

Singing and playing (with technical accuracy, expression and control)

Step 1

I can say what I like about singing and playing music

When I sing, I keep quite well in tune on easy songs

I can keep a steady pulse quite accurately when I am tapping, clapping, marching and playing

Step 2

I can say what I like about making music - playing, changing and combining sounds

I sing in tune and can pitch small intervals accurately

I can join in and stop as appropriate

When I sing and play instruments I show a good sense of pulse and rhythm.

I can show (by movement, playing, singing) that I know the difference between pulse and rhythm

Step 3

I can use my voice, instruments, sounds and technology in creative ways.

I sing with clear diction and mostly accurate tuning (within a suitable vocal range), I control breathing and sing with an appropriate tone

I can stick to my own part (e.g. rhythm, ostinato, drone, simple part singing etc) when playing or singing in a small group.

I sing and play confidently and fluently, showing a good level of control and expression and maintaining an appropriate pulse.

I think about my posture when playing and singing

Step 4

I am creative when I experiment with voice, sounds, technology and instruments.

I play and sing with a consistent and appropriate tone, accurate tuning and good breath control. My singing and playing shows that I have a sense of the style of the music

I maintain my own part well when singing or playing in a group performance or rehearsal

I can maintain a strong sense of pulse and I know when I (or someone else) is going out of time

I maintain good posture when playing or singing

Exploring sounds; creating and composing music

Step 1

I can talk about how I can change sounds and make different sounds for music. E.g. to suggest different soundscapes and moods.

I can make changes in timbre, tempo pitch and dynamics when singing and playing instruments. I notice these kind of changes in music.

I can make music by choosing sounds and deciding a good order for them to create the mood or effect I want.

I can name some instruments when I hear them being played.

Step 2

I try out different ways of making sounds with my voice, music instruments, simple music technology and body sounds. (tapping, clicking, marching and stamping etc.)

By my singing and playing as well as my explanations, I show that I understand some basic musical features including: getting louder, softer, higher, lower, faster, slower. I can describe the quality of sounds and how they are made and combined.

I can repeat simple rhythms and melodies. I can change and extend ones I hear and make up my own

I can name common instruments.

Step 3

I can explore changes to pitch, duration, dynamics, tempo, timbre, texture and structure.

I can make up music by organising musical ideas into simple structures which match my task (the context and purpose)

I can create simple rhythmic patterns, melodies and accompaniments using particular structures, scales or set of notes etc.

I can talk about my composition ideas and give some reasons why I chose to use some musical ideas and rejected others.

Step 4

When I learn about new techniques in music I explore and experiment with them.

I use a variety of musical devices, timbres, textures, techniques etc. when creating and making music. I can discuss the choices I have made.

I can create effective and coherent improvisations, arrangements, accompaniments and patterns (including ostinato, drones, pentatonic melodies etc.) which show that I have an understanding of structure in music

effective and coherent improvisations, arrangements, accompaniments and patterns (including ostinato, drones, pentatonic melodies etc.) which show that I have an understanding of structure in music.

I work well in a group and show respect to other children by listening to their ideas and suggestions, adopting or adapting these to match the task (e.g. to explore the different moods, structures and purposes) as we revise, develop and refine our compositions.

Rehearsing and Performing

Step 1

When playing with a group, I share my ideas and listen to other children's ideas. I take turns fairly, e.g. passing around instruments and sharing.

I can follow and suggest simple musical instructions and actions

I show that I am aware of the audience when performing

Step 2

I take good notice of musical cues when singing or playing

I can follow and give simple performance directions. I show good understanding of these through my movement; singing and playing (including: dynamics and tempo, beginnings and endings, adhering to 'starts and stops' - i.e. sounds and silence).

I suggest and try out my own ideas

Step 3

I can rehearse, sing and play a range of music as appropriate to the musical situation

I can suggest, follow and lead simple performance directions

My singing and playing shows musical quality-including technical accuracy, clear starts and ends of pieces/phrases, etc.

When working with others, I listen to and show respect for other children's work, ideas and suggestions

Step 4

I can sing and play music from a range of styles, genres, cultures and historical periods and for different musical challenges

expression, skill and level of musicality and my ability to take on different

I adjust own part when working as a musician with others (e.g. being quieter/louder when appropriate)

I make good use of rehearsals to develop musical quality by picking out areas which need improving and suggesting improvements

Listening and responding

Step 1

I listen carefully to a variety of live and recorded music and can join in and move to it, play, sing, make signs, mime, act and draw in response

I can make movements that represent sounds (e.g. move like a snake, an elephant, grow like a tree in response to music)

When I listen to recording of own voice, other classroom sounds and musical instruments I can talk about them

Step 2

I listen carefully to a variety of live and recorded music with good concentration, I make good responses appropriately

I can make statements and observations about the music and make good responses through movement, sound-based and other creative responses. (e.g. drawing, colouring, talking, acting, dancing, waving scarves)

I can make comments and suggestions about my own and other children's music

Step 3

I listen carefully to live and recorded music from a widening range of influences

I can communicate my ideas, thoughts and feelings through simple musical demonstration (e.g. playing or singing), language, movement and other art forms, giving reasons for my responses

I make sensible comments about own and others work, suggesting ways to improve it. I accept feedback and suggestions from others about my performances

Step 4

I listen carefully to and can evaluate a range of live and recorded music from different traditions, genres, styles and times and respond appropriately to the context

I notice details about different aspects of music I hear and can communicate my thoughts and feeling through discussion, movement, sound-based and other creative responses including the visual arts

I can give my opinions about my own and others music sensibly and justify these well

I can pick out strengths and weaknesses in my own and others work. I can make specific comments and justify these well

Using symbols and notation

Step 1

I can suggest symbols to represent sounds (e.g. a large foot for the Daddy bear, small foot for the baby bear).

Step 2

I can recognise rhythmic patterns found in speech, e.g. singing/chanting names, counting syllables in names etc.

I can use graphic notations which include sings to show the pitch I should sing or play

Step 3

I can match short rhythmic patterns I hear (such as the rhythm of short verbal phrases) to musical symbols

As we as using invented symbols, I can use some symbols from standard Wester notation (including rhythms e.g. crotchets, quavers and basic changes in pitch). I can match symbols to patterns I hear and I can read the notation to clap, play and sing

Step 4

I can read and write down short rhythmic patterns using standard and inveented notation

I can follow and use standard western and other notations when I am singing and playing short passages of music

SCERTS

P1 (i)

Pupils encounter activities and experiences
They may be passive or resistant
They may show simple reflex responses (for example startling at sudden noises or movements)
Any participation is fully prompted

P1 (ii)

Pupils show emerging awareness of activities and experiences
They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects [for example, becoming still in a concert hall
They may give intermittent reactions [for example, sometimes becoming excited at repeated patterns of sounds].

P2 (i)

Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences [for example, turning towards unfamiliar sounds].
They begin to show interest in people, events and objects, [for example, looking for the source of music]
They accept and engage in coactive exploration [for example, being encouraged to stroke the strings of a guitar].

P2 (ii)

Pupils begin to be proactive in their interactions
They communicate consistent preferences and affective responses [for example, relaxing during certain pieces of music and not others.]
They recognise familiar people, events and objects [for example, a favourite song]. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, repeatedly pressing the keys of an electronic key board instrument]
They cooperate with shared exploration and supported participation [for example, holding an ocean drum].

P3 (i)

Pupils begin to communicate intentionally
They seek attention through eye contact, gesture or action
They request events or activities [for example, leading an adult to the CD player
They participate in shared activities with less support. They sustain concentration for short periods
They explore materials in increasingly complex ways [for example, tapping piano keys gently and with more vigour]

They observe the results of their own actions with interest [for example, listening intently when moving across and through a sound beam]

They remember learned responses over more extended periods [for example, recalling movements associated with a particular song from week to week].

P3 (ii)

Pupils use emerging conventional communication

They greet known people and may initiate interactions and activities [for example, performing an action such as clapping hands to initiate a particular song]

They can remember learned responses over increasing periods of time and may anticipate known events [for example, a loud sound at a particular point in a piece of music]

They may respond to options and choices with actions or gestures [for example, choosing a shaker in a rhythm band activity]

They actively explore objects and events for more extended periods [for example, tapping, stroking, rubbing or shaking an instrument to produce various effects]

They apply potential solutions systematically to problems [for example, indicating by eye contact or gesture the pupil whose turn it is to play in a 'call and response' activity].

P4

Pupils use single words, gestures, signs, objects, pictures or symbols to communicate about familiar musical activities or name familiar instruments

With some support, they listen and attend to familiar musical activities and follow and join in familiar routines

They are aware of cause and effect in familiar events [for example, what happens when particular instruments are shaken, banged, scraped or blown, or that a sound can be started and stopped or linked to movement through a sound beam]

They begin to look for an instrument or noisemaker played out of sight
They repeat copy and imitate actions, sounds or words in songs and musical performances

P5

Pupils take part in simple musical performances

They respond to signs given by a musical conductor [for example, to start or stop playing]

They pick out a specific musical instrument when asked [for example, a drum or a triangle]

They play loudly, quietly, quickly and slowly in imitation. They play an instrument when prompted by a cue card

They listen to, and imitate, distinctive sounds played on a particular instrument

They listen to a familiar instrument played behind a screen and match the sound to the correct instrument on a table

P6

Pupils respond to other pupils in music sessions

They join in and take turns in songs and play instruments with others. They begin to play, sing and move expressively in response to the music or the meaning of words in a song

They explore the range of effects that can be made by an instrument or sound maker

They copy simple rhythms and musical patterns or phrases

They can play groups of sounds indicated by a simple picture or symbol-based score

They begin to categorise percussion instruments by how they can be played, [for example, striking or shaking].

P7

Pupils listen to music and can describe music in simple terms [for example, describing musical experiences using phrases or statements combining a small number of words, signs, symbols or gestures

They respond to prompts to play faster, slower, louder, softer

They follow simple graphic scores with symbols or pictures and play simple patterns or sequences of music

Pupils listen and contribute to sound stories, are involved in simple improvisation and make basic choices about the sound and instruments used

They make simple compositions [for example, by choosing symbols or picture cue cards, ordering them from left to right, or making patterns of sounds using computer software].

P8

Pupils listen carefully to music

They understand and respond to words, symbols and signs that relate to tempo, dynamics and pitch [for example, faster, slower, louder, higher, and lower].

They create their own simple compositions, carefully selecting sounds

They create simple graphic scores using pictures or symbols

They use a growing musical vocabulary of words, signs or symbols to describe what they play and hear [for example, fast, slow, high, low

They make and communicate choices when performing, playing, composing, listening and appraising [for example, prompting members of the group to play alone, in partnerships, in groups or all together].