

SDFS Music/ NC 2014/ July 2022/ C D

Introduction to the names of instruments, introduce key vocabulary, listen to different types of music and instruments

Year 1

<p><u>Performing</u> Can they use their voice to speak/sing/chant? Do they join in with singing? Can they use instruments to perform? Do they look at their audience when they are performing? Can they clap short rhythmic patterns <i>eg of 4 parts?</i> <i>Can they copy voice sounds?</i></p>	<p><u>Composing [including notation]</u> Can they make different sounds with their voice? Can they make different sounds with untuned instruments? Can they identify changes in sounds? Can they change the sound? Can they repeat (short rhythmic and melodic) patterns? Can they make a sequence of sounds? Can they show sounds by using pictures?</p>	<p><u>Appraising</u> Can they respond to different moods in music? Can they say whether they like or dislike a piece of music? Can they choose sounds to represent different things? Can they recognise repeated patterns? Can they follow instructions about when to play or sing <i>Can they listen and respond to the music of a famous composer or musician?</i></p>
<p><u>Exceeding</u> Can they make loud and quiet sounds? Do they know that the chorus keeps being repeated?</p>	<p><u>Exceeding</u> Can they tell the difference between long and short sounds? Can they tell the difference between high and low sounds? Can they give a reason for choosing an instrument?</p>	<p><u>Exceeding</u> Can they tell the difference between a fast and slow tempo? Can they tell the difference between loud and quiet sounds? <i>Can they identify two types of sound happening at the same time?</i></p>

Year 2

<p><u>Performing</u> Do they sing and follow the melody (tune)? Do they try to sing accurately at a given pitch? Can they perform simple patterns and accompaniments keeping a steady pulse? Can they perform with others? Can they play simple rhythmic patterns on an instrument? Can they sing/clap a pulse increasing or decreasing in tempo?</p>	<p><u>Composing [including notation]</u> Can they order sounds to create a beginning, middle and end? Can they create music in response to different starting points? Can they choose sounds which create an effect? Can they use symbols to represent sounds? Can they make connections between notations and musical sounds? <i>Can they research a famous composer?</i></p>	<p><u>Appraising</u> Can they improve their own work? Can they listen out for particular things when listening to music? <i>Can they say whether they like or dislike a piece of music and why?</i> <i>Can they respond to music using words, pictures or actions?</i></p>
<p><u>Exceeding</u> Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?</p>	<p><u>Exceeding</u> Can they use simple structures in a piece of music? Do they know that phrases are where we breathe in a song?</p>	<p><u>Exceeding</u> Do they recognise sounds that move by steps and by leaps?</p>

Year 3

<p><u>Performing</u> Do they sing in tune with expression? Do they control their voice when singing? <i>Can they hold an instrument correctly?</i> Can they play clear notes on instruments?</p>	<p><u>Composing [including notation]</u> Can they use different elements in their composition? Can they create repeated patterns with different instruments? Can they compose melodies and songs? Can they create accompaniments for tunes? Can they combine different sounds to create a specific mood or feeling?</p>	<p><u>Appraising</u> Can they improve their work; explaining how it has improved? Can they use musical words (the elements of music) to describe a piece of music and compositions? Can they use musical words to describe what they like and dislike? Can they recognise the work of at least one famous composer?</p>
<p><u>Exceeding</u> Can they work with a partner to create a piece of music using more than one instrument?</p>	<p><u>Exceeding</u> Do they understand metre in 2 and 3 beats; then 4 and 5 beats? Do they understand how the use of tempo can provide contrast within a piece of music?</p>	<p><u>Exceeding</u> Can they tell whether a change is gradual or sudden? Can they identify repetition, contrasts and variations?</p>

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Year 4

<p><u>Performing</u> Can they perform a simple part rhythmically? Can they sing songs from memory with accurate pitch? Can they improvise using repeated patterns? Can they hold an instrument correctly? Can they play clear notes on instruments?</p>	<p><u>Composing [including notation]</u> Can they use notations to record and interpret sequences of pitches? Can they use standard notation? Can they use notations to record compositions in a small group or on their own? Can they use their notation in a performance?</p>	<p><u>Appraising</u> Can they explain the place of silence and say what effect it has? Can they start to identify the character of a piece of music? Can they describe and identify the different purposes of music? Can they begin to identify with the style of work of Beethoven, Mozart and Elgar?</p>
<p><u>Exceeding</u> Can they use selected pitches simultaneously to produce simple harmony?</p>	<p><u>Exceeding</u> Can they explore and use sets of pitches, e.g. 4 or 5 note scales? Can they show how they can use dynamics to provide contrast?</p>	<p><u>Exceeding</u> Can they identify how a change in timbre can change the effect of a piece of music?</p>

Whole class instruments? We have been doing recorders this year!