**MINIMUM EXPECTED STANDARDS A progression and assessment document written by the London Borough of Barking and Dagenham: a breakdown of National Curriculum music statements**

**By the end of Y1 pupils should be able to**

* Add sound effects to a story
* Choose musical sound effects to follow a story line or match a picture
* Use graphics/symbols to portray the sounds they have made made
* Sequence these symbols to make a simple structure **(score)**
* Compose own sequence of sounds without help and perform.

**By the end of Y2 pupils should be able to compose**

* Short melodic phrases
* Short repeated rhythmic patterns (**ostinati**)
* Rhythm patterns from words
* A piece of music that has a beginning, middle and end (**structure**)
* Music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups
* Music that conveys different moods

**By the end of Y3 pupils should be able to compose:**

* Words and actions to go with songs
* A simple rhythmic accompaniment to go with a song, using ostinato patterns
* Music that has a recognisable structure; beginning, middle and end or verse/chorus
* Music that tells a story, paints a picture or creates a mood
* Music that uses repetition / echo

**By the end of Y4 pupils should be able to compose:**

* A simple rhythmic accompaniment to a song using **ostinato** patterns and **drones**
* A simple melody from a selected group of notes (i.e. a pentatonic scale)
* Music that has a recognisable structure
* A piece of music that reflects images/ and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect
* Arrange a song using tuned and untuned accompaniments developed from the song and perform to a friendly audience

**By the end of Y5 pupils should be able to:**

* Create own simple songs reflecting the meaning of the words
* Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment
* Arrange a song for class performance with an appropriate pitched and unpitched accompaniment
* Refine own compositions after discussion
* Use a range of symbols (conventional or graphic) to record compositions.
* Use ICT (computers/ipads/tablets/MP3 recorders etc) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions

**By the end of Y6 pupils should be able to:**

* Create own simple songs reflecting the meaning of the words
* Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment
* Arrange a song for class performance with an appropriate pitched and unpitched accompaniment
* Refine own compositions after discussion
* Use a range of symbols (conventional or graphic) to record compositions.
* Use ICT (computers/iPads/tablets/mp3 recorders etc.) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions