

PLAYING INSTRUMENTS						
YEAR GROUP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS	<p>I can keep a pulse on an untuned instrument, e.g. triangle, maracas.</p> <p>I can play a simple ostinato (repeated pattern) on a tuned instrument, e.g. bells.</p> <p>I can listen to and follow musical instructions from a leader.</p>	<p>I can keep a pulse on an instrument, e.g. glockenspiel.</p> <p>I can play a simple rhythm on an untuned instrument, e.g. tambourine, castanets.</p> <p>I can play an ostinato (repeated pattern) with increasing control on a tuned instrument.</p>	<p>I can repeat short rhythmic and melodic patterns.</p> <p>I am aware of the pulse and can play a rhythm over the top.</p> <p>I can look at simple music to understand what I am playing.</p> <p>I can begin to read a simple musical stave with support.</p>	<p>I can play notes clearly on instruments.</p> <p>I can follow instructions when performing.</p> <p>I can begin to read a simple musical stave.</p> <p>I can use body percussion, instruments and voices.</p>	<p>I can play a musical instrument with the correct technique within the context of the Unit song (Charanga).</p> <p>I can show increasing control with instruments.</p> <p>With support, I can use musical notation to know the duration of the notes and the pitch.</p> <p>I can begin to read a musical stave.</p>	<p>I can play a wide range of notes on tuned instruments with accuracy, fluency and control.</p> <p>I can perform in solo and ensemble contexts.</p> <p>I can use musical notation to know the duration of the notes and the pitch.</p> <p>I can begin to play instruments following more complex musical notation.</p>

LISTENING AND APPRAISING						
YEAR GROUP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS	<p>I can listen to different styles of music and begin to say what I like and dislike.</p> <p>I can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>I can verbally recall what I have heard with simple vocabulary, e.g. high, low, loud & soft.</p>	<p>I can listen to different styles of music and describe it in my own words, expressing a preference.</p> <p>I can move to the pulse by dancing, marching, being animals or pop stars.</p> <p>I can listen to music and describe how it makes me feel.</p>	<p>I can listen to different styles of music & identify some instruments.</p> <p>I can identify some styles (genres) and express a preference giving my reasons, e.g. rap, reggae.</p> <p>I can think about what the words of a song mean.</p> <p>I can listen carefully to other people's thoughts about music.</p>	<p>I can use musical terms when talking about music, e.g. pulse, tempo, dynamic.</p> <p>I can listen sensitively to different styles of music and identify instruments.</p> <p>I can identify some genres and express a preference by giving my reasons using some musical terms, e.g. tempo, genre, mood.</p>	<p>I can listen to, and appraise, different styles of music identifying instruments.</p> <p>I can identify the style (genre), message & culture of music and give my own opinion using a wider range of musical terms.</p> <p>I can talk about the musical dimensions working together in the Unit songs (Charanga).</p>	<p>I can compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>I can identify the style (genre) message, culture and period and give my own opinion of the music using appropriate musical terms.</p> <p>I can understand that music has developed through history and periods have their own names and styles.</p>

COMPOSING AND IMPROVISING						
YEAR GROUP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS	<p>I can play vocally with sounds and rhymes.</p> <p>I can make up my own simple patterns or rhythms.</p> <p>I can help to create a simple melody using one, two or three notes.</p>	<p>I can create my own simple rhythm pattern and repeat it.</p> <p>I can create two simple melodies using one, three or five different notes, e.g. Think...Row, row, row your boat.</p> <p>I can experiment with notes on a tuned instrument and decide if it 'works'.</p>	<p>I can plan and create a section of music that can be performed within the context of the unit song (Charanga).</p> <p>I can record a composition in any way appropriate that recognises the connection between sound and symbol e.g. graphic/pictorial notation.</p>	<p>I can order sounds, e.g. beginning, middle & end.</p> <p>I can create simple musical patterns/melodies using different notes.</p> <p>I can reflect & begin to make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p>	<p>I can improvise a melody on a tuned instrument whilst a group play an accompaniment or pulse.</p> <p>I can work with a group to compose a melody.</p> <p>I can reflect & make musical decisions about pulse, rhythm, pitch, dynamics, tempo & timbre.</p>	<p>I can improvise within a particular style of music with either voice or tuned instrument.</p> <p>I can compose a more complex melody.</p> <p>I can reflect & make musical decisions about how the melody connects with the song.</p>

PERFORMING (INCLUDING SINGING)						
YEAR GROUP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS	<p>I can copy and perform simple chants and rhymes.</p> <p>I can use my voice in many ways.</p> <p>I can learn and join in with a range of songs.</p> <p>I can sing in notes of different pitches (high /low).</p>	<p>I can memorise chants and rhymes, adding dynamics (loud or soft).</p> <p>I can perform a range of songs with some understanding of pitch.</p> <p>I can make different types of sounds with my voice, eg. rap (spoken word with rhythm).</p> <p>I can watch back a performance & say how I feel about it.</p>	<p>I can sing in unison and in simple two-parts, eg. round.</p> <p>I can repeat short rhythmic phrases from memory.</p> <p>I can record a performance and say how I felt, what I was pleased with & why.</p>	<p>I can sing with awareness of being 'in tune'.</p> <p>I can present a musical performance designed to capture the audience.</p> <p>I can record a performance and say how I was feeling, what I was pleased with, what I would change and why.</p>	<p>I can sing a range of songs accurately, with control and expression.</p> <p>I can sing in parts and hold my part throughout.</p> <p>I can discuss and talk musically about - "What went well?" and "It would have been even better if...?"</p>	<p>I can sing melodically, with control and expression, following a leader.</p> <p>I can sing a descant or part, whilst being aware of the melody.</p> <p>I can show an awareness of how parts fit together for effect.</p> <p>I can record a performance and compare it to a previous performance.</p>

VOCABULARY						
YEAR GROUP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SKILLS	<p>Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.</p>	<p>Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.</p>	<p>Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.</p>	<p>Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.</p>	<p>Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.</p>	<p>Style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.</p>

