



Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.'

Music KS2	Year 3	Year 4	Year 5	Year 6
<p>Listening and Appraisal</p>	<p>I can find the pulse of the music, sometimes finding the first beat of the bar</p> <p>I can communicate to others my thoughts and feelings about a piece of music</p> <p>I can communicate the meaning of a song and talk about the emotions I feel when I listen to a piece of music</p> <p>I can talk about the musical features and recognise key instruments relating to the style of music</p> <p>I can compare and contrast songs of similar styles</p> <p>I can discuss a piece of music using appropriate musical language</p>	<p>I can identify the difference between a fast, steady and slow tempo using appropriate vocabulary</p> <p>I can talk about the words of a song and explain why the music was written</p> <p>I can understand the importance of a musical introduction and the information it offers</p> <p>I can confidently recognise the difference between major, minor and pentatonic sounds</p> <p>I can describe the differences between legato and staccato</p> <p>I can evaluate a piece of music and identify the key features and use the correct musical vocabulary to describe them</p>	<p>I can find the pulse and demonstrate the beat, identifying the first beat of the bar in a simple and complex time signature</p> <p>I can accurately identify instruments and describe their timbres</p> <p>I can recognise the sound and tonal structure of Blues and pentatonic scale, both visually and aurally</p> <p>I can explain what a bridge passage is and identify its position in a song</p> <p>I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators</p> <p>I can justify a personal opinion with reference to the Musical Elements</p>	<p>I can find the pulse and demonstrate the beat, identifying the first beat of the bar in simple and complex time signatures and comment confidently on the tempo</p> <p>I can talk about the emotions I feel when I listen to a piece of music and pinpoint specific elements within the music that heightened the emotion</p> <p>I can accurately identify most instruments and describe their timbres, including various vocal styles</p> <p>I can confidently recognise and explore a range of musical styles and traditions and discuss style indicators, referring to the musical elements</p> <p>I can understand and describe the sounds of two contrasting vocal and instrumental pieces</p> <p>I can draw from prior learning to justify my opinion on a piece using a range of musical vocabulary</p>



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<p>Singing</p>	<p>I can demonstrate and keep good posture, breathing and phrasing</p> <p>I can confidently follow the leader or conductor</p> <p>I can sing and perform confidently, paying attention to clear diction and articulation</p> <p>I can sing expressively, with attention to the meaning and words</p> <p>I can sing in unison, with actions with a range of songs of varying styles and structure</p> <p>I can sing and perform a song confidently from memory, as part of a group or as a solo</p>	<p>I can sing expressively, paying attention to articulation, on my own or as directed</p> <p>I can understand the phonetics creates various sounds when singing. The vowel gives the length on a note while the consonant creates percussive timbres</p> <p>I can sing on pitch and in time, adjusting for accuracy when needed</p> <p>I can sing with attention to phrasing on my own or as directed</p> <p>I have an understanding of the various styles of singing used in correlation to the styles of song and I can experiment with the tone of my voice to show this</p> <p>I can sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture</p>	<p>I can rehearse a song and learn it from memory, both aurally and visually</p> <p>I can sing songs in simple and complex time signatures</p> <p>I can learn to self-correct if lost or out of tune/time</p> <p>I can sing a second part in a song</p> <p>I can sing with growing confidence as a soloist</p> <p>I have an understanding of the various styles of singing used in correlation to the styles of song</p>	<p>I can demonstrate and maintain good posture, breath control and attention to phrasing whilst singing expressively</p> <p>I can sing in unison and in up to three parts</p> <p>I can sing songs with complex and syncopated rhythms, accentuating the beat where appropriate</p> <p>I can sing a cappella or with accompaniment and describe the difference</p> <p>I can understand and express the connection I have to the music I am performing</p> <p>I can lead a singing rehearsal and evaluate my experience</p>
<p>Composition</p>	<p>I can create simple rhythmic patterns using both notes and rests</p>	<p>I can use simple dynamics and tempo to express loud/quiet and fast/slow</p>	<p>I can compose in response to musical and/or video stimuli</p> <p>I can compose using a variety of rhythms, including notes and their equivalent rests</p>	<p>I can experiment with texture using music technology to capture, change, combine and record sounds</p>



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	<p>I can use simple dynamics and tempo to express loud/quiet and fast/slow</p> <p>I can use a simple structure when composing</p> <p>I can shape a melody, using steps and leaps</p> <p>I can compose a simple melody that starts and ends on a home note</p> <p>I can create a graphic score to represent my melody and describe how my composition was created</p>	<p>I can recognise melodic intervals and understand that music can move in steps and leaps</p> <p>I can compose using a pentatonic scale</p> <p>I can use a simple structure when composing - I know there is a start, a middle and an end</p> <p>I can compose a song accompaniment using pulse, rhythm and pitch</p> <p>I can write a section of my composition out in notation form</p>	<p>I can notate my composition and justify my compositional choices</p>	<p>I can compose with chords to create an emotive atmospheric mood</p> <p>I can compose a ternary form piece showing variation between my A and B sections, and discuss how these contrast</p> <p>I can finalise my composition using music technology to capture, change, combine and record sounds</p> <p>I can perform and evaluate my composition, following my notated score</p>
<p>Improvisation</p>	<p>I can understand that improvisation is when you make up a melody</p> <p>I can copy back simple rhythmic patterns and clap a rhythm that I have made myself</p> <p>I can create simple rhythms to build phrases using limited notes</p> <p>I can sometimes use silent beats within my improvisation</p> <p>I can improvise successfully, listening and responding to stimuli from the unit backing track</p>	<p>I can improvise within a major scale, using one to five notes</p> <p>I can improvise demonstrating use of articulation (legato/staccato) and dynamics (piano/forte)</p> <p>I can improvise over a simple chord progression, using conjunct and disjunct movement (moving in steps and leaps)</p> <p>I can improvise using more complex rhythms, including varying notes and their equivalent rests</p>	<p>I can improvise sections of music which include structured phrases with more complex dynamics</p> <p>I can improvise using more complex rhythms, including varying notes and their equivalent rests/silent beats</p> <p>I can improvise with increasing confidence, using my own voice, rhythms and different pitches - developing my own improvisational style</p>	<p>I can perform an improvisational piece based on my composition drawing together the key elements of music</p>



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	<p>I can perform and evaluate my improvisation</p>	<p>I can improvise with a clear vision of key, structure and relevant use of the home note</p> <p>I can perform and evaluate my improvisation, effectively explaining my choices</p>		
Music History	<p>I understand and discuss key features relating to the renaissance and baroque era</p> <p>I can predict what the earliest form of music was like through composition</p> <p>I can explore music and instruments from the Renaissance era</p> <p>I can discover texture through William Byrd's Choral Music</p> <p>I can explore music and instruments of the Baroque era</p> <p>I can explore descriptive music through Vivaldi's Four Seasons</p> <p>Music and Art History Day – I can create a descriptive composition</p>	<p>Music and Art History Day</p> <p>I can understand and discuss about key musical features relating the Classical and Romantic era.</p> <p>Listen 2 Me – Outsourced Music Lessons</p>	<p>I can talk about key musical features relating to the Modern Era</p> <p>I can create a silent movie which responds to the key features of a ragtime piece</p> <p>I can study the history and evolution of Jazz</p> <p>I can explain the role of music during World War 2</p> <p>I can explore the civil rights movement through music</p> <p>I can identify the earliest forms and key features of rock music</p>	<p>I can discuss and explore key musical features relating to the Contemporary era</p> <p>I can create a visual timeline showing the different styles of the contemporary era of music</p> <p>I can write and share a review of a Beatles song</p> <p>I can compare and contrast the music of Dolly Parton</p> <p>I can justify my opinion about contemporary rock music</p> <p>I can write a short rap</p> <p>I can create a musical score to a short film</p>
Musicianship	<p>I can move in time to a steady beat</p> <p>I can sing and play my instrument in a few different time signatures</p>	<p>Listen 2 Me – Outsourced Music Lessons</p>	<p>Listen 2 Me - Outsourced Lessons</p>	<p>Listen 2 Me – Outsourced Lessons</p>



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	<p>I can understand that long/short and high/low sounds can be represented by musical symbols and I know these symbols can be written on a stave</p> <p>I can copy back simple melodic patterns, following basic notation</p> <p>I can recognise the difference between major and minor sounds</p> <p>I can recognise various notes and their rests on a stave</p>			
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