

**Music: Subject Specific**

		<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>	<b>Stage 4</b>	<b>Stage 5</b>	<b>Stage 6</b>
<b>Receptive</b>	<b>Key Vocab</b>	Instruments/Instrumental, Song/Singing, Music, Voice, Listen	Loud, Quiet, Hard, Soft, Fast, Slow	Beat, Rhythm, Solo, Group, Long Sound, Short Sound	Woodwind, Percussion, Brass, String, Chorus, Tempo	Verse, Melody, Bridge, Genre, Pitch, Ensemble	Culture, Race, Gender, Race, Represent, Style, Main Vocal, Backing Vocal
		Student is exposed to a wider range of sounds/music.	Uses simple vocabulary to describe sounds/music.	Joins in with a wider variety of songs/music —using voice/action/sign/movement.	Use wider vocabulary/phrases to describe emotional response (e.g. it's calm and makes me feel like sleeping) or a simple narrative (it sounds like someone's being chased, maybe they've been naughty).	Describe key differences between some genres.	Begin to show an awareness of music as representing wider cultural topics/issues (e.g. which genres are rooted in the black community, pop songs that represent female empowerment or are 'gay anthems'.)
		Understands the difference between voices and instruments	Joins in with familiar songs/music —using voice/action/sign/movement.	Uses simple vocabulary to describe how music makes them feel or what it makes them think of (e.g. [make me feel] peaceful, [sounds like a] thunderstorm).	Recognise and identify some different genres.	Recognize and respond to differences between music in major/minor keys.	Show a clear understanding of the key differences between a range of genres.
		Recognise and respond to familiar songs/instrumental pieces	Engages with less familiar music.	Shows anticipation of different structural features (e.g. chorus, key change, instrument solo, repeated refrain, etc.)	Consistently join in with familiar music (singing, signing, movement).	Engage in paired/group discussion of opinions, feelings, ideas about particular music pieces/songs.	
		Demonstrates a preference for specific songs/pieces of music.					
		Communicates a preferred song/piece of music.					
<b>Expressive</b>			<b>Stage 2</b>	<b>Stage 3</b>	<b>Stage 4</b>	<b>Stage 5</b>	<b>Stage 6</b>
	<b>Charanga Units</b>	<b>Anyone Can Play' Units 4-5</b>	<b>Anyone Can Play' Units 6-8</b>	Anyone Can Play' Units 9 -11 or Reception Units from the Original Scheme.	Anyone Can Play' Units 12-15 or Year 1 Units from the Original Scheme.	Anyone Can Play' Units 16-18 or Year 2 Units from the Original Scheme	Anyone Can Play' Units 19-24 or Y3 Units from the Original Scheme.
		Play/produce sound with a variety of instruments. Play for a longer period of time. (More than a few seconds).	Plays a wider variety of instruments. Reacts to change in tempo (speed), pitch (high/low), volume (loud/quiet).	Shows an increased awareness of the beat/pulse* of a piece of music. Follows the beat more accurately using movement or vocals.	Explores how instruments can be used to create sounds from different environments (e.g. seaside, busy train station, space, rainforest, etc).	Directs another student/group using vocal cues, visual cues (symbols, sign or gesture) to start/stop playing, or change tempo/volume.	Explores dynamics (volume, tempo, beat and rhythm) when playing quietly.
		Start to play/sing with confidence.	Demonstrates a preference for instruments or types of instruments.	Follows the beat using instruments/objects.	Listens with sustained attention. Anticipates when to start playing/singing with some independence (not always needing to be cued in, showing an awareness of when to start by listening to the music/others.)	Responds to direction from another (vocal or visual) with more independence and confidence.	Can play as a part of a group at the appropriate time without needing direction.
		Choose an instrument to play with.	Explores how different beaters/objects produce different sounds when used to hit something with, or how the same beater makes different sounds on different objects.	Shows an understanding of fast/slow, loud/quiet, hard/soft by producing relevant sounds. Responds to both visual and audio cues to change the type of music/sound being created.	Shows an increased awareness of how instruments can produce different sounds if played differently.	Shows greater control of an instrument/voice and how to alter volume, tempo, beat and rhythm when directed.	Follow a set of visual symbols to play a piece of music. Create a piece of music by choosing the order of visual symbols.
		Anticipate the sound an instrument will make, and the change in pitch if played differently (e.g. hitting different notes on a glockenspiel, covering different holes on a recorder will make a different sound.	Use voice or instruments to imitate other sounds.	Accepts their role in a group.	Explores how vocals can be used to imitate different instrumental sounds.	Shows some awareness of when it is appropriate to alter volume, tempo, beat and rhythm when improvising.	Maintains a regular beat, and can do this for different tempos.
	Responds to a beat (e.g. claps, taps feet, sways, not necessarily keeping the beat accurately). Interacts with music via a vocal or movement response.	Plays instruments with an increasing awareness of style (how the instrument is played can change the sound created).	Shows an awareness of their role in a group by attempting play at the appropriate time/in the appropriate way.	Plays in a group by mostly playing at the appropriate time and in an appropriate way (correct volume, beat, tempo, etc.)	Can play within a group at the appropriate times without needing direction.	Shows an understanding of different notes and can use an instrument to move along notes using stepwise motion (moving along consecutive notes, e.g a b c b c d c b).	

		Plays instruments with some awareness of style (how the instrument is played can change the sound created).	Use voice or instruments to imitate other sounds.	Shows an awareness of their role in a group by attempting play at the appropriate time/in the appropriate way.			Can improvise simple melodies using stepwise motion.
		Responds to visual and audio cues to start/stop making sound.	Plays instruments with an increasing awareness of style (how the instrument is played can change the sound created).				
				*Beat and pulse are essentially the same thing, and the terms are mostly interchangeable.			