

	COMPUTING National Curriculum expectations and progression of skills development						
	EYFS	End of Y1	End of Y2	End of Y3	End of Y4	End of Y5	End of Y6
National Curriculum Expectations:	<ul style="list-style-type: none"> Children sing songs, make music and dance, and experiment with ways of changing them. Children use what they have learnt about in original ways, thinking about purpose. They represent their own ideas, thoughts and feelings through music, dance, role play and stories. 	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music. 		<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music. 			
CONTROLLING SOUNDS THROUGH SINGING AND PLAYING (PERFORMING)		<ul style="list-style-type: none"> I take part in singing. I can play tuned and untuned instruments with control. I follow instructions on how and when to sing or play an instrument. I can make and control long and short sounds, using voices and instruments. I can imitate changes in pitch. I take notice of others when I am performing. 	<ul style="list-style-type: none"> I take part in singing songs, following the tune (melody) well. I use my voice to good effect. I perform with others', taking instructions from the leader. I can use my voice and instruments to make loud and quiet sounds (dynamics). 	<ul style="list-style-type: none"> I take part in singing songs, following the tune (melody) well, with accurate pitch and using expression. I use my voice to maintain a simple part. I perform with others', taking instructions from the leader. I can vary dynamics with my voice and instruments when working alone or with others. 	<ul style="list-style-type: none"> I sing in tune with expression and sense of phrase, showing control in my voice. I use my voice or an instrument to maintain a simple part. I understand the importance of pronouncing the words in a song well. I play notes on instruments with care so they sound clear. I perform with control and awareness of what others in the group are singing or playing. 	<ul style="list-style-type: none"> I sing in tune and show control, breathing well and using clear diction. I perform songs with an awareness of the meaning of the words. I hold my part in a round. I perform songs in a way that reflects their meaning and the occasion. I can sustain a drone or melodic ostinato to accompany singing. I can play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal). I can improvise within a group. 	<ul style="list-style-type: none"> I sing or play from memory with confidence, expression and in tune. I perform alone and in a group, displaying a variety of techniques. I take turns to lead a group. I hold my part in a round. I am confident in singing or playing solo. I sing a harmony part confidently and accurately. I maintain my own part with an awareness of what others are playing or singing.

<p>CREATING AND DEVELOPING MUSICAL IDEAS</p> <p>(COMPOSING)</p>		<ul style="list-style-type: none"> • I can copy a simple pattern of long and short sounds. • I can make a sequence of long and short sounds with help. • I can use invented or real symbols to invent and record simple rhythm patterns. • I can choose sounds to represent different things (ideas, thoughts, feelings, moods etc). • I can make sounds that are very different (loud and quiet, high and low etc). 	<ul style="list-style-type: none"> • I can copy a simple pattern of long and short sounds. • I can make a sequence of long and short sounds with help. • I can use invented or real symbols to invent and record simple rhythm patterns. • I can choose sounds to represent different things (ideas, thoughts, feelings, moods etc). • I can make sounds that are very different (loud and quiet, high and low etc). 	<ul style="list-style-type: none"> • I carefully choose sounds and order them to achieve an effect. (including use of ICT) • I create short rhythmic phrases and record these using real or invented symbols. • I can create short musical patterns. • I show control when playing musical instruments so that they sound, as they should. • I use changes in pitch to communicate an idea. 	<ul style="list-style-type: none"> • I compose and perform melodies and songs, using simple repeated patterns. (Including using ICT). • I use sound to create abstract effects. • I recognise and create repeated patterns with a range of instruments. • I create accompaniments for my tunes using drones or melodic ostinati (based on a pentatonic scale). • I carefully choose, order, combine and control sounds with awareness of their combined effect. 	<ul style="list-style-type: none"> • I know how to make creative use of the way sounds can be changed, organised and controlled (including ICT). • I create my own songs showing understanding of the link between music and lyrics. • I can create rhythmic patterns with an awareness of timbre and duration. • I create music, which reflects given intentions and uses notations as a support for performance. • I identify where to place emphasis and accents in a song to create effects. • I can vary and maintain rhythms to fit style e.g. blues, waltz, African etc. 	<ul style="list-style-type: none"> • I demonstrate imagination and confidence in the use of sound. • I use ICT to organize my musical ideas. • I show thoughtfulness in selecting sounds and structures to convey an idea. • I use a variety of different musical devices including melody, rhythms, and chords.
<p>RESPONDING AND REVIEWING</p> <p>(APPRAISING)</p>		<ul style="list-style-type: none"> • I can show that I can hear different moods in music. • I can recognise fast, medium and slow tempos • I can recognise that sections of music can sound the same or different. 	<ul style="list-style-type: none"> • I can show that I can hear different moods in music. • I can recognise fast and slow tempos • I can listen carefully to music, recognising the build up of layers, such as the different instruments. • I can recognise that songs may be verse, chorus, verse, or beginning, middle, end etc. 	<ul style="list-style-type: none"> • I can identify the beat in music. • I recognise changes in timbre, dynamics and pitch. • I can recognise the build up of layers in music. • I can suggest ways to increase layers of sound to improve performance. 	<ul style="list-style-type: none"> • I can listen to and evaluate a wide range of live and recorded music, including from different times and cultures. • I describe music using words such as duration, timbre, pitch beat, tempo, and texture. • I use these words to identify where my music works well and how it can be improved. • I listen to several layers of sound and talk about the effect on the mood and feelings. 	<ul style="list-style-type: none"> • I have a range of words to help me describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence) • I can evaluate how music is affected by venue, occasion, purpose and performer. • I can describe my music using musical words and I use this to identify strengths and weaknesses in my music. 	<ul style="list-style-type: none"> • I understand how lyrics reflect the cultural context and have social meaning. • I use this knowledge to enhance my own compositions. • I appreciate harmonies and work out how drones and melodic ostinati are used to accompany singing. • I refine and improve my work. • I can vary and maintain rhythms to fit style e.g. blues, waltz, African etc.

LISTENING, AND APPLYING KNOWLEDGE AND UNDERSTANDING		<ul style="list-style-type: none"> • With help, I can make sounds with a slight difference. • I can use my voice in different ways to create different effects. • I can explore different sound materials such as skin, wood, metal and clay. • I can explore different ways to play instruments such as shaking, hitting, plucking and scraping. • I can listen out for different types of sounds. 	<ul style="list-style-type: none"> • With help, I can make sounds with a slight difference. • I can use my voice in different ways to create different effects. • I can explore different sound materials such as skin, wood, metal and clay. • I can explore different ways to play instruments such as shaking, hitting, plucking and scraping. • I can make and use different sounds to create an effect. • I can listen out for different types of sounds. 	<ul style="list-style-type: none"> • I listen carefully and recall short rhythmic and melodic patterns. • I use my knowledge of dynamics, timbre and pitch to organize my music. • I know how sounds can be made and changed to suit a situation. • I make my own signs and symbols to make, record my music. • I know how many beats in a minim, crotchet and semibreve and recognise their symbols. • I know that music can be played or listened to for a variety of purposes. (including throughout history and in different cultures) 	<ul style="list-style-type: none"> • I recognise how musical elements can be used together to compose music. • I recognise the correct symbol for a minim, crotchet and semibreve and use them in compositions. • I know the symbol for a rest in music, and use silence for effect in my music. • I describe the different purposes of music throughout history and in other cultures. • I know that the sense of occasion affects the performance. • I know that music can be played or listened to for a variety of purposes. (including throughout history and in different cultures) 	<ul style="list-style-type: none"> • I can read the musical stave, including the time signature and can work out the notes, EGBDF and FACE. • I can draw a treble clef at the correct position on the stave. • I use the venue and sense of occasion to create performances that are well appreciated by the audience. • I know that music can be played or listened to for a variety of purposes. (including throughout history and in different cultures) 	<ul style="list-style-type: none"> • I know and use standard musical notation to both perform and record my music. • I use my musical vocabulary to help me understand how best to combine musical elements. • I can quickly read notes and know how many beats they represent. • I understand the different cultural meanings and purposes of music, including contemporary cultural • Use different venues and occasions to vary my performances. • I know that music can be played or listened to for a variety of purposes. (including throughout history and in different cultures)
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