differs from another

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Lower Key Stage Two Pupils should be able to:	
Performance	<ul style="list-style-type: none"> • Sing extended songs from memory, remaining in time and tune with the words clearly articulated throughout. • Make decisions about how to sing songs in order to convey their message e.g. changing the dynamics to convey emotion. • Count themselves in, out-loud or mentally, in order to begin playing with others at the same time and in the same tempo. • Demonstrate instrumental control on the recorder, tonguing between notes and breathing at the end of phrases. • Play more complex rhythms on the djembes, managing syncopation. • Demonstrate awareness of dynamics, tempo and texture in performances. • Play and sing in a group context, maintaining control of their own part and managing basic harmonies and counter-melodies. • Perform from sight-read rhythms and melodies written in standard notation.
Listening	<ul style="list-style-type: none"> • Make musically informed comments about the music they hear, commenting on how the elements of music combine to contribute to a purpose. • Make informed judgements about the context of a piece of music, using their knowledge of musical elements to evidence their judgements. • Accurately describe changes in pitch, tempo, dynamics, texture, instrumentation and rhythm. • Replicate two-bar melodies on the recorder and four-bar rhythms on the djembe. • Accurately transcribe rhythms they hear and melodies, when given the starting note.
Composition	<ul style="list-style-type: none"> • Notate pitches from C4 to F5 and rhythms using semibreves to semiquavers • Create compositions of 3 or more layers • Use digital composition software to create complex pieces that demonstrate understanding of how the elements of music can be used to suit a purpose • In song-writing, create appropriate musical accompaniments using drones, harmonies or chords and include a clear verse and chorus.
Musical Knowledge	<ul style="list-style-type: none"> • Use accurate terminology to describe the pitch, tempo, dynamics, texture, rhythm and instrumentation of music they hear, compose or perform. • Identify orchestral and some world instruments by sound and correctly place them in their instrumental family. • Explain why we use standard notation and read rhythms and melodies on the treble clef staff. • Identify and exemplify the key features of pop music • Identify and explain the meaning of 4/4 and $\frac{3}{4}$ time signatures.
Cultural Awareness	<ul style="list-style-type: none"> • Explain why music differs between contexts, using evidence from music they have heard and reflecting on how the musical elements are used.

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	<ul style="list-style-type: none"> • Show an understanding of the history of music, identifying where standard notation originates and making judgements about the time period of a piece of music based on instrumentation and style • Make accurate judgements about the purpose of a piece of music by comparing it to other music that they have heard • Explain how music is learnt in different ways in different geographical and religious contexts.
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Upper Key Stage Two Pupils should be able to:	
Performance	<ul style="list-style-type: none"> • Sing extended songs from memory, managing key changes. • Make and explain performance decisions that show awareness of the audience, context and nature of the piece being played. • Follow guidance from a conductor, remaining in time. • Demonstrate instrumental control on a brass instrument, tonguing between notes, breathing at the end of phrases and showing control in managing pitch. • Improvise, with or without the support of an accompaniment. • Demonstrate awareness of dynamics, tempo and articulation in performance. • Play and sing in a group context, maintaining control of their own part and managing harmonies, polyrhythms and changing textures. • Continue to sight-read rhythms and melodies written in standard notation.
Listening	<ul style="list-style-type: none"> • Continue to make musically informed comments about the music they hear, commenting on how the elements of music combine to contribute to a purpose. • Accurately describe pitch, tempo, dynamics, texture, instrumentation, rhythm, structure, tonality and harmony in pieces they hear, perform or compose, using appropriate vocabulary to refer to its respective components. • Replicate four-bar melodies on their brass instrument.
Composition	<ul style="list-style-type: none"> • Notate pitches from C4 to F5 and rhythms using semibreves to semiquavers and triplets. Include appropriate time and key signatures. • Use digital composition software to create complex pieces that are effective in using the elements of music to achieve a purpose • In song-writing, create appropriate musical accompaniments using drones, harmonies or chords, including an introduction, verse, chorus and bridge. Melodies and lyrics should reflect the meaning of the song. • Consistently create compositions of 4 or more layers that are musically appropriate to each other.

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Musical Knowledge	<ul style="list-style-type: none">• Show sound understanding in using accurate musical terminology to describe the music they hear, compose or perform, making comment on the key features of isolated elements, such as the solo or accompaniment.• Identify orchestral and some world instruments by sound and explain when and how they might be used.• Explain why we use standard notation and read rhythms and melodies on the treble clef staff.• Read time signatures, including 6/8• Understand the symbols and terms: #sharp, b flat.
Cultural Awareness	<ul style="list-style-type: none">• Predict how they expect music from a specific context to sound, evidencing their suggestions with reference to the musical elements.• Show an understanding of the history of music, naming significant Western composers and the key features of their music.• Compare musical contexts, explaining how they inter-relate. E.g. Blues and Western Pop or African Music and Jazz.