

Music Skills:

Skills	End of Year 2	End of Year 4	End of Year 6
Performing	<p>I can sing songs with a good control and pitch</p> <p>I can sing with control of duration and dynamics.</p> <p>I can perform chants and rhymes</p> <p>I can use actions to enhance performances</p> <p>I can play tuned and untuned instruments</p> <p>I can name the instruments I play</p> <p>I am beginning to play patterns from memory.</p> <p>I can perform in time with others.</p> <p>I can take account of and give musical instructions.</p>	<p>I can sing in tune with expression as part of a whole class.</p> <p>I can sing with good diction and in a way which reflects the lyric.</p> <p>I can vary the dynamics (loud and quiet) in my voice to express the mood of the piece.</p> <p>I can sing confidently in 2 part rounds.</p> <p>I know the names of all of the common tuned and un-tuned instruments (in school) and I can group them in a variety of ways.</p> <p>I can play an instrument with control so that others in the group can be heard.</p> <p>I can play an instrument keeping in time to a common beat.</p> <p>I can play a musical instrument beyond those used in school and perform in concert</p>	<p>I can play and perform with increasing accuracy and control using instruments.</p> <p>I can sing in 2 part harmonies.</p> <p>I can breathe effectively when singing</p> <p>I can plan, rehearse and perform both solo and ensemble pieces which include different phrases or structures.</p> <p>I can conduct a group maintaining a clear pulse and controlling elements such as dynamics, tempo, texture, structure and metre.</p> <p>I can evaluate my own and other's performances using the key elements to suggest improvements.</p> <p>I can perform to a range of audiences and understand how different venues and occasions affect performance.</p>

Music Skills:

<p>Composing</p>	<p>I can alter known songs and rhymes to create new ones.</p> <p>I can explore how sound can be organised.</p> <p>I can create sequences of long and short sounds.</p> <p>I can create rhythmic phrases.</p> <p>I can conduct a group using musical instructions (such as hand signals)</p> <p>I am beginning to represent sounds with graphics or grid symbols.</p>	<p>I can create repeated patterns and melodies using the pentatonic scale.</p> <p>I know how pitch sounds can be combined to create effects (uncomfortable and comfortable sounds)</p> <p>I can choose instruments suitable for the task</p> <p>I can use silence as an effect within my compositions</p> <p>I can revise, edit and develop my compositions.</p> <p>I know how many beats are in a semi-breve, minim, crotchet, quaver and recognise their symbols.</p> <p>I can recognise the symbol for a rest in music.</p> <p>I can read simple scores and play these on tuned or untuned instruments</p>	<p>I can experiment with altering phrases and structures in songs.</p> <p>I know what is meant by lyrics and how they can reflect the time and place they were written.</p> <p>I understand that lyrics can have a social and cultural meaning.</p> <p>I know how musical structures are used in songs and how these help to organise lyrics.</p> <p>I can compose my own song creating lyrics and a melody.</p> <p>I can record specific melodies or rhythms using formal (staff) notation.</p> <p>I can work in 4/4 time.</p>
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Music Skills:

<p>Listening and Appraising</p>	<p>I can listen with concentration to live and recorded music</p> <p>I can identify the beat of a tune</p> <p>I can recognise changes in timbre and dynamics</p> <p>I am beginning to identify changes in pitch for example- whether the pitch is stepping or jumping up or down.</p> <p>I am beginning to recognise how these musical elements can be used to create different moods or effects</p> <p>To know that music can be played or listened to for a variety of purposes. (including throughout history and in different cultures)</p> <p>I can improve my own work.</p>	<p>I can listen to music and begin to recall sounds</p> <p>I appreciate music from different traditions and great musicians and composers</p> <p>I can recognise how mood and emotion can be illustrated in music</p> <p>I can describe a piece of music which reflects mood and atmosphere</p> <p>I can listen to and appreciate a live performance showing respect to the performers</p> <p>I can compare music from different ages or cultures</p> <p>I understand that throughout history music has been written for different purposes</p>	<p>I can listen to lyrics from a variety of songs and identify where, when or why the song was written.</p> <p>I can recall phrases from longer pieces of music.</p> <p>I appreciate music from different traditions and great musicians and composers</p> <p>I can describe the differences between musical genres such as classical, Jazz, swing, rock and roll, pop using the key elements.</p> <p>I understand that throughout history music has been written for different purposes</p> <p>I am beginning to talk about the purpose and benefits of music throughout different stages of history</p>
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Music Skills:

Year 2

Performing

Children should sing with more control of pitch but also dynamics – not shouting but using the singing voice. They should be able to sing largely in tune as a whole class.

Children should be able to sing with control of duration and dynamics (eg. loud and long, loud and short, quiet and long, quiet and short). *Challenge children to sing songs in different ways this could also include singing every other line or singing loudly, quietly. Speed up/slow down.*

Show children videos of A cappella choirs and how movement is used to enhance performances. *Teach children actions to songs – this will help them to learn them by heart but also encourage performance.*

They know how to make a sound on tuned and un-tuned instruments (drum, triangle, shaker, tambourine) and tuned instruments (xylophone, glockenspiel); They use the instruments correctly and with control.

Children can clap/play back simple rhythms.

Encourage children to match the pitch of song or music using their hands. Listen out how the pitch changes e.g. does the pitch jump from very low to high or just step up a little bit. This can be explored through songs such as London's Burning

When pupils are performing together, they are aware they all need to play to the same beat and the same speed;

They recognise the use of hand signals to show pitch (high/low) in the tune; They can use these hand signals to begin to conduct a small group of children.

Composing

Give children the opportunities to play around with lyrics creating new verses or changing them. This can be as simple as Old MacDonald bought a zoo!

Children create rhythms which can be repeated.

When composing they can create patterns of sound which have been specially selected. *Develop musical ideas, sound effects from given stimuli (eg. a photograph, a poem, a story)*

Give children the opportunity to lead their compositions- becoming the conductor using hand signals for loud quiet, start stop etc.

Music Skills:

Start using the 'ta' 'ti-ti' notation.

Listening and appraising

Listen to longer pieces of music and focus on a specific point e.g. Listen for changes in pitch or dynamics (loud, quiet)

They should begin to understand how changes in pitch, dynamics or timbre (type of sound) can be used to create different moods (e.g. low, loud sounds created on drums for a storm).

Children should be exposed to a **wide range of music from different genres and cultures**. They should understand that music is written for a purpose and that these purposes vary e.g. music for church or a party.

Give children the opportunity to record their work and listen back so that they have a chance to improve it.

Year 4

Performing

Children should consider what they are singing and how this might affect the dynamics (whether they sing loudly or softly). *Sing lullabies softly, marching songs loudly with confidence, etc.*

Sing in rounds- at least two parts. Examples are Row, Row your boat, London's Burning, Frere Jacques, etc.

Children in Year 4 have the opportunity to learn how to play tuned instruments taught by professional music teachers. As part of this they learn to read music and play pieces in school and concert performances.

Composing

A pentatonic scale is a scale which has 5 notes rather than 7 notes because the 4th and 7th note have been removed.

So in C it becomes CDEGA (do, re, mi, so, la). *With the children play the chime bars, boom whackers or xylophones and remove the F and B bars. That way they will play using the pentatonic scale. Pick two bars and play them at the same time. How do they sound? Do they 'fit' together?*

Listening and appraising

Music Skills:

Children should listen to music which intends to create a mood or atmosphere. Pieces could include : Central Park in the dark by Charles Ives, On hearing the first cuckoo in spring by Delius, Albatross by Fleetwood Mac, Morning from Peer Gynt by Grieg, An America in Paris by Gerswin. Carnival of Animals by

Film music is also very good for this: Lord of the Rings, Pirates of the Caribbean, Harry Potter and Star Wars.

Listen to the tracks, discuss atmosphere, purpose, etc before telling children where the music is from. Later you could look at stills and try and match the music with the pictures.

Year 6

Performance

Children should now be able to sing confidently in 2 part harmonies and rounds. Their breathing should be controlled and breaths should be taken at increasing longer intervals. Children should be holding the correct posture when singing so that the sound is bring supported by the diaphragm.

Children should improve tone by singing in Legato (smooth note changes in one breath) and Staccato (short notes but still without breaths in between)

Legato- Laaaaaaaa

Staccato- La La La La

Give children the opportunity to perform to other classes, whole school and those outside the school environment.

Composing

Listen to many different songs which cover different times, places and purposes. Look closely at the lyrics- why were these written? When were they written? How do you know? Where were they written? Use a song they are familiar with and change the lyrics- experiment with the lyrics perhaps try lyrics which are a contrasting mood to the melody- does it work? Why not? Establish that the melody must match the lyrics otherwise it is confusing to the listener.

Children learn about the different ways of structuring lyrics. e.g. chorus verse chorus, chorus, chorus verse chorus harmony etc. They should understand how music is used in the gaps between verses/chorus and that this is called a bridge. They should identify introductions and understand that these are usually shortened phrases from the main melody. They should identify how pieces are concluded.

Music Skills:

Encourage children to play in time to 4/4 time 1+2+3+4+ and keep together.