

## Y1 KLIPS

No yet meeting expectations for this year group	Expectations met	Skills mastered beyond expectations
<p><b>AUTUMN</b> Developing Music Skills (Beat)</p> <p>play along with a steady beat, using body percussion and musical instruments and respond to changes in tempo.</p>	<p>keep a steady beat confidently and perform with accuracy on given beats, using body percussion and musical instruments.</p>	<p>play accurately on given beats, using body percussion and musical instruments, keeping in time whilst performing more complex tasks.</p>
<p><b>SPRING</b> Singing Sherlock (Singing songs and Speaking Chants and Rhymes)</p> <p>join the class in singing songs and speaking chants and rhymes; perform with an awareness of others.</p>	<p>sing songs with a sense of the shape of the melody; begin to use his/her voice expressively when speaking chants and rhymes.</p>	<p>sing with growing confidence mostly in tune and with some expression; use his/her voice creatively and expressively when speaking chants and rhymes.</p>
<p><b>SUMMER</b> Sounds Interesting (Exploring Sounds)</p> <p>begin to focus his/her listening and recognise and control how sounds can be made louder, quieter, faster and slower.</p>	<p>identify different ways sounds can be made and changed; use and choose sounds confidently in response to a stimulus.</p>	<p>carefully choose sounds and instruments and suggest how they should be used and played.</p>

## Y2 KLIPS

No yet meeting expectations for this year group	Expectations met	Skills mastered beyond expectations
<p><b>AUTUMN</b> Developing Music Skills (Rhythm)</p> <p>repeat short rhythmic patterns with growing confidence.</p>	<p>repeat and create short rhythmic phrases confidently and perform these accurately against a beat.</p>	<p>create more complex rhythmic patterns and play these with confidence and a strong sense of pulse.</p>
<p><b>SPRING</b> Hands, Feet, Heart (Exploring music from South Africa)</p> <p>begin to understand that there are different styles of music.</p>	<p>listen with increasing concentration and understand some of the indicators of different styles of music.</p>	<p>listen with concentration to a range of music and show a good understanding of the different styles.</p>
<p><b>SUMMER</b> I Wanna Play in a Band (Singing and playing together)</p> <p>sing songs with a sense of the shape of the melody; with support, play simple accompaniments on tuned and untuned instruments, keeping to a steady pulse.</p>	<p>sing songs with growing confidence, mostly in tune and with some expression; play simple accompaniments on tuned and untuned instruments, keeping to a steady pulse.</p>	<p>sing songs confidently in tune and with expression; play simple rhythmic and melodic parts to accompany the singing.</p>

### Y3 KLIPS

Not yet meeting expectations	Expectations met	Skills mastered beyond expectations
<p><b>AUTUMN</b> Recorder Course hold a recorder correctly and play the notes B, A and G with increasing accuracy; begin to recognise some musical notations and, with support, play simple pieces along with the class.</p>	<p>hold a recorder correctly and make a clear sound on the notes B, A and G; recognise some musical notations and play pieces with increasing accuracy and control.</p>	<p>hold a recorder correctly, covering the finger holes properly to make a good, clear sound every time; confidently read musical notations to play pieces fluently and accurately.</p>
<p><b>SPRING</b> Salt, Pepper, Vinegar, Mustard (Exploring Singing Games)  sing and play a range of singing games; describe some of their characteristics; with help, make up a singing game with words and actions, and perform it to other children.</p>	<p>sing and play a range of singing games; describe their musical characteristics; make up a singing game with words, actions and a strong sense of pulse, and teach it to other children.</p>	<p>analyse and describe the musical characteristics of popular singing games; make up a singing game with words, actions and a strong sense of pulse and melody, and accompany it with tuned and untuned percussion.</p>
<p><b>SUMMER</b> Celebrate! (Performing together) sing songs with growing confidence, mostly in tune and with some expression; play simple accompaniments on tuned and untuned instruments, keeping to a steady pulse.</p>	<p>sing songs confidently with increasing accuracy and expression; play simple rhythmic and melodic accompaniments with increasing fluency and control.</p>	<p>confidently sing in tune and with expression, both solo and in a group; play rhythmic and melodic accompaniments with fluency and control.</p>

## Y4 KLIPS

Not yet meeting expectations	Expectations met	Skills mastered beyond expectations
<p><b>AUTUMN</b> Brass (WCET) -hold his/her instrument correctly and form the correct embouchure; -recognise basic notation ( o o o ) and play in time with the music, using the notes C D E or G A B.</p>	<p>-hold his/her instrument correctly and form the correct embouchure; -confidently recognise notes C D E or G A B and the notation o o o ; -tongue the notes clearly when playing; -play in time to the music with accurate valve movement (or slide).</p>	<p>-hold his/her instrument correctly and form the correct embouchure; -play pieces fluently using notes C D E or G A B and o o o ; -tongue clearly and consistently well; -play songs with maintained accuracy throughout.</p>
<p><b>SPRING</b> Brass (WCET) -pitch notes C D E or G A B clearly, understanding the sounds; -follow simple notation including o o ; sing a melody back using vocal repetition.</p>	<p>-pitch notes C D E F or G A B C clearly, understanding the sounds; -confidently follow notation, including o o ; -sing a melody back using vocal repetition; -make up his/her own words to a short melody.</p>	<p>-pitch notes C D E F or G A B C clearly and show good articulation; -confidently and fluently read music, including o o rhythms; -sing and echo musical phrases and compose his/her own simple melodies.</p>
<p><b>SUMMER</b> Brass (WCET) -pitch notes C D E F or G A B C clearly, understanding the sounds; -play the lower part of a two-part melody; -sing in two parts.</p>	<p>-pitch notes C D E F G or G A B C D with confidence; -follow notation using all 5 notes and rhythms using o o o and o o ; -play the upper part of a two-part melody; -sing confidently in 2 parts.</p>	<p>-pitch notes C D E F G or G A B C D with confidence and play fluently using these notes; -fluently play the upper part of a two part melody; -sing confidently in two parts, listening to a lower part.</p>

## Y5 KLIPS

Not yet meeting expectations	Expectations met	Skills mastered beyond expectations
<p><b>AUTUMN</b> Roundabout (Exploring Rounds)</p> <p>hold his/her part in a two-part round with support; play a simple drone to accompany the singing.</p>	<p>hold his/her part in a two-part round with growing confidence, and appreciate the effect of the harmonies produced; play a drone or simple melodic ostinato to accompany the singing.</p>	<p>hold his/her part in a two-part round with confidence, singing solo or in a small group and appreciate the harmonies produced; work out drones and melodic ostinati and play them confidently to accompany the singing.</p>
<p><b>SPRING</b> Cyclic Patterns (Exploring rhythm and pulse)</p> <p>need help in feeling the cyclic patterns; with support, make up and perform some simple question and answer rhythms over four beats.</p>	<p>feel the cyclic patterns; make up some simple question and answer rhythms over four beats and perform these confidently with a good sense of pulse.</p>	<p>identify and feel the cyclic patterns; make up some interesting question and answer rhythms over four beats and perform these with great confidence and a strong sense of pulse.</p>
<p><b>SUMMER</b> Classroom Jazz 1</p> <p>begin to show an understanding of the history and style of Jazz and slowly build on musical vocabulary and terminology; play instrumental parts with support; begin to improvise on 2 or 3 notes.</p>	<p>show an understanding of the history and style of Jazz, using the correct musical vocabulary and terminology; play instrumental parts with growing confidence; improvise on 3 notes.</p>	<p>show a good understanding of the history and style of Jazz, using a wide musical vocabulary and terminology; confidently play instrumental parts; improvise on several notes with creativity and understanding.</p>

## Y6 KLIPS

Not yet meeting expectations	Expectations met	Skills mastered beyond expectations
<p><b>AUTUMN</b> Livin' On A Prayer (Performing together)</p> <p>sing confidently and expressively, following the shape of the melody; play simple accompaniment parts with support.</p>	<p>sing confidently and expressively with attention to dynamics and phrasing, with good intonation and a sense of occasion; play the simpler accompaniment parts.</p>	<p>sing the harmony part confidently and accurately; play more complex instrumental parts with rhythmic and dynamic control.</p>
<p><b>SPRING</b> Blues</p> <p>begin to show an understanding of the history and style of the Blues; play the chord roots of a Blues sequence; with support, play a rhythm over 8 beats; with help from other group members, create lyrics for a verse of a Blues song and try to sing it in a Blues style; try to make improvements to his/her own work.</p>	<p>show an understanding of the history and style of the Blues; play the chords of a Blues sequence; improvise rhythms over 8 beats and melodies using 2 notes; work in a group to create lyrics for a verse of a Blues song and perform it in a Blues style; suggest improvements to his own and other children's work.</p>	<p>show a good understanding of the history and style of the Blues; confidently play the chords of a Blues sequence; when improvising, make interesting rhythms and melodies (both vocally and on instruments) using several notes; take a leading role in a group to create lyrics for a verse of a Blues song and perform it confidently in a Blues style; refine and improve his/her work.</p>
<p><b>SUMMER</b> Hip Hop</p> <p>create basic beatbox sounds and read simple rhythms on a beatgrid; with support, perform some simple beatboxing rhythm patterns.</p>	<p>create beatbox sounds and read rhythms on a beatgrid; create and perform beatboxing rhythm patterns with growing confidence and accuracy.</p>	<p>create beatbox sounds and understand how to read rhythms on a beatgrid; create and perform beatboxing rhythm patterns with confidence and accuracy.</p>