

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| F2 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Listen and appraise | | | | | | |
| Can I listen to a range of music and respond to it sharing my thoughts and feelings?  Can I respond to the change in the speed of the music?  Can I listen to a range of music including funk?  Can I name some instruments that is can hear? | Can I listen to different styles of music including blues, baroque, Latin, Irish folk and funk?  Can I recognise and name two or more instruments?  Can I move with the music? | Can I understand that songs have a musical style?  Can I recognise and name songs of the instruments they hear? | Can I recognise disco and RnB styles?  Can I recognise all or many of the instruments they can hear?  Can I identify funky rhythms, tempo changes and dynamics? | Can I recognise pop including the music of Abba and The Beatles?  Can I identify the piece’s structure: intro, verse, bridge and chorus?  Can I notice any changes in tempo, dynamics and texture? | Can I recognise rock, Motown, pop, neo-soul music?  Can I identify the piece’s structure?  Can I identify instruments and voices?  Can I have an awareness of rhythm sections and brass sections?  Can I talk about musical dimensions?  Can I have an awareness of the story that a composer may be telling?  Can I identify key musical ideas that might express this?  Can I listen to a live performance of music at the Liverpool Philharmonic? | |
| Pulse | | | | | | |
| Can I find the pulse in different ways including clapping, body percussions and movement?  Can I play instruments in time with the pulse and increasing control?  Can I find the pulse through a variety of actions?  Can I respond appropriately to tempo? | Can I find the pulse and understand that it is the heartbeat of the music?  Can I march to the pulse and copy actions? | Can I decide how to find the pulse? | Can I confidently clap and move in time with the pulse? | | Can I confidently clap and move in time with the pulse? | |
| Rhythm | | | | | | |
| Can I clap back the rhythms of names and try tapping rhythms on a drum?  Can I clap back the rhythm of words from the song?  Can I copy back the rhythm of phrases from the song? | Can I copy back short rhythmic patterns I hear?  Can I clap the rhythm of my name with the music? | Can I know that rhythm is different from the pulse?  Can I clap the rhythms of long and short sounds?  Can I create short rhythmic patterns for others to copy? | Can I copy back rhythmic patterns accurately both clapping and playing on a single note?  Can I improvise rhythmic patterns using body percussion? | | Can I create a copy back clapped rhythms or riffs?  Can I understand that rhythmic ostinato is a short repeated pattern?  Can I follow body percussion notation including quavers and rests? | |
| Pitch | | | | | | |
| Can I distinguish high-pitched sounds from low-pitched sounds?  Can I copy back lines through ‘I sing, you sing’?  Can I copy sounds I hear, distinguishing high and low-pitched sounds?  Can I copy back phrases with increasing accuracy?  Can I copy sounds and add pitched sounds to a simple rhythm?  Can I copy rising and falling sounds? | Can I start to understand that pitch is high and low sounds?  Can I copy sung phrases with increasing accuracy?  Can I follow hand signals to change the pitch of voice, progressing to following melody lines, understanding that as the lines go up the page the pitch gets higher?  Can I have an awareness of the steps between sounds? | | Can I sing back melodic phrases accurately?  Can I begin to sing basic scales? | | Can I sing back melodic phrases accurately with control and expression, following the lead to change the dynamics? | |
| Singing | | | | | | |
| Can I learn to sing a range of action songs and the ‘Name song’, singing in unison?  Can I learn songs for the Christmas production?  Can I learn to sing a range of action songs and ‘Not too difficult’?  Can I continue to sing a range of action songs and nursery songs?  Can I learn the new song ‘Bear Funk’? | Can I sing together and in time as part of a performance?  Can I rap in time with the music?  Can I lead a small group?  Can I start to understand the dynamics is loud and quiet? | Can I recognise that songs can have verses and choruses?  Can I sing in two parts?  Can I sing with dynamics (loud and quiet) when prompted? | Can I sing in unison with control and expression?  Can I sing in two parts?  Can I learn and sing a range of new songs off by heart? | | Can I sing confidently in unison and two parts?  Can I learn and sing a range of new songs off by heart?  Can I sing with accuracy noting diction, dynamics and feeling? | |
| Playing | | | | | | |
| Can I introduce a range of percussion, especially egg shakers, tambourines and maracas?  Can I learn to play with increasing control?  Can I take turns playing and listening?  Can I learn how to hold and pay beaters for a glockenspiel?  Can I play a one-note pattern on the glockenspiel in a song with increasing accuracy? | Can I play instrumental parts accurately and in time as part of the performance?  Can I play one note progressing to two notes?  Can I develop the skill of holding a beater correctly and playing with increasing control?  Can I have the correct handling of instruments? | Can I play an instrumental part on two or three notes?  Can I play with increased accuracy and consistent correct hold?  Can I play loud or quiet when directed? | Can I play the glockenspiel with increasing accuracy, fluency, control and expression?  Can I play three-note parts confidently?  Can I use dynamics whilst playing instruments? | Can I play parts with more than three notes with increasing accuracy? | Can I play the glockenspiel with confidence and accuracy, playing both by ear and notation?  Can I introduce accidentals – how and when they are played?  Can I add crescendo and diminuendo to playing when appropriate? | |
| Improvising | | | | | | |
|  | Can I improvise a single note?  Can I play on 2 notes? | Can I improvise on a single note with an emphasis on the rhythm? | Can I develop improvisational skills by copying back rhythm and pitch, creating answers to melodic questions leading to improvise on one or two notes in the style of the music? | Can I continue to develop the skill of copying back rhythm and pitch on instrument?  Cam I question and answer with three notes?  Can I improvise with three notes based on riffs? | Can I copy back riffs using either voice or glockenspiel on up to three notes?  Can I improvise including learnt riffs using up to three notes? | Can I clap to the rhythm of three riffs?  Can I play riffs using up to three notes?  Can I improvise matching the style of the music? |
| Composing | | | | | | |
| Can I engage in music making choosing percussion instruments to play and move with songs?  Can I create rhythm patterns for body percussion?  Can I play on the glockenspiels or free improvisation? | Can I, in pairs, compose a simple melody on two notes using simple rhythms and use as part of the performance? | Can u compose a simple melody on two or three notes using simple rhythms and use as part of the performance? | Can I compose a simple melody using a given range of not3es and simple rhythms?  Can I perform as part of a performance? | Can I use simple rhythmic patterns to create more complex melodies with three notes?  Can I start to use a pentatonic scale? | Can I compose a melody using simple rhythms that match the style of the music?  Can I use three notes? | Can I record my composition using standard notation? |
| Performing | | | | | | |
| Can I perform an action song or nursery rhyme to the class?  Can I perform songs we have not earnt ether individually or in groups?  Can I perform as a class to parents during open assembly?  Dan I perform at Barnston’s Got Talent? | Can I perform and review a performance? | | Can I sing and play with increasing accuracy, fluency, control and expression?  Can I contribute to a performance by singing, playing an instrument or improvising?  Can I reflect on a performance?  Can I perform to a large audience? | | Can I contribute to a performance?  Can I discuss and talk musically about the performance?  Can I perform to a large audience? | |
| Notation | | | | | | |
| Can IU create body percussion patterns using framework?  Can I link sound to movement or pictures? | Can I use simple notations such as note names to record compositions?  Can I introduce pitch and melody lines?  Can I follow displayed body percussions patterns? | | Can I use a staff, stave and linking idea of melody lines with low pitch at the bottom of the stave?  Can I read notations of notes middle C, D, E and  F?  Can I play from notation simple parts with three notes?  Can I have an awareness of semibreve, minims and crotchet?  Can I create my own body percussion patters to show rhythm? | | Can I continue to develop my skill in recognising note on stave, understanding time signature, bar lines and crotchets. Minims, semibreves and rests?  Can I use quavers?  Can I use a visual representation of pulse and rhythm patterns?  Can I play confidently from notation?  Can I have an understanding of sharps and flats? | |