

Unit 1 Pulse: Whole School Overview

<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<ul style="list-style-type: none"> I can keep a steady pulse with some accuracy (eg clapping, marching, tapping) I can imitate movements in response to music I can explore, respond and identify long and short sounds. I can create a piece of music using long and short sounds I can comment on my own and other people's performances. 	<ul style="list-style-type: none"> I can keep a steady pulse and perform simple rhythms with some accuracy I can create, explore, respond and identify long and short sounds. I can create a group performance using instruments to keep the pulse or play a rhythm I can comment on my own and other people's performances using Yr 1 vocabulary learnt 	<ul style="list-style-type: none"> I can play/chant with a good sense of pulse I can respond to visual and aural cues I can perform using graphic notation I can read stick notation to represent crotchets, paired quavers and crotchet rests I can compose my own piece using stick notation for crotchets, paired quavers and crotchet rests I can perform my composition as part of a group in time to the pulse I can comment on my own and other people's performances using Yr 2 vocabulary learnt 	<ul style="list-style-type: none"> I can sing and play confidently, maintaining a steady pulse. I can maintain a part in a piece and respond to visual and aural cues. I can apply word chants to rhythms and link each syllable to a musical note I can use standard notation to compose my own rhythms, using crotchets, paired quavers and crotchet rests I can comment on my own and other people's performances using Yr 3 vocabulary learnt 	<ul style="list-style-type: none"> I can sing and play confidently, identifying and maintaining a steady pulse. I can maintain an independent part in a small group when playing or singing (eg, a drone, ostinato, rhythm) I can compose, perform and lead simple pieces in 4/4 time using ostinatos and drones I can follow basic symbols (standard and graphical notation) <p>I can comment on my own and other people's performances using Yr 4 vocabulary learnt</p>	<ul style="list-style-type: none"> I can sing / play confidently, identifying and maintaining a strong sense of pulse I can maintain an independent part in a group with accuracy when playing I can create simple rhythmic pieces which demonstrate understanding of rhythm using graphic and standard notation I can read simple rhythms using paired quavers, crotchets, minimis and semibreves I can comment on my own and other people's performances using Yr 5 vocabulary learnt 	<ul style="list-style-type: none"> I can sing / play confidently, identifying and maintaining a strong sense of pulse and recognise when going out of time. I can maintain an independent part in a group when singing or playing with an awareness of other parts / performers. I can play regular (2/4 , 3/4, 4/4) and irregular (7/4, 5/4) timings I can follow staff and other notations through singing and playing short passages of music I can listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. I can comment on my own and other people's performances using Yr 6 vocabulary learnt

Unit 2 Voice: Whole School Overview

<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<ul style="list-style-type: none"> I can sing songs, which contain a small range of notes (2 or 3 notes for example). I can take turns when singing and be a good listener. Perform actions to accompany songs. 	<ul style="list-style-type: none"> I can sing and perform songs which contain a small range of notes with growing confidence I can follow performance instructions including starting and stopping with accuracy. I can recognise when the pitch of a song gets higher or lower I can use actions and dynamics to enhance performance I can comment on my own performance using Yr 1 vocabulary learnt 	<ul style="list-style-type: none"> I can sing, with accuracy, within a range of notes (do-so). I can follow and use performance instructions (including starting, stopping, dynamics and tempo). I can recognise and demonstrate the link between pitch and shape using graphic notation. I can comment on my own performance using Yr 2 vocabulary learnt 	<ul style="list-style-type: none"> I can sing fluently in unison and pitch match accurately. I can maintain my own part when singing a song with more than one part, following performance directions. I can use expression, dynamics and actions to enhance my vocal performance I can comment on my own and other people's performances using Yr 3 vocabulary learnt 	<ul style="list-style-type: none"> I can sing fluently in unison or parts and pitch match accurately I can maintain my own part when singing in multiple parts, accurately following performance directions. I can use graphic notation to create a melody I can sing with an awareness of my breathing and pronunciation. I can comment on my own and other people's performances using Yr 4 vocabulary learnt 	<ul style="list-style-type: none"> I can maintain an independent part with increasing awareness of other parts I can experiment and perform sounds made by voice. I can follow and perform a vocal piece using a graphic / notated score. I can comment on my own and other people's performances using Yr 5 vocabulary learnt 	<ul style="list-style-type: none"> I can maintain an independent part with good awareness of other parts I can experiment with, perform and refine sounds made by voice. I can create and perform a vocal piece by following a graphic / notated score. I can comment on my own and other people's performances using Yr 6 vocabulary learnt

Unit 3 Rhythm: Whole School Overview

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can keep a steady pulse with some accuracy while playing	I can play along to the pulse and maintain a steady tempo	I can perform with a good sense of pulse and rhythm	I can play rhythms confidently while maintaining a consistent pulse	I can perform rhythmic phrases accurately, whilst maintaining a steady sense of pulse	I can use a variety of timbres and techniques when creating and playing music	I can use a variety of musical devices, including contrasting timbres and textures when creating and playing music
I can begin to recognise changes in tempo	I can confidently copy given rhythms	I can recognise rhythmic patterns found in speech and songs	I can demonstrate understanding of the difference between pulse and rhythm whilst performing songs and playing instruments.	I can create and perform different rhythms and play them confidently within a set structure.	I can create and play contrasting rhythms within a range of time signatures	I can confidently maintain a part in a group performance including a variety of rhythms
I can explore rhythm through play	I can demonstrate and explain the difference between pulse and rhythm	I can demonstrate the difference between pulse and rhythm through physical movement, playing and singing	I can take part in a performance, following musical signals and maintain a strong sense of pulse	I can confidently maintain an independent part while playing an instrument in a small group	I can maintain a rhythmic part in a group performance with an awareness of structure.	I can read, play and identify short passages of rhythms using standard notation.
I can begin to use pictures and images to represent sounds	I can perform as part of a group and play rhythms in time	I can use stick notation to record rhythms	I can play rhythms from graphic notation or simple standard notation	I can use graphic and standard notation to compose and notate rhythms and perform them to a steady pulse.	I can use and respond to basic musical symbols including standard notation	I can interpret a graphic score and use it to perform.
I can comment on my own and other people's performances	I can use graphic notation to record rhythms	I can comment on my own and other people's performances using Yr 2 vocabulary learnt	I can comment on my own and other people's performances using Yr 3 vocabulary learnt	I can comment on my own and other people's performances using Yr 4 vocabulary learnt	I can comment on my own and other people's performances using Yr 5 vocabulary learnt	I can comment on my own and other people's performances using Yr 6 vocabulary learnt

Unit 4 Pitch: Whole School Overview

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can recognise and broadly control changes in pitch using voice (2 different pitches) and movement	I can identify and explain the difference between high and low pitched sounds	I can demonstrate increased understanding of basic musical features such as pitch, rhythm and dynamics through performance	I can show good awareness of pitch matching when singing	I can create simple melodies containing rhythmic patterns and use accompaniments	I can demonstrate increasing confidence and skill when taking different roles in rehearsal and performance	I can demonstrate increasing confidence, expression, skill and levels of musicality when taking different roles in performance and rehearsal.
I can sing 2 pitches in tune	I can recognise changes in pitch when singing and listening to musical sounds	I can respond to the musical stimulus, considering appropriate pitch choices for composition.	I can create simple rhythmic patterns, melodies and accompaniments	I can aurally recognise, respond to and use musical symbols and basic pitch changes within a limited range	I can begin to create music which demonstrates an understanding of basic structure and an awareness of contrasting pitches and melodies.	I can create music which demonstrates understanding of basic structure with a focus on contrasting pitches and melodies
I can use my voice to show different emotions through pitch	I can use pitch and timbre to create my own composition	I can demonstrate awareness of a link between shape, pitch and rhythm using graphic notation.	I can aurally identify, recognise, and use graphic notation to represent basic changes in pitch within a limited range	I can listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately.	I can begin to use a variety of musical devices and techniques when creating and making music	I can use a variety of musical devices such as timbre, texture, dynamics and tempo changes when creating and making music.
I can follow a graphic score to create music with different pitches.	I can represent a sound using graphic notation	I can demonstrate awareness of a link between shape, pitch and rhythm using graphic notation.	I can comment on my own and other people's performances using Yr 3 vocabulary learnt	I can comment on my own and other people's performances using Yr 4 vocabulary learnt	I can play from standard pitch notation in the treble clef.	I can listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately through composition and discussion.
I can comment on and respond to recordings of my own voice and changes in pitch.	I can comment on my own and other people's performances using Yr 1 vocabulary learnt	I can comment on my own and other people's performances using Yr 2 vocabulary learnt			I can comment on my own and other people's performances using Yr 5 vocabulary learnt	I can comment on my own and other people's performances using Yr 6 vocabulary learnt

Unit 5 Music Tech and Structure: Whole School Overview

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can record sounds using technology and use the sounds in songs.</p> <p>I can comment and respond to recordings of my own voice and other classroom sounds.</p> <p>I can use graphic symbols to help me remember sections of songs.</p> <p>I can begin to make comments about my own and other's performances.</p>	<p>I can use technology to create and change sounds</p> <p>I can demonstrate an understanding of simple musical structure</p> <p>I can comment on my own and other people's performances using Yr 1 vocabulary learnt</p>	<p>I can experiment changing and combining sounds through technology</p> <p>I can create and perform simple rhythms following a given structure</p> <p>I can listen to, and make observations about a variety of live and recorded music</p> <p>I can comment on my own and other people's performances using Yr 2 vocabulary learnt</p>	<p>I can use technology to create, change and combine sounds.</p> <p>I can compose following the basic sections of song structure</p> <p>I can listen to and use features of music from other traditions, genres and times</p> <p>I can comment on my own and other people's performances using Yr 3 vocabulary learnt</p>	<p>I can use voice, sounds, technology and instruments in creative ways</p> <p>I can recognise, respond and use multiple sections within song structure</p> <p>I can comment on my own and other people's performances using Yr 4 vocabulary learnt</p>	<p>I can consider some musical devices when creating and playing music using voice, sounds, technology and instruments</p> <p>I can use and identify key features of musical structures</p> <p>I can comment on my own and other people's performances using Yr 5 vocabulary learnt</p>	<p>I can use a variety of musical devices when creating and playing music using voice, sounds, technology and instruments</p> <p>I can create music with a secure understanding of structure and the key features</p> <p>I can listen to and evaluate a variety of music from different genres, cultures and times.</p> <p>I can comment on my own and other people's performances using Yr 6 vocabulary learnt</p>

Unit 6 - 20th Century Music: Whole School Overview

EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can identify and perform features of country music.	I can identify and perform features of contemporary folk music.	I can identify and perform features of Film music.	I can identify and perform features of House music.	I can identify and perform features of Minimalism.	I can identify and perform features of Jazz music.	I can identify and perform features of Hip Hop.
I can identify and perform features of big band music.	I can identify and perform features of experimental music.	I can identify and perform features of The Beatles' music.	I can identify and perform features of Reggae music.	I can identify and perform features of Musicals.	I can identify and perform features of Expressionism.	I can identify and perform features of Minimalism.
I can identify and perform features of beatboxing.	I can identify and perform features of disco music.	I can identify and perform features of Modern Bhangra music.	I can identify and perform features of Rock and Roll music.	I can identify and perform features of Pop music.	I can identify and perform features of Film music.	I can identify and perform features of Wartime (swing) music.
I can create and practice a piece of music using features of different genres (using EFYS key skills and knowledge).	I can create and practice a piece of music using features of different genres (using Yr 1 key skills and knowledge).	I can create and practise a piece of music using features of different genres (using Yr 2 key skills and knowledge).	I can create and practise a piece of music using features of different genres (using Yr 3 key skills and knowledge)..	I can create and practise a piece of music using features of different genres (using Yr 4 key skills and knowledge).	I can create and practise a piece of music using features of different genres (using Yr 5 key skills and knowledge).	I can create and practise a piece of music using features of different genres (using Yr 6 key skills and knowledge).
I can comment on my own and other people's performances.	I can comment on my own and other people's performances using Yr 1 vocabulary learnt	I can comment on my own and other people's performances using Yr 2 vocabulary learnt	I can comment on my own and other people's performances using Yr 3 vocabulary learnt	I can comment on my own and other people's performances using Yr 4 vocabulary learnt	I can comment on my own and other people's performances using Yr 5 vocabulary learnt	I can comment on my own and other people's performances using Yr 6 vocabulary learnt.