Robins Lane Primary School Music end of year expectations

Robins Lane

	Listen & Appraise	Games	Singing	Playing	Improvisation	Composition	Perform/Share
	 Try to recognise/ 	Continue to learn	Continue to	Continue to	Continue to explore	Continue to create	Continue to work
	identify very	to find and	understand	play a	and create simple	your own very	together as part of an
	simple style	internalise the	how to work	classroom	musical sounds with	simple melodies	ensemble/ band.
	indicators and	pulse on their	together as	instrument as	voices and	(usually in a group)	Remember the
	different	own or with	part of a group	part of a	instruments within	within the context of	importance of starting
	instruments	support.	and with their	group/ensem	the context of the	the song that is	and ending together.
	used.	Demonstrate	friends,	ble and as	song being learnt.	being learnt.	Try to follow the
	 March, clap, tap 	more confidently	gradually	part of the	Deepen your	Move beyond	conductor/band leader.
	your knees, move	how they find/	developing the	song you are	understanding	composing using	 Perform what you have
	to find and	feel the pulse.	confidence to	learning.	through activity, so	one or two notes,	learnt to other people.
	internalise the	Demonstrate	sing alone.	Move	that when you	increasing to three	Play your instrument,
	pulse. Continue	more confidently	Continue to	between	improvise you make	notes if appropriate.	improvise and play your
	to understand	how pulse,	understand the	differentiated	up your own tune (or	Record the	compositions as part of
	what it means to	rhythm and	importance of	parts as	rhythm) using one or	composition in any	this performance and
Year 2	find the pulse.	pitch work	warming up	required	two notes or you can	way appropriate.	with as much
real Z	 Start using basic 	together - copy a	their voices	using a	sing. An improvisation	Notate music in	confidence as possible.
In the context	musical	simple rhythm	and to	sound-	is not written down or	different ways, using	Perform with some
of:	language to	over the pulse	establish a	before-	notated. If written	graphic/ pictorial	understanding that the
	describe the	and sing back	good singing	symbol	down in any way or	notation, video, ICT.	performance can
- Ho Ho Ho;	music you are	over the Games	position.	approach.	recorded, it becomes a	5	include everything that
- Recorders;	listening to and	Track in time.	Consider that	Continue to	composition.	demonstrate a very	has been undertaken
- Recorders,	your feelings	Clap the rhythm	words mean	respond to	Continue to improvise	simple	during the learning
- Hands, Feet,	towards it.	of their name,	something and	basic musical	using very simple	understanding and	process of the unit.
Heart;	• Begin to listen,	favourite food,	how they work	cues from the	patterns on your	use of the	• Practise, rehearse and
	with respect, to	favourite colour	together with	leader/	instrument and/or	interrelated	present performances
- I Wanna Play	other people's	etc. confidently	the music.	conductor.	voice.	dimensions of music	with some awareness of
in a Band;	ideas and	and create their	Sing with a	Continue to	Continue to create	as appropriate	an audience. Begin to
- Reflect,	feelings towards the music you	own rhythm when asked.	good sense of the pulse	treat your instrument	your own simple rhythmic patterns that	within this context of creating and	realise that performance can
Rewind and	have listened to.	 Show a deeper 	internally and	with respect	lead to melodies in a	making music e.g.	influence how music is
Replay.	 Discuss simple 	 Show a deeper understanding of 	try to sing	and how to	group or a solo	getting louder	presented. Try to
	 Discuss simple dimensions of 	how pulse,	together and in	play it	situation.	(dynamics), quieter	communicate your
	music (pulse,	rhythm and	time with the	correctly.	Continue to perform	(dynamics), higher	ideas, thoughts and
	rhythm, pitch,	pitch, dynamics	group.	 Play more 	your own rhythms and	(pitch), lower (pitch),	feelings through simple
	and perhaps	and tempo work	 Stop and start 	confidently as	melodies with	faster (tempo) and	musical demonstration.
	tempo and	together and are	as appropriate,	part of your	confidence and	slower (tempo).	Watch a recording and/
	dynamics) and	sprinkled	begin to follow	ensemble/	understanding in the	Continue to	or discuss the
	how they fit into	through songs/	a leader/	group with a	group. Improvise	recognise/identify	performance. Offer
	the music you	music.	conductor.	sound-	using one or two	the awareness of a	helpful and thoughtful
	are listening to.			before-	notes.	link between shape	comments and
	5			symbol (by		and pitch using	feedback about others.
				ear)		graphic notations or	
				approach.		simply writing the	
						melody in any way	1 1
						we will remember it.	1 1

	Listen & Appraise	Games	Singing	Playing	Improvisation	Composition	Perform/Share
	 Identify basic 	 Find and 	Continue to	Continue to play	Continue to	Continue to create	Continue to work
	musical styles	internalise the	understand	a classroom	explore and create	your own slightly	together as part of an
	through learning	pulse on your	how to work	instrument as	simple musical	more complex	ensemble/band. Follow
	about their style	own or with	together as	part of a group/	sounds with voices	melodies (usually in	the conductor/band
	indicators and	support but	part of a group	ensemble and as	and instruments	a group) within the	leader.
	the instruments	more	and with their	part of the song	within the context	context of the song	Perform what you have
	played.	confidently.	friends,	you are learning.	of the song being	that is being learnt.	learnt to other people.
	 Find the pulse, 	Demonstrate	developing the	Play with more	learnt.	Move beyond	Play your instrument,
	the steady beat	how you find/	confidence to	knowledge and	Deepen your	composing using	improvise and play your
	to the music they	feel the pulse,	sing alone.	confidence.	understanding	two notes,	compositions as part of
	are listening to	with ease.	Continue to	Move between	through activity,	increasing to three	this performance and
	and understand	• Demonstrate	understand the	differentiated	that when you	notes if appropriate.	with as much
	what that means.	more confidently	importance of	parts as required	improvise you	Record the	confidence and
	More	how pulse,	warming up	using a sound-	make up your own	composition in any	accuracy as possible.
Year 3	consistently use	rhythm and	their voices	before-symbol	tune (or rhythm)	way appropriate.	Perform with an
In the context	accurate musical	pitch work	and to	approach. Use	using one or two	Notate music in	understanding that the
of:	language to	together - copy a	establish a	notation if	notes, or you can	different ways, using	performance can
	describe and talk	simple rhythm	good singing	appropriate.	sing.	graphic/pictorial	include everything that
- Let Your	about music.	over the pulse	position.	Continue to	Continue to	notation, video, ICT.	has been undertaken
Spirit Fly;	 Listen to other 	and sing/play	Consider that	respond to basic	improvise using	Musically	during the learning
- Glockenspiel;	ideas about	back over the	words mean	musical cues	very simple	demonstrate an	process of the unit.
- Olockerispiel,	music, respect	Games Track in	something and	from the leader/	patterns on your	understanding and	Everything you have
- Three Little	those ideas and	time.	project the	conductor.	instrument and/or	use of the	learnt fits together.
Birds;	feelings.	Clap/ play simple	meaning of the	Continue to treat	voice.	interrelated	• Practise, rehearse and
	Continue to	rhythms/ copy	song.	your instrument	Continue to create	dimensions of music	present performances
- The Dragon	realise/	one or two note	Sing with a	with respect and	your own simple	as appropriate	with awareness of an
Song;	understand and	pitches	good sense of	care and to play	rhythmic patterns	within this context	audience. Begin to
- Reflect.	show how pulse,	confidently and	the pulse	it correctly.	that lead to	of creating and	realise that
Rewind and	rhythm and	create your own	internally and	 Play more 	melodies in a	making music e.g.	performance can
Replay.	pitch fit together.	rhythm when	sing together	confidently as	group or a solo	getting louder	influence how music is
	Perhaps some of	asked.	and in time	part of your	situation.	(dynamics), quieter	presented. Try to
	the other	Have a deeper	with the group.	ensemble/ group	Continue to	(dynamics), higher	communicate your
	dimensions too.	understanding of	Follow a leader/	with a sound-	perform your own	(pitch), lower (pitch),	ideas, thoughts and
		how pulse,	conductor.	before- symbol	rhythms and	faster (tempo),	feelings through simple
		rhythm and		(by ear) approach		slower (tempo).	musical demonstration.
		pitch, dynamics		or, with notation	confidence and	Continue to	Watch a recording
		and tempo work		if appropriate.	understanding in	recognise/identify	and/or discuss the
		together and are			the group.	the awareness of a	performance. Offer
		sprinkled			Improvise using	link between shape	helpful and thoughtful
		through			two notes with	and pitch using	comments and
		songs/music.			confidence.	graphic notations or	feedback about others.
						simply writing the	
						melody in any way	
						we will remember.	

	Listen & Appraise	Games	Singing	Playing	Improvisation	Composition	Perform/Share
	 Identify basic 	 Find and 	Sing in tune within	Continue to play	Continue to	Continue to create	Present a musical
	musical styles	internalise the	a limited pitch	a classroom	explore and create	your own more	performance of a song
	through learning	pulse on your	range and continue	instrument as	simple musical	complex melodies	or piece of music to an
	about their style	own and stay in	to understand: • How to work	part of a group/	sounds with voices	(usually in a group)	audience,
	indicators and	time.	together as	ensemble and as	and instruments	within the context of	demonstrating the
	the instruments	Demonstrate	part of a group	part of the song	within the context	the song that is	historic, stylistic
	played.	how you find/	and with their	you are learning.	of the song being	being learnt.	knowledge and
	 Find the pulse, 	feel the pulse,	friends,	Play with more	learnt.	Move beyond	understanding of the
	the steady beat	with ease.	developing the	knowledge,	Deepen your	composing using	song/piece through the
	to the music they	Demonstrate a	confidence to	confidence and	understanding	two notes,	performance.
	are listening to	fast and slow	sing alone.	ease.	through activity,	increasing to three	Perform what you have
	and understand	pulse.	The	Move between	that when you	notes if appropriate.	learnt to other people.
	what that means.	Demonstrate	importance of	differentiated	improvise you	Record the	Play your instrument,
	More	more confidently	warming up	parts as required	make up your own	composition in any	improvise and play your
	consistently use	how pulse,	their voices	using a sound-	tune (or rhythm)	way appropriate.	compositions as part of
Year 4	accurate musical	rhythm and	and to	before-symbol	using one, two or	Notate music in	this performance and
	language to describe and talk	pitch work	establish a	approach. Use notation if	three notes or you	different ways, using	with as much confidence and
In the context	about music.	together - copy a simple rhythm	good singing	appropriate.	can sing.Continue to	graphic/pictorial notation, video, ICT.	accuracy as possible.
of:	 Listen to other 	over the pulse	position.	 Continue to 	 Continue to improvise using 	 Musically 	 Perform with a deeper
- Mama Mia:	 Listen to other ideas about 	and sing/play	How to	 continue to respond to basic 	very simple	demonstrate an	• understanding. A
	music, respect	back over the	perform a song	musical cues	patterns on your	understanding and	performance can
- Ukulele;	those ideas and	Games Track in	stylistically and	from the leader/	instrument and/or	use of the	include everything that
	feelings.	time.	as musically as	conductor.	voice.	interrelated	has been undertaken
- Stop!	Continue to	 Clap/play simple 	you can.	Follow the leader	Continue to create	dimensions of music	during the learning
- Lean on Me;	realise/understan	rhythms/ copy	How to sing	confidently.	your own simple	as appropriate	process of the unit.
	d and show how	one-two note	with a good	Continue to treat	rhythmic patterns	within this context	Everything you have
- Reflect,	pulse, rhythm	pitches	sense of the	your instrument	that lead to	of creating and	learnt fits together.
rewind and	and pitch fit	confidently and	pulse internally	with respect and	melodies in a	making music e.g.	Practise, rehearse and
replay.	together.	create their own	and sing	care and to play	group or a solo	getting louder	present performances
	• Perhaps some of	rhythm when	together and in time with the	it correctly.	situation.	(dynamics), quieter	with awareness of an
	the other	asked. Lead	group. Perhaps	Play more	Continue to	(dynamics), higher	audience. Begin to
	dimensions too.	others if asked.	sing in two	confidently as	perform your own	(pitch), lower (pitch),	realise that
		Have a deeper	parts.	part of your	rhythms and	faster (tempo),	performance can
		understanding of	 How to follow a 	ensemble/group	melodies with	slower (tempo).	influence how music is
		how pulse,	leader/conduct	with a sound-	confidence and	Continue to	presented. Try to
		rhythm and	or with	before-symbol	understanding in	recognise/identify	communicate your
		pitch, dynamics	confidence.	(by ear) approach	the group.	the awareness of a	ideas, thoughts and
		and tempo work	connactice.	or, with notation	Improvise using	link between shape	feelings through simple
		together and are		if appropriate.	two notes with	and pitch using	musical demonstration.
		sprinkled			confidence.	graphic notations or	Watch a recording
		through songs /				simply writing the	and/or discuss the
		music.				melody in any way	performance. Offer
						we will remember it.	feedback about others.
							1 1

	Continu	e to	• -	ind and		Understand		Continue to play		Continue to		Create your own		Present a musical
	 Continue identify 			nternalise the	•	how to work	•	a classroom	•	explore and create	•	more complex	•	performance of a song
	-													1 5
	styles th	5		ulse on your		together as		instrument (or		musical		melodies within the		or piece of music to an
	learning			wn and stay in		part of a group		band		improvisations		context of the song		audience,
	their sty			me.		and in an		instrument) as		with voices and		that is being learnt.		demonstrating the
	indicato			emonstrate		ensemble or, as		part of a		instruments within	•	Move beyond		historic, stylistic
	the instr			ow you find/		a soloist.		group/ensemble		the context of the		composing using		knowledge and
	1 5	Some will		eel the pulse,	٠	Continue to		and as part of the		song being learnt.		two notes,		understanding of the
		t again in		/ith ease.		understand the		song you are	•	Deepen your		increasing to three		song/piece, through the
	greater	depth.	D	emonstrate a		importance of		learning. Play		understanding		notes then five if		performance.
	 Find the 	pulse	fa	ast and slow		warming up		with more		through activity,		appropriate.	•	Perform what you have
	confider	ntly and	р	ulse.		your voice and		knowledge,		that when you	•	Use voice, sounds,		learnt to your audience.
	innately	, of the	• D	emonstrate		to establish a		confidence, ease		improvise you		technology and		Play your instrument,
Year 5	music th	ney are	n	nore confidently		good singing		and enjoyment.		make up your own		instruments in		improvise and play your
rour o	listening	g to and	h	ow pulse,		position.	•	Move between		tune (or rhythm)		creative ways.		compositions as part of
In the context	underst	and what	rł	nythm and	•	Perform and		differentiated		using one, two or		Record the		this performance and
of:	that me	ans.	р	itch work		interpret a		parts as required		three notes, or you		composition in any		with as much
	Use acc	urate	to	ogether - copy a		song		using a sound-		can sing.		way appropriate.		confidence and
- Living on a	musical		si	imple rhythm		stylistically and		before-symbol	•	Continue to	•	Continue to		accuracy as possible.
Prayer;	languag	e to	0	ver the pulse		as musically as		approach. Use		improvise using		musically	•	Perform with a deeper
- Keyboard;	describe	e and talk	а	nd sing/play		you can.		notation if		simple patterns on		demonstrate an		understanding that the
rteybeara,	about m	nusic.	b	ack over the	•	Sing with a		appropriate.		your instrument		understanding and		performance can
- Classroom	• Listen to	other	G	iames Track in		good sense of	•	Demonstrate		and/or voice.		use of the		include everything that
Jazz 1;	ideas ab	out	ti	me.		the pulse		confidence and	•	Continue to create		interrelated		has been undertaken
	music, r	espect	• C	lap/play simple		internally and		fluency when		your own more		dimensions of music		during the learning
- The Fresh Prince of Bell	those id	eas and	rh	nythms/ copy		sing together		playing your		complex rhythmic		as appropriate.		process of the unit.
Air;	feelings		0	ne or two note		and in time		instrument in a		patterns that lead	•	Recognise and		Everything you have
~",	• Continu	e to	р	itches		with the group.		solo or ensemble		to melodies in a		musically and/or		learnt fits together.
- Reflect,	realise/		C	onfidently and		Understand		context.		group or a solo		verbally	•	Practise, rehearse and
Rewind and	underst	and/	C	reate your own		the importance	•	Continue to treat		situation.		demonstrate		present performances
Replay.	explain/	give	rł	nythm when		of clear diction		your instrument				awareness of a link		with awareness of an
	example	es and	a	sked. Lead		and tuning.		with respect and				between shape and		audience. Begin to
	show ho	w pulse,	0	thers if asked.	•	Follow a		care and to play				pitch using		realise that
	rhythm	and	• н	lave a deeper		leader/conduct		it correctly.				notations if		performance can
	pitch fit	together.	u	nderstanding of		or with	•	Play more				appropriate.		influence how music is
	Include	tempo,	h	ow pulse,		confidence and		confidently as						presented.
	dynamie			nythm and		ease,		part of your						Communicate your
	timbre,	texture	p	itch, dynamics		understand		ensemble/group						ideas, thoughts and
	and stru	cture if	a	nd tempo work		why and how		with a sound-						feelings through simple
	possible		to	ogether and are		the ensemble		before-symbol						musical demonstration.
				prinkled		works/ fits		(by ear) approach					•	Watch a recording
			tł	hrough		together.		or, with notation						and/or discuss the
				ongs/music.		-		if appropriate.						performance. Offer
				-										, helpful and thoughtful
							I							

Listen & Appraise	Games	Singing	Playing	Improvisation	Composition	Perform/Share
						comments and
						feedback about others.

	Listen & Appraise	Games	Singing	Playing	Improvisation	Composition	Perform/Share
	Continue to	 Find and 	 Understand 	Continue to play	Continue to	Confidently create	Perform what you have
	identify musical	internalise the	how to work	a classroom	explore and create	your own melodies	learnt to your audience.
	styles through	pulse on your	together as	instrument (or	musical	within the context of	Play your instrument,
	learning about	own and with	part of a group	band	improvisations	the song that is	improvise and play your
	their style	ease.	and in an	instrument) as	with voices and	being learnt and do	compositions as part of
	indicators and	Demonstrate	ensemble or, as	part of a group/	instruments within	this with deeper	this performance and
	the instruments	how you find/feel	a soloist.	ensemble and as	the context of the	understanding.	with as much
	played. Some will	the pulse, with	Continue to	part of the song	song being learnt.	Move beyond	confidence and
	be learnt again in	ease.	understand the	you are learning.	Deepen your	composing using	accuracy as possible.
	greater depth.	Demonstrate a	importance of	Play with more	understanding	two notes,	• Perform with a deeper
	 Find the pulse 	fast and slow	warming up	knowledge,	through activity,	increasing to three	understanding that the
	confidently and	pulse.	your voice and	confidence, ease	that when you	notes then five if	performance can
	innately, of the	Understand and	to establish a	and enjoyment.	improvise you	appropriate.	include everything that
Year 6	music they are	demonstrate	good singing	Move between	make up your own	 Use voice, sounds, 	has been undertaken
rear o	listening to and	confidently how	position.	differentiated	tune (or rhythm)	technology and	during the learning
In the context	understand what	pulse, rhythm	Perform and	parts as required	using one, two or	instruments in	process of the unit.
of:	that means.	and pitch work	interpret a	using a sound-	three notes, or you	creative ways.	Practise, rehearse and
	Use accurate	together – copy a	song	before-symbol	can sing.	Record the	present performances
- Нарру;	musical	simple rhythm	stylistically and	approach. Use	Continue to	composition in any	with awareness of an
- Drums;	language	over the pulse	as musically as	notation if	improvise using	way appropriate.	audience. Begin to
Dramo,	confidently and with	and sing/play	you can.	appropriate.Demonstrate	simple patterns on		realise that
- Classroom		back over the Games Track in	 Sing with a 	 Demonstrate confidence and 	your instrument	musically	performance can influence how music is
Jazz 2;	understanding to describe and talk	time.	good sense of	fluency when	and/or voice.	demonstrate an	presented.
Music and	about music.	 Clap/play 	the pulse	playing your	Continue to create	understanding and use of the	Communicate your
- Music and Identity;	 Listen to other 	 Clap/play rhythms/copy 	internally and	instrument in a	your own more	interrelated	ideas, thoughts and
identity,	 Listen to other ideas about 	one to two note	sing together and in time	solo or ensemble	complex rhythmic patterns that lead	dimensions of music	feelings through simple
- Reflect,	music, respect	pitches	with the group.	context.	to melodies in a	as appropriate.	musical demonstration.
Rewind and	those ideas and	confidently and	Understand	 Continue to treat 	group or a solo	 Recognise and 	 Watch a recording
Replay.	feelings.	create their own	the importance	your instrument	situation.	 Recognise and musically and/or 	and/or discuss
	 Continue to 	rhythm when	of clear diction	with respect and	Continue to	verbally	the performance. Offer
	realise/	asked. Lead	and tuning.	care and to play	perform your own	demonstrate	helpful and thoughtful
	understand/expl	others if asked.	 Follow a leader/ 	it correctly.	rhythms and	awareness of a link	comments and
	ain/give	 Have a deeper 	conductor with	 Play more 	melodies with	between shape and	feedback about others.
	examples and	understanding of	confidence and	confidently as	confidence and	pitch using	
	show how pulse,	how pulse,	ease,	part of your	understanding in	notations if	
	rhythm and	rhythm and	understand	ensemble/ group	the group.	appropriate.	
	pitch fit together.	pitch, dynamics	why and how	with a sound-	Improvise using up		
	Include tempo,	and tempo work	the ensemble	before-symbol	to three or more		
	dynamics,	together and are	works/ fits	(by ear) approach	notes with greater		
	timbre, texture	sprinkled	together.	or, with notation	confidence.		
	and structure if	through	5	if appropriate.			
	possible.	songs/music.					