

Music Curriculum overview

Profile	Singing & Performing	Listening & Appraising	Creating & Exploring
B1	<p>I can create simple movements in response to music</p> <p>I can respond to 'start' & 'stop' when moving to music</p> <p>I can sing or sign to join in with simple songs</p> <p>I can experiment with making sounds on untuned percussion instruments</p> <p>I can choose an instrument that I'd like to play</p> <p>I can play an instrument as part of a group</p> <p>I can clap along with a pulse when following a leader</p>	<p>I can listen to a piece of music and say how it makes me feel</p> <p>I can sustain concentration for at least 30 seconds when listening to music</p> <p>I can use the words high and low to describe the notes I can hear</p> <p>I can use the words loud and quiet to describe the notes I can hear</p> <p>I can use the words fast & slow to describe the tempo of a piece of music</p> <p>I can identify some common instruments by name eg. drum, tambourine, triangle</p>	<p>I can explore sounds using computer software</p> <p>I can make loud/soft/high/low sounds using my voice</p> <p>I can use a range of materials to make a musical instrument</p> <p>I can identify my favourite instrument from a given selection</p> <p>I can re-create sounds that I have heard in the environment</p> <p>I can use sounds to accompany a story</p>
B2	<p>I can experiment with my voice/body to make different sounds eg. whispering, humming, clapping, finger clicking</p> <p>I can sing a range of songs, with or without an accompaniment</p> <p>I can take part in call & response activities either with my voice or using an instrument</p> <p>I can experiment with making sounds on tuned percussion instruments</p> <p>I can hold an instrument in an appropriate way and be careful when handling it</p> <p>I can play instruments as part of a group, showing awareness of other performers</p>	<p>I can identify a piece of music that I like</p> <p>I can give reasons why I like a piece of music</p> <p>I can identify common instruments in a piece of music</p> <p>I can understand that the word pitch describes sounds that are high and low</p> <p>I can understand that the word dynamics describes volume ie. loud and quite sounds</p> <p>I can understand that the word tempo describes the speed of a piece of music</p> <p>I can identify musical features in a piece of recorded music eg. fast/slow, loud/soft, high/low</p>	<p>I can imitate a simple rhythmic phrase (clapping)</p> <p>I can create a simple rhythmic phrase (clapping)</p> <p>I can improvise a rhythm in a group activity</p> <p>I can choose to play an instrument according to criteria ie. tempo/dynamics/pitch</p> <p>I can record a musical sequence using ICT that has a beginning and an end</p> <p>I can suggest and create appropriate sounds to accompany a story using my voice, body or musical instruments</p>

	I can respond to stop and start signals from a leader during a performance	I can identify the different ways instruments are played to create a sound eg hit/shaken/plucked/strummed/blown I can identify some common instruments by name eg. tambour, maraca, castanets	
B3	I can clap the syllables of a word or short phrase I can tap or clap the pulse when listening to music, maintaining a steady beat I can sing with confidence as part of a group, remembering the tune and keeping in time I can recognise when a performance has started & ended and can remember to be quiet at the appropriate times I can take part in a musical performance using my voice or an instrument I can read pictures & symbols that give me musical direction	I can identify the introductions to familiar songs I can share my favourite song or piece of music with others, giving reasons for my choice I can listen to an orchestral performance and identify some common orchestral instruments I can identify sections within a piece of music eg verse and chorus I can identify sections within a piece of music with an ABA structure I can draw the shape of a melody I hear	I can use the first few notes of a well known song to make up my own musical pattern I can use symbols to represent sounds I can create my own symbols to create a simple graphic score I can use ICT to record a sound pattern I have created I can participate in a group music video recording I can contribute ideas to a group music video recording
B4	I can sing familiar songs with an accompaniment I can join in call & response activities using my voice I can join in call & response activities which combine rhythm and melody I can keep to a steady pulse, speeding up or slowing down with the music I can adjust my voice to sing loudly or quietly I can perform sections of music combining notes & rests I can sing and clap the pulse at the same time	I can compare two recordings of the same song and say which I like best I can compare two recordings of the same song and talk about their musical differences I can compare two contrasting songs/pieces of music and talk about why they are different I can respond to music of different styles through dance and movement I understand that moods can be created through music I can identify mood in a piece of recorded music and explain my reasons	I can create a playground song that incorporates actions I can create a playground song or game with two singing parts I can work out a simple well known melody using a tuned instrument I can compose a short melody using at least four notes I can add words to a melody I have composed I can create my own actions to accompany songs or a piece of music I can create a dance to go with a composition

	<p>I can sing a repetitive phrase/ostinato in a simple 2 part song</p> <p>I can maintain a simple ostinato on a percussion instrument during a performance</p>	<p>I can watch or listen to my own performance and identify what I did well</p> <p>I can watch or listen to my own performance and suggest improvements</p> <p>I can identify which musical families some orchestral instruments belong to</p>	<p>I can write a narration/poem to be spoken over a composition</p> <p>I can explain how well sounds go together</p> <p>I can explain the difference between harmony and unison</p> <p>I can use technology to record a performance</p>
B5	<p>I can control the pitch of my voice when singing</p> <p>I can sing a song from memory with confidence</p> <p>I can show an understanding of how a round works</p> <p>I can hold a part when singing a two part round</p> <p>I can use an instrument to play given notes</p> <p>I can play a simple repeated phrase of three notes or more on an instrument</p>	<p>I can use colour and shape to represent music that I have heard</p> <p>I can follow the upwards and downwards movements of symbols in relation to pitch</p> <p>I can listen to and compare music with a range of time signatures</p> <p>I can identify common time signatures from listening to a range of music</p> <p>I can compare my own musical performances with that of my peers</p> <p>I can identify a genre of music eg choral, orchestral, pop, rock</p> <p>I can evaluate different genres of music and talk about their features</p>	<p>I can improvise simple melodies using my voice</p> <p>I can create an graphic score containing different sections</p> <p>I can create a graphic score for more than one part</p> <p>I can compose a soundscape</p> <p>I can develop my musical ideas by making changes</p> <p>I can use ICT to record and manipulate sounds</p> <p>I can use ICT to record a piece of music that I have composed</p>
B6	<p>I can change the duration of notes when I'm singing.</p> <p>I can sing <i>legato</i> (smoothly) & <i>staccato</i> (short detached notes)</p> <p>I can follow a conductor and respond to gestures from them</p> <p>I can take part in a performance of a group composition</p> <p>I can perform my own part in a group composition</p>	<p>I can talk about why live and recorded music sounds different</p> <p>I can compare two live performances</p> <p>I can describe the texture of music ie 'thick' or 'thin'</p> <p>I can compare the texture of two different pieces of music</p> <p>I can talk about songs written for a range of purposes (hymns, carols, musicals)</p>	<p>I can write rhythms that can be interpreted by others</p> <p>I can combine spoken word and rhythm to compose a rap</p> <p>I can write a rap song about a specific topic</p> <p>I can use ICT to create a backing track to accompany spoken word</p> <p>I can share information about a musical artist that I like</p>

	<p>I can sing a harmony line in a 2 part song</p> <p>I can hold my own part in a three part round</p> <p>I can consistently play an instrument in the way that it was intended</p>	<p>I can follow advice from others to improve my own performance</p> <p>I can give constructive advice to others to improve their performances</p> <p>I can write lyrics to accompany a piece of music</p>	<p>I can produce an article about a style of music that interests me</p> <p>I can use ICT to record a short jingle</p> <p>I can use ICT to share music that I have composed</p>
--	--	--	---