

The Meadow Community Primary School



Music Overview



<u>Year</u>	<u>Units 1 and 2</u>	<u>Units 3 and 4</u>	<u>Units 5 and 6</u>
1	Pulse - I can keep a steady pulse with some accuracy (eg clapping, marching, tapping and playing instruments) I can follow and create simple musical directions for faster, slower, stopping and starting. I can create, explore, respond and identify long and short sounds.	Rhythm I can begin to play rhythmic patterns found in speech I can confidently copy given rhythms I can begin to understand the differences between pulse and rhythm through physical movement, playing and singing. I can use graphic notation to record rhythms. I can listen to ideas from others and use them to help improve my work	Music technology I can use technology to create and change sounds. I can demonstrate an understanding of musical structure. I will comment and respond to recordings of my own and other's compositions.
	Voice - I can follow performance instructions, including starting and stopping with accuracy. I can sing and perform songs which contain a small range of notes with growing confidence. I can recognise and represent higher and lower sounds using graphic notation.	Pitch I can sing in tune and perform songs which contain a range of notes. I can recognise and broadly control changes in timbre, tempo, pitch and dynamics when playing instruments and vocally. I can use graphic notation to record rhythm. I can listen to ideas from others and use them to help improve my work.	20th century music Identifying and performing features of contemporary folk music and disco music. Creating and practising a piece of music using features of different genres. Comment on my own and other's performances.
2	Pulse I can sing / play with good sense of pulse. I can demonstrate an understanding of the differences between pulse and rhythm through physical movement / playing / singing. I can begin to recognise rhythmic patterns found in speech, e.g. saying / chanting names / syllables in names etc. I can respond to visual and aural cues.	Rhythm I am beginning to recognise rhythmic patterns found in speech. I understand the differences between pulse and rhythm through physical movement, playing and singing I can perform with a good sense of pulse and rhythm. I can use graphic notation to record rhythms. I can offer comments about the work of others.	Music technology To use technology to create, change and combine sounds. to recognise and use basic musical structure. To comment and respond to a variety of live and recorded music making statements and observations about musical structure.
	Voice Singing with accuracy using a variety of notes. 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	Pitch I can listen with increased concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music and through movement, sound-based and other creative responses. I can show my understanding of basic musical features.	20th Century Music I can identify and perform features of film music / modern Bhangra music / The Beatles music. I can create and practise a piece of music using features of different genres (using year 2 key skills and knowledge).
3	Pulse I can sing and play confidently and fluently, maintaining a steady pulse. I can maintain a part in a piece / rhythm game consisting of two or more parts. I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary. I can accept feedback and suggestions from others. I can	Rhythm I can listen and copy rhythmic patterns I can play rhythms confidently while maintaining an appropriate pulse I can demonstrate I understand the differences between pulse and rhythm through playing an instrument I can create graphic notation to represent rhythm. I can offer comments about my own	Music technology To use technology to create, change and combine sounds. To recognise and use basic musical structure. To offer comments about mine and other's work and accept suggestions from others with a focus on musical structure.

	follow and lead simple performance directions, demonstrating my understanding of pulse.	and others' work and accept suggestions from others.	
	Voice I can sing fluently and I can create, use and lead a group with performance instructions. (tempo, dynamics, start, stop). I can hear a melody and create a graphic score to represent it.	Pitch I can sing fluently. I can begin to create simple rhythmic patterns, melodies, and accompaniments. I can begin to aurally identify, recognise and respond to and use musically graphic notation to represent changes in pitch within a limited range.	20th Century music I can identify and perform features of house music / reggae music / rock and roll music. I can create and practise a piece of music using features of different genres (using year 3 key skills and knowledge).
4	Pulse I can sing and play confidently and fluently, maintaining an appropriate pulse. I can follow and lead simple performance directions. (eg call and response patterns) I can maintain an independent part in a small group when playing or singing (eg a drone, ostinato, rhythm) I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary. I can accept feedback and suggestions from others	Rhythm I can confidently maintain an independent part when playing an instrument in a small group I can play confidently and fluently maintaining an appropriate pulse I can aurally identify, recognize, respond to and use musically basic symbols including Western notation I can offer comments about my own and others work and ways to improve, and I can accept feedback and suggestions from others.	Music Technology To use voice, sounds, technology and instruments in creative ways. To recognise, respond and use musical structure. To comment about own and other's music with a focus on the structure used.
	Voice I can sing with an awareness of my breathing and pronunciation. Learning to sing with confidence. I can use standard or graphic notation to create a melody.	Pitch I can sing with appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone. I can aurally identify, recognise, respond to, and use basic musical symbols including rhythms from standard Western notation and basic changes in pitch within a limited range. I can create simple rhythmic patterns, melodies and accompaniments. I can list and evaluate a range of live and recorded music from different traditions, genres, styles and times.	20th Century music I can identify and perform features minimalism, musicals and pop music. I can create and practise a piece of music using features of different genres (using year 4 key skills and knowledge).
5	Pulse I can maintain a strong sense of pulse throughout pieces with and without syncopation I can create simple rhythmic pieces which demonstrate understanding of rhythm / melodies / accompaniments. I can maintain an independent part in a group when singing or playing. I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary; accept feedback and suggestions from others.	Rhythm I can use a variety of timbres and techniques when creating and playing music. I can confidently maintain an independent part when playing an instrument in a small group. I can respond to and use musically basic symbols including Western notation I can critique my own and others' work and justify the comments	Music Technology To use voice, sounds technology and instruments in creative ways. To use and identify key features of basic musical features. To comment on and evaluate the features of our own and other's music with a focus on the structure used.
	Voice I can sing with an awareness of my breathing and pronunciation. I can experiment and perform sounds made from my voice. I can follow and perform a vocal piece using a graphic / notated score.	Pitch I can begin to demonstrate increasing confidence, expression, skill and level of musicality. I can begin to create music which demonstrates understanding of basic structure and discuss the choices made. I can begin to use a variety of musical devices, timbres, textures, techniques etc	20th Century music Identify and perform features of jazz music, expressionism and film music. To create and practise a piece of music using features of different genres. To comment on our own performances and those of others using

		when creating and making music. I can listen and evaluate a range of live and recorded music from different traditions, genres, styles, and times, responding appropriately to the context. Share opinions about own and others' music and be willing to justify these	appropriate vocabulary learnt.'
6	Pulse I can maintain 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 share opinions about own and others' music and be willing to justify these using musical vocabulary. 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.	Rhythm I can use a variety of musical devices, timbres, textures, techniques when creating and playing music I can confidently maintain an independent part when playing an instrument (smaller groups / more parts) I can follow staff and other notations while playing short passages of music I can critique my own and others' work, offering specific comments and justifying these.	Music Technology To use a variety of musical devices when making music to include timbres, textures, techniques etc. To create music which demonstrate an understanding of structure and discuss the choices made. To listen, evaluate and share opinions about a range of live and recorded music from different traditions, genres, styles and times with a focus on structure. To share opinions about own and others' music and be willing to justify these using technical vocabulary.
	Voice I can experiment with and refine sounds with my voice. I can maintain a part in a performance with my voice. I can create and perform a vocal piece by following a graphic / notated score.	Pitch I can demonstrate increasing confidence, expression, skill and level of musicality. I can create music which demonstrates understanding of structure and discuss the choices made. I can create a variety of musical devices, timbres, textures, techniques etc when creating and making music. I can listen and evaluate a range of live and recorded music from different traditions, genres, styles, and times, responding appropriately to the context. Share opinions about own and others' music and be willing to justify these.	20th Century music I can identify and perform features of Hip Hop. I can identify and perform features of Minimalism. I can identify and perform features of Wartime (swing) music. 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 using year 6 vocabulary.