

Key Performance Indicators

Music

	Year 3	Year 4
Performing	<ul style="list-style-type: none"> • Can begin to use various notations to support rhythm • Can play repeated patterns, fitting different patterns together • Can begin to respond the use of hand signals to show pitch (high/low), duration and tempo • Can be aware that when performing in a group they need to play to the same beat and same speed • Can recognise errors and begin to correct when performing • Can sing largely in tune as a whole class • Can perform pentatonic scales in songs • Can begin to be aware of more than one element at a time when singing and performing (e.g loud and long, loud and short, quiet and long, quiet and short) 	<ul style="list-style-type: none"> • Can start to become confident in their use of different note lengths • Can play their own part when performing an instrument with others • Can mostly sing using the correct pitch • Can link together notes to form musical phrases • Can sing in a way that reflects the lyrics • Can perform using dynamics (loud and quiet) to express the mood of the phrase • Can begin to be aware of other players as they perform • Can perform using a rhythmic ostinato
Composing	<ul style="list-style-type: none"> • Can use a simple structure which has a beginning, middle and end • Can develop musical ideas from given stimuli • Can use graphic or grid symbols on paper or computer to represent rhythms • Can improvise simple tunes based on the pentatonic scales. • Can create textures by combining sounds in different ways • Can create a short melody or accompaniment using a pentatonic scale • Can identify areas for improvement in their work • Can perform different repeated rhythm patterns together • Can write an additional verse to a traditional song 	<ul style="list-style-type: none"> • Can choose resources to suit their task • Can notate some of their work using graphic scores • Can work together to link different instruments in pieces of more than one part • Can use dynamics, pitch and duration in more than one strand in a deliberate way • Can use repetition, short phrases and short patterns to form the basis of a new work • Can work in a team or whole class to produce compositions with more than 2 instrumental parts • Can make suggestions to improve their work • Can explore and select different melodic patterns in response to words • Can make up their own singing games with tunes and

	<ul style="list-style-type: none"> • Can compare and contrast differences in traditional songs 	actions.
Listening and appraising	<ul style="list-style-type: none"> • Can begin to identify the impact of elements in music • Can begin to have a wider range of knowledge and experience from various periods of music • Can begin to make comparisons between music • Can recognise repeated rhythmic patterns • Can identify pentatonic scales in pieces of music • Can identify different ways sounds are used to accompany a song • Can identify phrases that could be used as an introduction, interlude and ending 	<ul style="list-style-type: none"> • Can identify the impact of various elements in music and why elements are used in a particular way • Can identify musical features which suggest a mood or atmosphere • Can begin to use relevant musical vocabulary when talking about elements of music • Can recognise ostinato rhythms in music • Can identify how different verses can be performed expressively • Can identify the difference between pulse and rhythm in a song • Can make valuable contributions to others compositions