

Goddard Park Primary School

Music Curriculum

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To transcribe	I can use physical signs and actions to represent a composition and use them to help with a performance.	I can use symbols to represent a composition and use them to help with a performance	<p>I can create my own non-standard symbols to indicate when to play and rest.</p> <p>I am beginning to recognise the notes EGBDF and FACE on the musical stave.</p> <p>I am beginning to recognise the symbols for crotchet, minim and semibreve and say how many beats they represent.</p>	<p>I can create my own non-standard symbols to indicate length of notes and rests.</p> <p>I can recognise the notes EGBDF and FACE on the musical stave.</p> <p>I can recognise the symbols for crotchet, minim and semibreve and say how many beats they represent.</p>	<p>I can recognise standard musical notation of a crotchet, minim and semibreve to indicate how many beats to play.</p> <p>I can read notes on the musical stave.</p> <p>I can recognise a treble and bass clef and understand their purpose.</p> <p>I understand simple time signatures.</p>	<p>I can use standard musical notation of a crotchet, minim and semibreve to indicate how many beats to play.</p> <p>I can read and create notes on the musical stave.</p> <p>I understand the purpose of a treble and bass clef and can use them in transcribing compositions.</p> <p>I understand and can use simple time signatures.</p>
To describe music	<p>I am beginning to identify the beat of a tune.</p> <p>I can recognise changes in dynamic and pitch.</p>	<p>I can recognise the beat of a tune.</p> <p>I can recognise changes in timbre, dynamics and pitch.</p>	<p>I can use the terms timbre, dynamics and pitch to describe music.</p> <p>I can say why I like or dislike a piece of music.</p> <p>I can identify the mood of a piece of music.</p>	<p>I can use the terms duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>I can use musical terminology to say why I do or do not like a piece of music.</p> <p>I understand layers of sounds a can discuss their effect on mood and feelings.</p>	<p>I can use a range of musical vocabulary to accurately describe music including:</p> <ul style="list-style-type: none"> • Pitch • Dynamics • Tempo • Timbre • Texture • Lyrics and melody • Expressive • Solo • Accompaniments • Cyclic patterns • Combination of musical elements <p>I understand that cultural context will have an impact upon lyrics.</p>	<p>I can use a wide range of musical vocabulary to accurately describe and appraise music including: (in addition to year 5 list)</p> <ul style="list-style-type: none"> • Sense of occasion • Rounds • Harmonies • Drones • Cultural context <p>I can describe how lyrics often reflect the cultural context of music and have social meaning.</p>

<p style="text-align: center;">To perform</p>	<p>I take part in singing and can follow the rise and fall of the songs melody.</p> <p>I can follow instructions to start and stop playing/singing.</p> <p>I can control long and short sounds using my voice.</p> <p>I can copy changes in pitch.</p>	<p>I take part in singing and can accurately follow the melody.</p> <p>I can follow instructions on when and how to play an instrument/sing.</p> <p>I can control long and short sounds using my voice and instruments</p>	<p>I can sing a song from memory.</p> <p>I am beginning to sing in tune.</p> <p>I can maintain a simple part within a group.</p> <p>I understand that I must emphasise words when I sing.</p> <p>I can play notes on an instrument.</p> <p>I can perform as part of a team.</p>	<p>I can sign a song from memory with accurate pitch.</p> <p>I can sing in tune.</p> <p>I can maintain a part as part of a group.</p> <p>I can pronounce words clearly within a song.</p> <p>I can show control with my voice.</p> <p>I can play notes on an instrument with care so that they are clear.</p> <p>I can perform with control and awareness of others.</p>	<p>I can sing from memory with confidence.</p> <p>I can hold a melody in a solo.</p> <p>I can sing and play in keeping with the feeling of the music.</p> <p>I can hold a part within a round.</p> <p>I can sustain a drone to accompany singing.</p> <p>I can perform a song with controlled breathing.</p>	<p>I can sing and play from memory with confidence.</p> <p>I can perform solos as part of a performance.</p> <p>I can sing or play expressively and in tune.</p> <p>I can sing a harmony part confidently and accurately.</p> <p>I can sustain a melodic ostinato to accompany singing.</p> <p>I can perform with skilful playing.</p>
<p style="text-align: center;">To compose</p>	<p>I can create a sequence of long and short sounds.</p> <p>I can use a mixture of different sounds (long and short, loud and quiet).</p> <p>I can chose sounds to create an effect.</p> <p>I can create short rhythmical phrases.</p>	<p>I can create and clap rhythms.</p> <p>I can use a mixture of different sounds (long and short, loud and quite, high and low).</p> <p>I can chose and sequence sounds to create an overall effect.</p> <p>I can create short musical phrases.</p>	<p>I can compose and perform a melody.</p> <p>I can use chose, order and combine sounds to create effects.</p> <p>I can create a repeated pattern with a range on instruments.</p> <p>I can use a drone as accompaniments.</p> <p>I can use digital technologies to create sounds and music.</p>	<p>I can compose and perform a melodic song.</p> <p>I can chose, order combine and control sounds to create abstract effects.</p> <p>I can create accompaniments for tunes.</p> <p>I can use digital technologies to compose pieces of music.</p>	<p>I can create rhythmic patterns with an awareness of timbre and duration.</p> <p>I can create a song with verse and chorus.</p> <p>I can use drones and melodic ostinato (Based on the pentatonic scale).</p> <p>I can convey a relationship between lyrics and melody.</p> <p>I can use digital technologies to compose and edit pieces of music.</p>	<p>I can combine a variety of music devices, including melody, rhythm and chords.</p> <p>I can thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>I can use digital technologies to compose, edit and refine pieces of music.</p>