

Music Curriculum Overview



	Singing	Playing an instrument	Performing with others	Composers	Aural and theoretical knowledge	Evaluation
Year 1	I can use my voice expressively to speak, sing and chant. I can make different sounds with my voice. I can hold basic posture when singing (stood/sat up straight with relaxed shoulders). Choir, Chant	I can use instruments to perform. I can make different sounds with instruments. I can repeat short rhythmic and melodic patterns. Pattern, instrument, tambourine, claves, triangle, beater , agogo, maracas, shakers, drum, tambour	I can follow instructions about when to play and sing I can sing/play in unison with others. I can use dynamics when performing (loud and soft) together	I can choose sounds to represent different things. I can create a sequence of sounds. I can notate my sounds using pictures/symbols Sequence, pattern	I can clap short rhythmic patterns (pulse). I can discuss simple dynamics (loud and soft). I can discuss melody (high and low). I can recognise repeating patterns/ideas when listening to music. Loud, soft, short, fast, slow, pulse	I can say whether I like or dislike a piece of music. I can respond to different moods in music. I can say how different pieces of music make me feel.
Year 2	I can follow a melody accurately when singing. I can keep a steady pulse when performing simple patterns. I can copy changes in pitch. Unison	I can keep a steady pulse when performing simple patterns. I can perform keeping the beat whilst showing simple changes in tempo. I can copy changes in pitch. Rhythm Xylophone, glockenspiel	I can perform songs/simple rhythmic patterns on an instrument. I can follow instructions about performing- when to play/sing/be louder/breathe/etc. I can perform in unison with others.	I can use symbols to represent sound. I can make connections between notations and musical sounds.	I can order sounds into a structure (beginning, middle and end). I can recognise particular elements of music (timbre/pitch/dynamics) Dynamics, forte, piano, tempo, timbre, pitch	I can improve my own work I can explore/discuss dynamic choices I can identify good features
Year 3	I can sing in tune with expression. I can show control of my voice when singing, and sing the full range of an octave. Octave	I can show basic posture when playing my stringed instrument, and produce a clear tone I can play the first 4 or 5 notes and play rhythms using at least 2 of those notes. Tone, violin, viola, cello, double bass	I can work with a partner to perform a piece using more than one instrument (e.g. strings and percussion) Ensemble, duet, quartet	I can improvise a 1 bar rhythm I can improvise a 1 bar melodic phrase (3 pitches) I can create accompaniments to a melody (e.g. drones) I can choose and combine different sounds to create an intended effect. Improvise, bar, melody	I can read and write crotchets and crotchet rests, and minims and minim rests Crotchet, minim, rest, crotchet rest, minim rest, stave,	I can use musical vocabulary to describe a piece of music I like or dislike. I can improve my work, stating how it has been improved. I can recognise at least one work by Handel (e.g. Water Music) and show awareness of when it was written (Baroque period- 1600-1750) Crescendo, diminuendo, baroque period
Year 4	I can memorise songs and perform with accuracy (pitch) I can sing the full range of an octave using notation.	I can rhythmically perform a simple part, including rests. I can play rhythmic patterns using at least two different note lengths.	I can play a simple additional part with others (e.g. a round or an ostinato accompaniment) I can maintain a part in a group showing awareness of others Ostinato	I can improvise multi-bar rhythms I can improvise multi-bar melodic phrases (3 pitches) I can use basic rhythmic notation to transcribe ideas. I can notate composition ideas using basic notation and use to record a performance. I can compose a short song (lyrics and melody) and perform.	I can read and write quavers and quaver rests, and semibreves and semibreve rests Quaver, quaver rest, semibreve, semibreve rest	I can identify, using musical vocabulary, the different purposes of music. I can explain how silence can affect a musical piece or idea. I can begin to recognise the different eras in music. I can recognise at least one work by Mozart (e.g. Rondo alla Turca) and show awareness of when it was written (Classical period- 1750-1820) Classical, adagio, allegro,
Year 5	I can demonstrate good posture when singing (open mouth, relaxed jaw and clear pronunciation) I can sing the range of an octave with leaps. I can hold my own part when singing in a round/ostinato I can sing using correct phrasing, and showing an understanding of how to add expression Phrase, phrasing, scale	I can play showing dynamic contrasts. I can play rhythmic patterns using at least three different note lengths. I can play using more than one note simultaneously.	I can hold my own part in a group- improvising melody and rhythm.	I can create a song showing an understanding of the link between lyrics and melody. I can compose a short riff/ostinato from given criteria using a variety of musical devices e.g. rhythm, chords, melody, tempo, timbre, structure, etc. I can use standard notation to record my ideas. Largo, andante, presto, chords,	I can read and write semiquavers and semiquaver rests. I can read and write notation showing awareness of bars and bar lines. I can show awareness of the 4/4 time signature, and write notation using it. I can read and write the first five notes of a major scale using the treble clef Semiquaver, semiquaver rest, bar, bar lines, time signature, 4/4 times, treble clef, downbeat, bass clef	I can improve my own work and suggest improvements to the work of others. I can evaluate my work, using appropriate musical vocabulary- stating what was successful/unsuccessful and why I can recognise at least one piece of work by Chopin (e.g. Nocturne in E Flat Major) and show awareness of when it was written (Romantic period- 1820-1900) Romantic period
Year 6	I can perform from memory I can hold my own part when singing in harmony. Harmony	I can perform from memory I can play showing dynamic contrasts. I can play rhythmic patterns using at least three different note lengths.	I can take a lead role in a performance. I can perform a solo or solo part in an ensemble. Canon	I can compose a piece of music from given criteria using a variety of musical devices e.g. rhythm, chords, melody, tempo, timbre, structure, etc. I can indicate a change in tempo Rallentando, accelerando, accent	I can read, show awareness of, and use in my composition, 3/4 and 2/4 time signatures. I identify and use simple structure (introduction, verse, chorus, bridge) Verse, chorus, bridge,	I can improve my own work and suggest improvements to the work of others. I can recognise at least one work by a modern composer and show awareness of when it was written (Modern era) Modern era