

Section One: Knowledge, Skills and Learning Progression by Year Group

Broad Knowledge, Skills and Learning Outcomes by Area and Year Group

The learning outcomes are naturally linked to the assessment criteria for each year.

Area 1: Listening and Responding to Music

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and Using Musical language	1a: I can demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning.	1a: I can demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both prior and new learning.	1a: I can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.	1a: I can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.	1a: I can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.	1a: I can demonstrate an understanding and appropriate use of musical language (including musical elements), from both prior and new learning.
Understanding and identifying connections between music and our feelings	1b: I can demonstrate a basic understanding of how feelings can connect with/relate to music.	1b: I can demonstrate a basic understanding of how feelings can connect with/relate to music.	1b: I can identify and describe feelings as they relate to music.	1b: I can identify and describe a variety of contrasting feelings as they relate to music.	1b: I can identify and describe a variety of contrasting feelings as they relate to music.	2b: I can identify and describe a variety of contrasting feelings as they relate to music.
Understanding and identifying musical styles and the socio-historical connections and context of music	1c: I can demonstrate some basic understanding of musical style.	1c: I can demonstrate some basic understanding of musical style.	1c: I can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections to the music.	1c: I can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections to the music.	1c: I can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music.	3c: I can demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections and context of the music.

Area 2: Understanding and Using the Language of Music

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and using differences in pitch and note duration	2b: I can demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short).	2b: I can demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short).				
Composing and improvising:						
• Understanding and applying the concepts	2d: I can demonstrate an understanding of the basic concepts of improvisation and composition.	2d: I can demonstrate an understanding of the basic concepts of improvisation and composition.	2c: I can make an informed decision as to which notes to use when composing and improvising with the song.	2c: I can make an informed decision as to which notes to use when composing and improvising with the song.	2c: I can make an informed decision as to which notes and expression to use when composing and improvising with the song.	2c: I can make an informed decision as to which notes and expression to use when composing and improvising with the song.
• Creating melody according to guidelines			2a: I can create a four or six-bar melody according to the instructions given for the Music Notepad composition task.	2a: I can create a four or six-bar melody according to the instructions given for the Music Notepad composition task.	2a: I can create a four, six or eight-bar melody according to the instructions given for the Music Notepad composition task.	2a: I can create a four, six, eight or 12-bar melody according to the instructions given for the Music Notepad composition task.
Following instrumental parts in a group performance			2b: When playing instrumental parts with the song, I can follow the instrumental part on the screen, playing by ear or with the notation provided.	2b: When playing instrumental parts with the song, I can follow the instrumental part on the screen, playing by ear or with the notation provided.	2b: When playing instrumental parts with the song, I can follow the instrumental part on the screen. My playing is secure – by ear or with the notation provided. (I	2b: When playing instrumental parts with the song, I can follow the instrumental part on the screen. My playing is secure – by ear or with the notation provided. (I
					should aim to be able to read at least the simplest part of the piece).	should aim to be able to read at least the simplest part of the piece). In Year 6, this includes any musical expression considered for the performance.

Area 3: Developing Performance Awareness and Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Feeling the pulse/beat	2a: I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.	2a: I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.	2a: I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.	2a: I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.	3a: I can demonstrate with confidence an awareness of pulse/beat when listening, moving to and performing music.	3a: I can demonstrate with confidence an awareness of pulse/beat when listening, moving to and performing music.
Understanding the importance of posture and technique when performing.	2c: I can demonstrate a basic understanding of the importance of posture and technique when performing.	2c: I can demonstrate a basic understanding of the importance of posture and technique when performing.	3b: I can demonstrate an understanding of the importance of posture, diction and technique when performing.	3b: I can demonstrate an understanding of the importance of posture, diction and technique when performing.	3b: I can demonstrate – and can explain – an understanding of the importance of posture, diction and technique when performing.	3b: I can demonstrate – and can explain – an understanding of the importance of posture, diction and technique when performing.
Rehearsing and Performing:	From 2e: (When introducing the performance):	From 2e: (When introducing the performance):	3c: When planning, rehearsing, introducing and performing the song:	3c: When planning, rehearsing, introducing and performing the song:	3c: When planning, rehearsing, introducing and performing the song:	3c: When planning, rehearsing, introducing and performing the song:
● Reflecting upon preparation and the context of the piece itself	2e: I can introduce my performance(s).	2e: I can introduce my performance(s).	● I can introduce the performance with context and understanding of the song, the learning process and any other relevant connections.	● I can introduce the performance with context and understanding of the song, the learning process and any other relevant connections.	● I can introduce the performance with context and understanding of the song, the learning process and any other relevant connections.	● I can introduce the performance with context and understanding of the song, the learning process and any other relevant connections.
● Connecting to the Social Theme	Any connection I make to the Social Theme is an added bonus.	● Any connection I make to the Social Theme is an added bonus.	● I can understand and make connections between the music encountered and the Social Theme.	● I can understand and make connections between the music encountered and the Social Theme.	● I can understand and make connections between the music encountered and the Social Theme.	● I can understand and make connections between the music encountered and the Social Theme.
● Understanding and applying learning from the Musical Spotlight			● I can understand and apply learning from the Musical Spotlight.	● I can understand and apply learning from the Musical Spotlight.	● I can understand and apply learning from the Musical Spotlight.	● I can understand and apply learning from the Musical Spotlight.