

Listening and responding

- I can respond to music with movement
- I can label my feelings when I listen to a piece of music.
 - I can say whether I like a piece of music or not.
 - I can recognise the sounds of some instruments.

Understanding Music Notation

- I can use objects or body movement to demonstrate high and low pitch
- I can use body position or movement to represent louds and soft.

Composition

- I can explore and create sounds on classroom instruments
 - I can create music based on themes.
- I can represent my music with objects, symbols, movement or marks
- I can make up my own songs and rhymes.

Music in Reception



Instrumental Skills

- I can explore musical instruments and the different ways to make a sound.
 - I can play instruments with increasing control
- I can use instruments respectfully and treat them with care.
 - I can play along with a rhythm

Singing and performance

- I can sing simple unit songs and rhymes.
- I can copy simple high and low singing patterns.
- I can sing as part of a group or on my own
- I can add actions or movement to a song.

Key Vocabulary:

Pulse, Beat, Rhythm, Pitch, Structure, Dynamics, Timbre, Texture, Tempo, Melodic shape, Genre



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Understanding Music Notation

- I understand that rhythm is a combination of long and short notes.
 - I can listen to and copy simple rhythms
 - I can listen and copy simple melodies.,
- I understand that pitch means high and low.

Listening and responding

- I can respond to music with movement
- I can describe my feelings when I listen to a piece of music.
- I can explain why I do or do not like a piece of music.
 - I can talk about music I have heard that is similar.

Composition

- I can explore and create personal musical ideas.
- I understand that improvisation is about making up something on the spot.
 - I can create a simple melody
 - I can explore and create graphic scores
- Create a story, choosing and playing classroom instruments.

Music in year 1



Instrumental Skills

- I can keep a steady beat with my group when playing together..
- I can rehearse and learn to play a simple melodic instrument.
 - Perform a short, repeated pattern.
- I can use instruments respectfully and treat them with care.

Singing and performance

- I can copy simple high and low singing patterns.
 - I can sing as part of a group.
- I can demonstrate good singing posture
- I can add actions or movement to a song.
 - I can sing unit songs from memory

Music History

- I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.
- I can discuss in depth how the music connects to the world and its relevant culture.

Key Vocabulary:

Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure, Composing Notation Improvisation
Listening, Instruments, Beat,.



Understanding Music Notation

- I understand that rhythm is a combination of long and short notes.
 - I can listen to and copy simple rhythms
 - I can listen and copy simple melodies.,
- I understand that pitch means high and low.

Instrumental Skills

- I can play as part of a group or as a soloist, keeping in time with a steady beat.
 - I can demonstrate good posture and technique
 - I can rehearse and play securely with some levels of accuracy.
- I can use instruments respectfully and treat them with care.

Listening and responding

- I can find the pulse of the music and move in time.
- I can describe my feelings when I listen to a piece of music.
- I can explain why I do or do not like a piece of music.
- I can recognise the difference between loud and soft, fast and slow.

Composition

- I can compose a simple melody in response to a stimulus
- I can compose simple rhythms using stick notation
- I can compose a piece of music that has a beginning, middle and end.
- I understand that improvisation is when you make up your own melody
 - I can use symbols to record my compositions.

Music in year 2



Singing and performance

- I can memorise simple songs.
- I can listen carefully when singing, so I can sing in time.
- I can add some actions appropriate to the song.
 - I can sing a variety of songs in unison.

Music History

- I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.
- I can discuss in depth how the music connects to the world and its relevant culture.

Key Vocabulary:

Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure, Composing Notation Improvisation
Listening, Instruments, Beat, Major, Minor.



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Understanding Music Notation

- I can understand the difference between crotchets and quavers
 - I can copy back rhythmic patterns
- I can recognise minims, crotchets, quavers and their equivalent rests.
- I can identify the position of some notes on the stave.

Instrumental Skills

- I can use a tuned instrument to play or perform in solo or ensemble contexts.
 - I can demonstrate good posture and technique
 - I can play securely with some levels of accuracy.
- I can use instruments respectfully and treat them with care.

Listening and responding

- I can recognise a major and minor sound.
- I can communicate to others my thoughts and feelings about the music that I listen to.
- I can clap the beat of the music, accentuating the first beat of the bar..
- I can discuss a piece of music using appropriate musical language.

Composition

- I can compose a simple melody in response to a piece of music.
- I can add a rhythmic accompaniment to my melody.
- I can compose a piece of music that has a beginning, middle and end.
- I understand that improvisation is when you make up your own melody

Music in year 3



Singing and performance

- I can sing songs confidently from memory.
 - I can sing with expression.
- I confidently perform actions in time with the music.
- I can discuss and reflect upon my performance to improve upon future performances.
 - I can sing a collection of songs in unison.

Music History

- I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.
- I can discuss in depth how the music connects to the world and its relevant culture.

Key Vocabulary:

Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure, Composing Notation Improvisation
Listening, Instruments, Beat, Major, Minor.



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Understanding Music Notation

- I can understand some formal, written notation which includes crotchets, minims and paired quavers and their equivalent rests on a staff
- I can identify some pitched note names on the treble staff.
- To begin to recognise (by ear and from notation): minims, crotchets, quavers and their rests.

Instrumental Skills

- I can rehearse and play a melodic line aurally and/or visually in various keys,
 - I can play securely with a good level of accuracy.
- I can demonstrate excellent posture when demonstrating my instrument..
- I can improvise sections of music which include structured phrases and improved melodic shape.

Listening and responding

- I can talk about the words of a song and explain why the song/music was written.
- I can find the pulse and demonstrate the beat, identifying the first beat of the bar in simple time.
- I can identify the difference between a fast, steady and slow tempo, using appropriate vocabulary.

Composition

- I can compose a melody over a chord progression or groove.
 - I can use music technology effectively to capture, edit and combine sounds
 - I can compose a piece of music and explain how it is structured.
- I can perform a song in solo or ensemble contexts, including instrumental performances that might be rehearsed, improvised or composed.

Music in year 4



Music History

- I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.
- I can discuss in depth how the music connects to the world and its relevant culture.

Singing and performance

- I can rehearse a song and learn it from memory, both aurally and visually
- I can sing on pitch and in time, adjusting for accuracy when needed.
- I can sing with attention to phrasing on my own or as directed.
- I can discuss and reflect upon my performance to improve upon future performances.

Key Vocabulary:

Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure, Composing Notation Improvising Listening Playing instruments Keeping a steady beat Playing in a group/ensemble Notation key, major, minor.



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Understanding Music Notation

- I can understand some formal, written notation including quavers, triplet-quavers, semi-quavers and rests
- I can identify all pitched note names on the treble stave between C and C1.
- I can begin to recognise (by ear and from notation): major and minor key tonality.
 - I can understand notation for dynamics.

Instrumental Skills

- I can rehearse and play a melodic line aurally and/or visually in various keys, with understanding of accidental notation
- I can play a melodic instrument reading notation within an octave
- I can demonstrate consistently good technique for the instrument I am playing.
- I can improvise over a simple chord progression, using conjunct and disjunct movement (moving in steps and leaps).

Listening and responding

- I can talk about the emotions I feel when I listen to a piece of music
- I can justify my opinion making reference to the musical elements
 - I can identify instruments by ear
- **I can discuss the structure of some pieces of music.**

Music in year 5



Music History

- I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.
- I can discuss in depth how the music connects to the world and its relevant culture.

Composition

- I can compose a piece of music in response to a musical stimuli
- I can compose a piece of music using full 1 octave scales in selected major and minor keys.
- I can use music technology effectively to capture, edit and combine sounds
 - I can use a planned structure when composing.
 - I can compose a song accompaniment using chord progressions as part of my composition.

Singing and performance

- I can rehearse a song and learn it from memory, both aurally and visually
- I can sing on pitch and in time, when singing a second part.
 - I can sing with growing confidence as a soloist
 - I can respond to a conductor or leader.
- I can discuss and reflect upon my performance to improve upon future performances.

Key Vocabulary:

Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure, Composing Notation Improvising Listening Playing instruments Keeping a steady beat Playing in a group/ensemble Notation key, major, minor.



Understanding Music Notation

- I can perform a piece of music following a notated score.
- I can identify all pitched note names on the treble stave between C and C1.
- I can begin to recognise (by ear and from notation): major and minor key tonality.
 - I can understand notation for dynamics.

Instrumental Skills

- I can rehearse and play a melodic line aurally and/or visually in various keys, with understanding of accidental notation in various keys.
- I can play a melodic instrument reading notation within an octave paying attention to dynamics
- I can demonstrate consistently excellent technique for the instrument I am playing.
- I can improvise over a simple chord progression, using a wide variety of techniques.
- To improvise for longer periods in response to others either as a soloist or within a group.

Key Vocabulary:

Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure, Composing Notation Improvising Listening Playing instruments Keeping a steady beat Playing in a group/ensemble Notation key, major, minor., pentatonic scale, harmony

Listening and responding

- I can talk about the emotions I feel when I listen to a piece of music and pinpoint specific moments that heighten the emotion.
- I can justify my opinion making reference to the musical elements
- I can accurately identify most instruments and describe their timbre.
- I can confidently recognise and explore a range of musical styles and traditions/history, and know their basic style indicators.

Music in year 6



Music History

- I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.
- I can discuss in depth how the music connects to the world and its relevant culture.

Composition

- I can compose a ternary pieces of music showing contrast between sections A and B.
- I know compositions have different sections and can be named and labelled.
- I can use music technology effectively to capture, edit and combine sounds
 - I can with chords to create an emotive/atmospheric mood
 - I can compose a piece of music with a basic awareness of harmonic structure.

Singing and performance

- I can rehearse a song and learn it from memory, both aurally and visually
- I can sing songs with complex syncopated rhythms
 - I can sing as a part of a group or as a soloist
 - I can lead a singing rehearsal.
- I can discuss and reflect upon my performance to improve upon future performances.

