

Year 1 Musical Maestro

Musicianship- Understanding Music

- I can use my body percussion, instruments and voice.
- I can find and keep a steady beat with others.
- I know the difference between creating a rhythm pattern and a pitch pattern.
- I can copy back simple rhythmic patterns using long and short and melodic patterns using high and low.

Notation

- I can understand that sounds can be represented by pictures and symbols.

Playing Instruments and Performing

- I know when and when not to play.
- I can copy simple rhythms and play these on tuned percussion.
- I can copy simple rhythms and play these on untuned percussion.
- I can keep a steady pulse.
- I can combine simple rhythms and pulse in a group.
- I can name common classroom instruments such as a glockenspiel.

Listening

- I can listen to a variety of music and describe it in simple terms (e.g. fast, slow, loud and quiet).
- I can identify the pulse of music I listen to.

Singing

- I can sing simple songs, chants and rhythms.

Creating- Improvising and Composing

- I can create a simple rhythm.
- I can choose appropriate sounds to accompany a story or picture.

The 7 Musical Elements

Pitch

Duration

Dynamics

Tempo

Timbre

Texture

Structure

Year 2 Musical Maestro

Musicianship- Understanding Music

- I can use body percussion, instruments and voices.
- I can find and keep a steady beat.
- I can copy back simple rhythmic patterns using long and short and simple melodic patterns using high and low.
- I can sing short phrases independently.

Notation

- I can understand that rhythms and melodies can be represented by symbols or graphic notation.
- I can clap back simple rhythmic patterns using non-standard notation (e.g. symbols).
- I can invent simple rhythmic patterns and record these using non-standard notation (e.g. symbols).

Singing

- I can sing songs expressively with an awareness of pitch.
- I know a range of songs, chants and rhythms including playground games.

Listening

- I can listen to music and use simple adjectives to comment on musical elements including tempo, dynamics, timber and instruments used.
- I can join in with keeping the pulse of music I hear,

Creating- Improvising and Composing

- I can use instruments to create simple rhythmic and melodic patterns.
- I can represent simple rhythms using symbols.
- I can represent rises and falls in pitch using graphic notation.

Playing Instruments and Performing

- I can play simple melodies on tuned percussion.
- I can repeat simple rhythms over and over (ostinatio).
- I can combine two simple rhythms in a group.
- I can use a mixture of body percussion and percussion instruments.
- I can demonstrate the difference between rhythm and pulse.

The 7 Musical Elements

Pitch

Duration

Dynamics

Tempo

Timbre

Texture

Structure

Year 3 Musical Maestro

Musicianship- Understanding Music

- I can use body percussion, instruments and voices in the time signatures of: 2/4, 3/4 and 4/4.
- I can find and keep a steady beat.
- I can copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests.
- I can copy back and improvise simple melodic patterns

Notation

- I can understand that the staff is five lines and that each line and space represents a different pitched note.
- I can accurately give note names for crotchets, quavers and know the value of each.
- I can clap back simple rhythms from standard notation such as crotchets, quavers and crotchet rests.

Singing

- I can sing with a greater awareness of expression and pitch,
- I can control dynamics (loud or soft) in my singing.
- I can sing simple rounds and canons.

Listening

- I can listen to music for longer periods.
- I can listen to a short sequence.
- I can sing a short sequence back.
- I can play a short sequence back.
- I can comment on music I listen to using the terms pitch, tempo and beat.

Creating- Improvising and Composing

- I can invent simple rhythmic and melodic sequences.
- I can improvise short patterns using my voice.
- I can improvise short patterns using a tuned percussion.
- I can improvise patterns using an untuned percussion.
- I can notate simple rhythms using crotchets, quavers and crotchet rests.

Playing Instruments and Performing

- I can play melodies using tuned percussion from simple treble notation.
- I can clap back more complex rhythms and combine with pulse in a group.
- I can play the ocarina

The 7 Musical Elements

Pitch

Duration

Dynamics

Tempo

Timbre

Texture

Structure

Year 4 Musical Maestro

Musicianship- Understanding Music

- I can use body percussion, instruments and voices.
- I can find and keep a steady beat in time signatures of: 2/4, 3/4 and 4/4.
- I can listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation.
- I can copy back melodic patterns

Singing

- I can sing with fluency and accuracy of pitch.
- I can maintain my own part when singing rounds, canons and part songs.

Listening

- I can comment on likes and dislikes of music I hear using musical vocabulary.
- I can comment on music I hear using the terms duration, timbre, pitch, beat, tempo and texture.
- I can listen to more complex melodic and rhythmic patterns and accurately play or sing them back.

Creating- Improvising and Composing

- I can compose music to a given stimulus (e.g. to represent the weather or animals).
- I can confidently improvise melodic and rhythmic patterns using my voice.
- I can confidently improvise melodic and rhythmic patterns using instruments.

Notation

- I can accurately name and use the notes on a treble staff.
- I can recognise and name the treble clef and time signature.
- I can explain that the time signature dictates how many beats in a bar there are.
- I can accurately give note names for crotchet, quavers, minims, dotted minims and semibreves and know the value of each.
- I can invent simple rhythms that may repeat (ostinatos).
- With support, I can notate simple rhythms that repeat using standard notation.

Playing Instruments and Performing

- I can play and perform using a range of tuned and untuned percussion from staff notation where appropriate.
- I can perform with the audience in mind.
- I can play the ocarina (Year 3)
- I can play the glockenspiel (Year 4)

The 7 Musical Elements

Pitch

Duration

Dynamics

Tempo

Timbre

Texture

Structure

Year 5 Musical Maestro

Musicianship- Understanding Music

- I can use body percussion, instruments and voices in the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.
- I can listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.
- I can copy back melodic patterns

Singing

- I can sing more complex songs with awareness of how my part contributes to the overall effect.

Listening

- I can listen to music for extended periods and comment using a range of musical vocabulary.
- I understand that music often reflects cultural context.
- I can begin to identify works by great composers.

Notation

- I can accurately play and perform from the treble stave.
- I understand that the treble stave is part of a grand stave and recognises that lower notes use the bass clef.
- I can invent more complex rhythms and accurately notate these using bar lines to separate measures.
- I can understand the terms time signature.
- I am able to tell if there are the right number of beats in a bar.

Playing Instruments and Performing

- I can play longer melodies.
- As a group, I can combine simple melodies in two parts.
- I can play from treble clef notation with greater fluency.

Creating- Improvising and Composing

- I can compose music within simple structures (e.g. verse, chorus, verse).
- I can record simple rhythms and melodies using treble notation.
- I can confidently improvise as part of a group performance.
- I can play the ocarina (Year 3)
- I can play the glockenspiel (Year 4)
- I can play the recorder (Year 5)

The 7 Musical Elements

Pitch

Duration

Dynamics

Tempo

Timbre

Texture

Structure

Year 6 Musical Maestro

Musicianship- Understanding Music

- I can use body percussion, instruments and voices in the key centres of: C major, G major, D major, A minor and D minor. In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.
- I can find and keep a steady beat.
- I can listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.

Notation

- I can invent simple melodies and notate these independently using treble notation (and bass clef where appropriate).
- I can understand the term cord as a triad of notes and can represent a treble stave.

Listening

- I can listen to a piece of music and accurately identify genre.
- I can comment the music I hear accurately using the vocabulary of the musical elements.
- I understand music is created often for occasions, cultural reasons or to reflect societal meaning.
- I can accurately identify some works by the great composers and understand their place in history (e.g. Medieval or Modern eras).

Singing

- I can identify changes in pitch and know that these are called intervals.
- I can sing with accurate pitch, fluency and expression.

Playing Instruments and Performing

- I can prepare a solo or group performance for an audience.
- I can play and perform using musical elements such as duration, tempo, dynamics to good effect.
- I can play with a secure understanding of treble stave notation.

Creating- Improvising and Composing

- I can use a range of compositional devices such as drones and ostinato to compose a musical piece.
- I can record my ideas accurately using treble stave notation.
- I can play the ocarina (Year 3)
- I can play the glockenspiel (Year 4)
- I can play the recorder (Year 5)
- I can play the keyboard (Year 6)

The 7 Musical Elements

Pitch

Duration

Dynamics

Tempo

Timbre

Texture

Structure