

Music Skills Curriculum

Year 1-6

Year 1

Listen and Appraise

- Can I listen to and respond to live music?
- Can I identify tempo as fast or slow?
- Can I identify pitch as high or low?
- Can I identify duration as long or short?
- Can I recognise and use untuned and tuned percussion instruments?

Musical Activities

- Can I join in class/assembly singing, rhymes and chants?
- Can I repeat and copy short rhythmic and melodic patterns?
- Can I identify dynamics as loud or soft?

Creating and Exploring

- Can I create and choose sounds in response to simple starting points?

Performing

- Can I select my own instruments to create short pieces of music that reflect certain moods, events and feelings?

Year 2

Listen and Appraise

- Can I use simple musical vocabulary to describe sounds?
- Can I develop an awareness of songs with repeated phrases and rounds?

Musical Activities

- Can I sing simple songs from memory with accuracy of pitch?

Creating and Exploring

- Can I identify ways of improving own work?
- Can I represent changing sounds with symbols, e.g. high/low, fast/slow?

Performing

- Can I establish a steady beat?
- Can I recognise and reproduce high and low sounds?
- Can I recognise and reproduce long and short sounds?
- Can I recognise and reproduce loud and soft sounds?
- Can I recognise and reproduce fast and slow sounds?
- Can I perform simple patterns and accompaniments keeping to a steady pulse?

Year 3

Listen and Appraise

- Can I talk about the impact of changes made to improve work?
- Can I compare and contrast sounds according to pitch?
- Can I compare and contrast sounds according to duration?
- Can I compare and contrast sounds according to dynamics?
- Can I compare and contrast sounds according to tempo?
- Can I use simple musical vocabulary to describe both sounds and the way they are produced?
- Can I begin to develop an understanding of the history and context of music?

Musical Activities

- Can I develop an awareness of rounds, call and response, and a variety of songs?

Creating and Exploring

- Can I represent sounds and musical direction with symbols to create a simple score?

Performing

- Can I improvise repeated patterns and create layers of sounds?
- Can I perform with control of pulse and awareness of what others are playing?

Year 4

Listen and Appraise

Can I recognise differences in dynamic levels, e.g. soft, loud etc.?

Can I continue to develop an understanding of the history and context of music?

Musical Activities

Can I gain awareness that the top number of a time signature denotes the number of beats in each bar?

Can I maintain a simple part within an ensemble or choral group?

Can I sing with awareness of breathing and diction?

Can I explore a range of musical genres?

Creating and Exploring

Can I create and perform linear and cyclical patterns?

Can I explore combinations or clusters based on pentatonic scales, e.g. C-CDEGA?

Can I combine musical elements to create a score?

Can I begin to use musical notation and devices, e.g. melody, and rhythms to create a score?

Can I use notation associated with duration, e.g. crochet-one beat, minim-two beats, semi-breve-four beats, quaver-half beat, semi-quaver-quarter beat, a rest etc?

Performing

Can I improvise a repeated pattern (Ostinato)?

Can I compose, improve and perform simple melodies and songs?

Can I improvise melodic and rhythmic phrases as part of a group performance?

Year 5

Listen and Appraise

Can I compare, contrast and combine a range of musical genre?

Can I recognise features such as crescendo, diminuendo?

Can I identify and create more complex patterns, maintaining own part?

Can I recognise the difference between unison and harmony?

Can I continue to develop an understanding of the history and context of music?

Musical Activities

Can I sing with awareness of dynamics, phrasing and pitch control?

Creating and Exploring

Can I improve melodic and rhythmic phrases using a range of simple structures?

Performing

Can I compare, improve and perform an increasing range of melodies and songs with more than one part?

Year 6

Listen and Appraise

Can I explain the processes of a range of musical genre and styles?

Can I use notation and appropriate musical devices, e.g. melody, and rhythms, chords and structure, to create a score with more than one part?

Can I continue to develop an understanding of the history and context of music?

Musical Activities

Can I use knowledge of notation to depict rhythmic phrases and patterns?

Creating and Exploring

Can I explore complex structures containing more than one melody?

Can I improve and compose using elements of different genres and styles?

Performing

Can I create and perform musical pieces containing more than one pentatonic scale?