



**Lower KS2 objectives**

Date:

KS2	Objective (those in bold are the NC end of KS2 objectives that lower KS2 are working towards)	Pupils working towards	Pupils working at	Pupils working beyond
	<p><u>Performing</u> I can learn and perform songs for significant festivals (Harvest and Xmas) and sing with expression and control. I can sing/play rhythmic patterns in contrasting tempo keeping to the pulse. I can perform a simple part rhythmically. I can perform with a group of my peers – singing or playing – using voices and instruments. I can learn and perform songs for a KS2 performance, singing in parts. I can learn and perform songs for significant festivals (Harvest and Xmas) and sing with accurate pitch.</p> <p><b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</b></p>			
	<p><u>Composing</u> I can create accompaniments for tunes and songs. I can use simple structures when composing music, e.g. verse, chorus, verse (A,B,A). I can create compositions on different instruments (tuned and untuned). I can use musical elements such as tempo, pitch and dynamic to create effects in my compositions. I can use my own symbols to represent my music. I can beat time to a given piece of music and say whether it is 2, 3 or 4 beat music. I can sequence my compositions and record them using notations and/or symbols. I can begin to use/read standard notation in music when composing and performing my own music in a group.</p> <p><b>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</b> <b>Use and understand staff and other musical notations.</b></p>			
	<p><u>Appraising</u> I can use musical words to describe a piece of music and compositions. I can identify the character of a piece of music. I can listen to the music of the Liverpool Philharmonic Orchestra and use musical terms to say what I like/dislike. I can recognise that music moves in steps and leaps. I can recognise the work of at least one composer and say where they fit in a historical period. I can describe and identify repetitions, contrasts and variations in different pieces of music. I can identify the purposes of different pieces of music, e.g., a lullaby, a celebration such as a wedding, music in films etc. I can begin to identify the music of at least two composers and compare their styles.</p> <p><b>Listen with attention to detail and recall sounds with increasing aural memory.</b> <b>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</b> <b>Develop an understanding of the history of music.</b></p>			