

## Kea C P School: Music Overview

Year	Autumn Term	Spring Term	Summer Term
Foundation	<p>I can sing familiar songs.</p> <p>I can move rhythmically to music.</p> <p>I can clap or tap in time with the music.</p>	<p>I enjoy singing and playing music.</p> <p>I can explore the different sounds of an instrument.</p> <p>I can make my movements match the music.</p>	<p>I can copy a rhythm by clapping.</p> <p>I can learn new clapping games.</p> <p>I can build a repertoire of songs and dances.</p>
Years 1 and 2	<p>I can sing in a group.</p> <p>I can keep the beat by clapping.</p> <p>I can listen to music and tell you what I like about it.</p> <p>I can perform songs to an audience.</p>	<p>I enjoy singing and playing music.</p> <p>I can explore different sounds and movements.</p> <p>I can join in and stop where appropriate.</p>	<p>I can talk about the sounds I play.</p> <p>I can make music to represent animals or sound effects in a story.</p> <p>I can suggest ways of writing down my music.</p>
Year 3	<p>I can listen carefully to recorded music with increased concentration.</p> <p>I can reflect on music that I listen to and discuss my personal response to it.</p> <p>I can sing in a group, or on my own, with confidence and in tune.</p> <p>I can play and perform in a group, with confidence.</p> <p>I can perform to an audience.</p>	<p>I can respond to music through art and discussion.</p> <p>I can reflect on music that I listen to and discuss my personal response to it.</p> <p>I can demonstrate getting louder/quieter, getting faster/slower.</p> <p>I can compose my own music for a range of purposes, when given a starting point (such as: a stormy sea).</p>	<p>I can work co-operatively in a group, following directions and leading when it is my turn.</p> <p>I can write my music down as a form of notation and I understand some musical symbols (crotchet, quaver and rest).</p> <p>I am beginning to recognise differences in pitch (higher/lower)</p> <p>I can take part in an end of term production to an audience.</p>

<p>Year 4</p>	<p>I can listen carefully to recorded music, with increased concentration, discussing the tempo and dynamics. I can reflect on music that I listen to and discuss my personal response to it.</p> <p>I can sing in a group, or on my own, with confidence and in tune, maintaining the rhythm and pulse.</p> <p>I can play and perform in a group, keeping my part going confidently and playing rhythms accurately. I can perform to an audience.</p>	<p>I am beginning to develop an understanding of the history of music.</p> <p>I can work co-operatively in a group and suggest ways to improve my performance.</p> <p>I can write my music down as a form of notation so that others can play it back.</p> <p>I understand some musical symbols (crotchets, quavers and rests).</p>	<p>I can combine sounds and experiment with different ways of making music, including body percussion.</p> <p>I can suggest ways to improve my performance.</p> <p>I can compose my own music for a range of purposes, when given a starting point (such as: a stormy sea).</p> <p>I can take part in an end of term production to an audience.</p>
<p>Year 5</p>	<p>I can listen with attention to detail and recall sounds with increasing aural memory.</p> <p>I can respond to music, communicating my ideas through art, poetry and movement, giving reasons for my responses.</p> <p>I can play and perform in ensemble groups, using my voice and playing instruments with increasing accuracy, fluency, control and expression.</p>	<p>I can play and perform in ensemble groups, using my voice and playing instruments with increasing accuracy, fluency, control and expression.</p> <p>I can offer comments about my own and other people's work, suggesting ways to improve it.</p> <p>I can develop an understanding of the history of music.</p> <p>I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>I am beginning to understand staff notation (crotchets, quavers, rests, minims, semi-quavers).</p> <p>I can demonstrate musical quality (clear starts and ends, dynamic and tempo changes)</p> <p>I can sing with appropriate vocal range, clear diction, accurate tuning, control of breathing and good tone.</p> <p>I can perform confidently to an audience in an end of term production.</p>

<p>Year 6</p>	<p>I can listen with attention to detail and recall sounds with increasing aural memory.</p> <p>I can respond to music, communicating my personal thoughts and feelings through art, poetry, drama and movement.</p> <p>I can demonstrate increasing confidence, expression, skill and musicality when rehearsing and performing.</p> <p>I can maintain my own part in a group when singing or playing.</p>	<p>I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>I can experiment with voice, instruments and technology and explore new techniques for composition.</p> <p>I can develop an understanding of the history of music.</p> <p>I can perform confidently on my own or in a group.</p>	<p>I am beginning to understand staff notation (crotchets, quavers, rests, minims, semi-quavers) and I can use other types of musical notation in composition.</p> <p>I can demonstrate musical quality (clear starts and ends, dynamic and tempo changes)</p> <p>I can sing with appropriate vocal range, clear diction, accurate tuning, control of breathing and good tone.</p> <p>I can perform confidently in a large production at the end of term.</p>
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