

Key Performance Indicators

Music

	Year 5	Year 6
Performing	<ul style="list-style-type: none"> • Can perform music using historical or cultural structures such as the 12 bar blues • Can perform music for occasions for example a Church service or a song for assembly • Can play an individual role in a group performance from memory or by reading notation • Can perform with other players • Can begin to perform in a round • Can practise and rehearse individually in addition to the class 	<ul style="list-style-type: none"> • Can ensure beginnings and ends of compositions are tidy and planned • Can play solos confidently • Can direct groups musically • Can play in such a way that the whole class are aware of the common beat • Can sing a round in two parts confidently • Can achieve a quality of performance • Can learn and perform simple instrumental accompaniments
Composing	<ul style="list-style-type: none"> • Can create music in first draft form and later revise, edit and develop it • Can identify and use 4 and 8 bar phrases • Can form and use basic triads in compositions • Can improvise musical phrases and use them to develop compositions • Can compose and improvise music using different starting points • Can deliberately use silence in their work • Can use own methods to record and develop compositions • Can develop their own lyrics to a short song • Can explore the effect of two or more pitched notes sounding together – harmony- discord 	<ul style="list-style-type: none"> • Can compose using structures such as ternary, rondo or verse chorus forms • Can use notation such as staff or tabulature to record and develop compositions • Can subdivide the pulse keeping to a steady beat • Can compose appropriate music for a specific occasion or purpose. Eg. Christmas Carol • Can compose a short song to their own lyrics • Can expand rhythmic ideas using timbre and duration and by rearranging the rhythmic material • To expand rhythmic ideas using timbre and duration and by rearranging the rhythmic material

Listening and appraising	<ul style="list-style-type: none">• Can recognise and describe music and instruments from different genres• Can recognise and describe music and musical instruments from different periods of history• Can start to describe and compare pieces of music using appropriate musical vocabulary• Can identify how lyrics can convey a mood• Can describe the different effect of different combinations of pitched notes using the terms tense, relaxed, tight, loose, comfortable• Can identify the melodic phrases and how they fit together• Can identify contrasting moods and sensations• Can begin to suggest improvements to their own piece of work• Can explain the meaning of lyrics and reflect the time and place in which they are composed	<ul style="list-style-type: none">• Can describe and compare pieces of music using appropriate musical vocabulary• Can suggest and implements improvements to a composition or performance• Can comment on reasons for success or failure of changes and reworking• Can discuss own opinions and responses to different pieces of music• Can begin to understand cultural, social and historical influences on music• Can discuss and describe rhythmic patterns in a variety of different music genres• Can recognise different structures in music• Can critically develop independent thought in response to music• Can evaluate and refine ideas during composition
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