

	Focus	Stage 1
1	Exploring	Enjoy singing, playing, trying out and changing sounds; explore sounds and music through play.
2	Pulse	Keep a steady pulse with some accuracy, e.g. through tapping, clapping, marching, playing (develop 'internalising' skills).
3	Singing	Sing broadly in tune within a limited pitch range.
4	Following direction	Appreciate the importance of starting and stopping together
5	Ensemble skills	Follow and offer simple musical instructions and actions.
6	Musicality	Recognise and broadly control changes in timbre, tempo, pitch and dynamics when playing instruments and vocally.
7	Listening & Analysing	Listen to ideas from others, taking turns as appropriate to the context, e.g. passing around instruments, sharing, listening to others playing/singing/sharing ideas
8	Composing	Create music, and suggest symbols to represent sounds (e.g. a large foot for the Daddy bear, small foot for baby bear).
9	Communication	Show awareness of the audience when performing.

10	Notation	Make physical movements that represent sounds (e.g. move like a snake, an elephant, grow like a tree in response to music).
11	Appraising	Comment on and respond to recordings of own voice, other classroom sounds, musical instruments etc.

Stage 2	Stage 3
Enjoy making, playing, changing and combining sounds; experiment with different ways of producing sounds with voice, musical instruments, simple music technology, 'body sounds' (tapping, clicking, marching, stamping etc.).	Use voice, sounds, technology and instruments in creative ways.
Demonstrate understanding of the differences between pulse and rhythm through physical movement, playing, singing.	Sing and play confidently and fluently, maintaining an appropriate pulse.
Sing in tune within a limited pitch range, and perform with a good sense of pulse and rhythm.	Sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone.
Join in and stop as appropriate.	Suggest, follow and lead simple performance directions.
Follow and lead simple performance directions, demonstrating understanding of these through movement, singing and playing (including, but not limited to, dynamics and tempo, starting and stopping, adhering to 'starts and stops' -i.e. sound and silence). Pupils could suggest and try out their own ideas.	Maintain an independent part in a small group when playing or singing (e.g. rhythm, ostinato, drone, simple part singing etc.).
Musically demonstrate increased understanding and use of basic musical features as appropriate related to a specific music context (e.g. gradation of sound – getting louder, softer, higher, lower, faster, slower, describe the quality of sounds and how they are made, combined etc. and names of common classroom instruments), supported by verbal explanation, pictures, movements etc. as	Demonstrate musical quality – e.g. clear starts, ends of pieces / phrases, technical accuracy etc.
Listen with increased concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music and through movement, sound-based and other creative responses.	Listen with increased concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music. Begin to identify music features you hear.
Begin to recognise rhythmic patterns found in speech, e.g. saying / chanting names, counting syllables in names etc.	Create simple rhythmic patterns, melodies and accompaniments.
Respond to musical cues.	Communicate ideas, thoughts and feelings through simple musical demonstration, language, movement and other art forms, giving simple justifications of reasons for responses.

<p>Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations.</p>	<p>Aurally identify, recognise, respond to and use musically (as appropriate) basic symbols (standard and invented), including rhythms from standard Western notation (e.g. crotchets, quavers) and basic changes in pitch within a limited range.</p>
<p>Comment on and respond to live performances given by your peers or teacher</p>	<p>Offer comments about own and others' work and ways to improve; accept feedback and suggestions from others.</p>

Stage 4	Stage 5
Experiment with voice, sounds, technology and instruments in creative ways and to explore new techniques.	Use your voice, instrument and technology to perform and create music
Maintain a strong sense of pulse and recognise and self correct when going out of time.	Maintain a strong sense of pulse and recognise and self correct when going out of time.
Sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone.	Sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone.
Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.	Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.
Lead an independent part in a group when singing or playing. (e.g. rhythm, ostinato, drone, simple part singing, etc.)	Lead an independent part in a group when singing or playing. (melody line, harmony line, guitar, piano, bassline etc)
Use a variety of musical devices, timbres, textures, techniques etc. when creating and making music.	Use a variety of musical devices, timbres, textures, techniques etc. when creating and making music.
Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. Share opinions about own and others' music and be willing to justify these.	Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. Identify key features of the music you listen to and put it into its historical context. Explain the use of such features.
Create music which demonstrates understanding of structure and discuss the choices made.	Create music which demonstrates an understanding of the genre and/or historical period to which it belongs.
Be perceptive to music and communicate personal thoughts and feelings, through discussion, movement, sound-based and other creative responses such as visual arts.	Perform with fluency and a sense of style.

<p>As appropriate, follow basic shapes of music, and simple staff notation, through singing and playing short passages of music when working as a musician.</p>	<p>Use treble and bass clef notation when working as a musician.</p>
<p>Critique own and others' work, offering specific comments and justifying these.</p>	<p>Critique own and others' work with referene to assessment criteria, offering specific comments and justifying these.</p>

Stage 6	
Use your voice, instrument and technology to perform and create music in an appropriate style	
Maintain a strong sense of pulse when playing more complex pieces of music. Recognise and self correct when going out of time.	
Sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone.	
Take responsibility for leading a performace and giving direction to others	
Lead an independent part in a group when singing or playing. (melody line, harmony line, guitar, piano, bassline etc)	
Select and use appropriate musical devices, timbres, textures, techniques etc. when creating and making music.	
Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. Identify key features of the music you listen to and put it into its historical context. Explain the use of such features.	
Create music whcih demonstrates an understanding of the genre and/or historical period to which it belongs.	
Perform with fluency and a sense of style.	

<p>Use treble and bass clef notation and key signatures when working as a musician.</p>	
<p>Critique own and others' work with referene to assessment criteria, offering specific comments and justifying these.</p>	





