



Music

EYFS

Inquiry 1

Expressive Arts and Design: Being Imaginative - What is your favourite nursery rhyme? Can you teach us your favourite nursery rhyme?

Inquiry 2

Expressive arts and design: Being imaginative

Inquiry 3

Expressive arts and design: Being imaginative and expressive - How can we change the story? What songs do you know that we could sing? Do you know any songs about the world, being outside?

Inquiry 4

Expressive arts and design: Being imaginative and expressive - How will we ensure our voices are heard from a distance when singing popular songs from the past and present songs?

Inquiry 5

Expressive arts and design: Creating with materials: Can they listen and move to music from different types of bands (solo artists, orchestras, bands etc)? Can they express their own thoughts and feelings about music from different types of bands? Can they listen to and appreciate the National Anthem?

Inquiry 6

Expressive arts and design: Being imaginative and expressive - Can you create an instrument using recycled materials? Can you create music in a group or on your own related to the planet we live on? Can they listen to music and explain their thoughts and feelings about that piece of music?



Music

Y1

Inquiry 1

Appraising:

Can they respond to different moods in music?

Can they say how a piece of music makes them feel?

Can they say whether they like or dislike a piece of music?

Inquiry 2

Performing:

Can they use their voice to speak/sing/chart?

Do they join in with singing?

Do they look at their audience when they are performing?

Can they clap short rhythmic patterns?

Composing:

Can they make different sounds with their voice?

Inquiry 3

Performing:

Can they use instruments to perform?

Can they copy sounds?

Composing:

Can they make different sounds with instruments?

Can they identify changes in sounds?

Can they repeat (short rhythmic and melodic) patterns?

Can they make a sequence of sounds?

Inquiry 4

Appraising:

Can they choose sounds to represent different things?

Can they recognise repeated patterns?

Can they follow instructions about when to play or sing?

Inquiry 5

Composing:

Can they change the sound?

Can they make loud and quiet sounds?

Do they know that the chorus keeps being repeated?

Can they tell the difference between long and short sounds?

Can they tell the difference between high and low sounds?

Can they give a reason for choosing an instrument?
Can they tell the difference between a fast and slow tempo?

Can they tell the difference between loud and quiet sounds?

Can they identify two types of sound happening at the same time?

Inquiry 6

Composing:

Can they show sounds by using pictures?



Music

Y2

Inquiry 1

Appraising:
Can they listen out for particular things when listening to music?

Inquiry 2

Performing:
Do they sing and follow the melody (tune)?
Do they sing accurately at a given pitch?
Can they perform with others?
Can they sing/clap a pulse increasing or decreasing in tempo?

Inquiry 3

Composing:
Can they create music in response to different starting points?
Can they choose sounds which create an effect?
Can they use symbols to represent sounds?

Inquiry 4

Composing:
Can they order sounds to create a beginning, middle and end?
Can they use symbols to represent sounds?
Can they make connections between notations and musical sounds?

Inquiry 5

Performing:
Can they perform simple patterns and accompaniments keeping a steady pulse?
Can they play simple rhythmic patterns on an instrument?
Appraising
Can they improve their own work?

Inquiry 6

Composing:
Can they order sounds to create a beginning, middle and end?
Can they create music in response to different starting points?
Can they choose sounds which create an effect?
Can they use symbols to represent sounds?
Can they make connections between notations and musical sounds?



Music

Y3

Inquiry 1

Appraising

Can they use musical words (the elements of music) to describe a piece of music and compositions?

Can they use musical words to describe what they like and dislike?

Inquiry 2

Composing

Can they create accompaniments for tunes?

Can they combine different sounds to create a specific mood or feeling?

Inquiry 3

Composing
Can they use different elements in their composition?

Can they create repeated patterns with different instruments?

Inquiry 4

Performing
Do they sing in tune with expression?

Do they control their voice when singing?

Inquiry 5

Appraising
Can they improve their work; explaining how it has improved?

Performing
Can they work with a partner to create a piece of music using more than one instrument?

Inquiry 6

Appraising

Can they recognise the work of at least one famous composer?

Performing
Can they play clear notes on instruments?

Composing
Can they compose melodies and songs?



Inquiry 1

Inquiry 2

Inquiry 3

Inquiry 4

Inquiry 5

Inquiry 6

Appraising:

Can they start to identify the character of a piece of music?

Can they describe and identify the different purposes of music?

Can they begin to identify with the style of work of Beethoven, Mozart and Elgar?

Performing:

Can they perform a simple part rhythmically?

Can they sing songs from memory with accurate pitch?

Can they improvise using repeated patterns?

Composing:

Can they use notations to record and interpret sequences of pitches?

Can they use notations to record compositions in a small group or on their own?

Appraising:

Can they explain the place of silence and say what effect it has?

Composing:
Can they use standard notation?

Can they use their notation in a performance?

Composing:

Can they explore and use sets of pitches, e.g. 4 or 5 note scales?

Appraising:

Can they begin to identify with the style of work of Beethoven, Mozart and Elgar?

Appraising:

Can they identify how a change in timbre can change the effect of a piece of music?

Performing:

Can they use selected pitches simultaneously to produce simple harmony?



Inquiry 1

Appraising:
Can they identify how a change in timbre can change the effect of a piece of music?

Performing:
Can they use selected pitches simultaneously to produce simple harmony?

Inquiry 2

Performing
Do they breathe in the correct place when singing?

Can they sing and use their understanding of meaning to add expression?

Can they maintain their part whilst others are performing their part?

Inquiry 3

Composing
Can they change sounds or organise them differently to change the effect?

Can they compose music which meets specific criteria?

Appraising
Can they explain why they think their music is successful or unsuccessful?

Inquiry 4

Performing
Can they perform 'by ear' and from simple notations?

Can they improvise within a group using melodic and rhythmic phrases?

Composing
Can they choose the most appropriate tempo for a piece of music?

Appraising
Can they choose the most appropriate tempo for a piece of music?

Inquiry 5

Performing:
Can they recognise and use basic structural forms e.g. rounds, variations, rondo form?

Composing:
Can they use their notations to record groups of pitches (chords)?

Inquiry 6

Composing
Can they use a music diary to record aspects of the composition process?

Appraising
Can they suggest improvements to their own or others' work?



Music

Y6

Inquiry 1

Appraising:
Can they compare and contrast the impact that different composers from different times will have had on the people of the time?

Inquiry 2

Performing:
Can they sing a harmony part confidently and accurately?

Can they perform parts from memory?

Can they perform using notations?

Can they take the lead in a performance?

Can they take on a solo part?

Can they provide rhythmic support?

Inquiry 3

Composing:
Can they use a variety of different musical devices in their composition? (incl melody, rhythms and chords)

Can they combine groups of beats?

Inquiry 4

Appraising:
Can they analyse features within different pieces of music?

Inquiry 5

Appraising:
Can they evaluate how the venue, occasion and purpose affect the way a piece of music is created?

Inquiry 6

Composing:
Do they recognise that different forms of notation serve different purposes?

Can they use different forms of notation?

Appraising:
Can they refine and improve their work?