

## Music: Charanga Music Scheme ( Model Music Curriculum)

### Musicianship: Understanding music

#### Reception

- I know that we can move to the pulse of the music
- I know that the words of songs can tell stories and paint pictures.
- I can find the pulse in a piece of music.

#### Year 1

- I can use body percussion, instruments and my voice in the key centres of: C major, F major, G major and A minor.
- I can find and keep a steady beat .
- I understand the difference between creating a rhythm pattern and a pitch pattern.
- I can copy back simple rhythmic patterns using long and short.
- I can copy back simple melodic patterns using high and low.
- I complete vocal warm-ups with a copy back option to use Solfa.

#### Year 2

- I can use body percussion, instruments and my voice, in the key centres of: C major, G major and A minor.
- I can find and keep a steady beat.
- I can copy back simple rhythmic patterns using long and short and high and low.
- I complete vocal warm-ups with a copy back option to use Solfa.
- I can sing short phrases independently.

#### Year 3

- I can use body percussion, instruments and my voice,
- I can understand music in the key centres of: C major, F major, G major and A minor and in the time signatures of: 2/4, 3/4 and 4/4.
- I can find and keep a steady beat.
- I can copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests.
- I can copy back and improvise simple melodic patterns using the notes:

C, D, E

G, A, B

F, G, A

A, B, C

#### **Year 4**

- I can use body percussion, instruments and voices in the key centres of: C major, F major, G major and A minor and in the time signatures of: 2/4, 3/4 and 4/4.
- I can find and keep a steady beat.
- I am able to listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation.
- I can copy back melodic patterns using the notes:
  - C, D, E
  - C, D, E, G, A
  - G, A, B
  - G, A, B, D, E
  - F, G, A
  - A, B, C, D, E, F, G

#### **Year 5**

- I can use body percussion, instruments and voices, in the key centres of: C major, G major, D major, F major and A minor and in the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.
- I am able to find and keep a steady beat.
- I can listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.
- I am able to copy back melodic patterns using the notes:
  - C, D, E
  - C, D, E, F, G, A, B
  - D, E, F $\sharp$ , G, A
  - A, B, C, D, E, F $\sharp$ , G
  - F, G, A, B $\flat$ , C, D, E
  - G, A, B, C, D, E, F $\sharp$

#### **Year 6**

- I am able to use body percussion, instruments and voices, in the key centres of: C major, G major, D major, A minor and D minor and in the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.
- I can find and keep a steady beat.

- I am able to listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.
- I can copy back melodic patterns using the notes:
  - D, E, F, G, A
  - C, D, E, F, G, A, B
  - G, A, B, C, D, E, F#
  - D, E, F#, G, A, B, C#
  - A, B, C, D, E, F, G

### **Listening: Respond and analyse**

#### **Reception**

- I can talk about my feelings when listening to different pieces of music
- I enjoy moving to music by dancing, marching, being an animal or being a pop star.

#### **Year 1**

- I can respond/analyse, move and dance with the music.
- I can find the steady beat within a piece of music.
- I can talk about feelings created by the music.
- I recognise some band and orchestral instruments.
- I can describe tempo as fast or slow and describe dynamics as loud and quiet.
- I can join in sections of the song, e.g. chorus.
- I am beginning to understand where the music fits in the world.
- I am beginning to understand about different styles of music.

#### **Year 2**

- I can mark the beat of a listening piece (e.g. Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo.
- I am able to walk in time to the beat of a piece of music.
- I can identify the beat groupings in the music that I sing and listen to. E.g. 2-time, 3-time etc.
- I am able to move and dance with the music confidently. And talk about how the music makes me feel.
- I can find different steady beats.
- I am able to describe tempo as fast or slow and describe dynamics as loud or quiet.
- I can join in with sections of the song,. E.g. call and response.
- I am starting to talk about the style of a piece of music.

- I can recognise some band and orchestral instruments.
- I am starting to talk about where music might fit into the world.

### **Year 3**

- I can share my thoughts and feelings about the music with my peers.
- I am able to find the beat or groove of the music.
- I can walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
- I am able to invent different actions to move in time with the music.
- I can talk about what the song or piece of music means.
- I can identify some instruments that I can hear playing and identify if it's a male or female voice singing the song.
- I can talk about the style of the music.

### **Year 4**

- I can talk about the words of a song and think about why the song or piece of music was written.
- I am able to find and demonstrate the steady beat.
- I can identify 2/4, 3/4, and 4/4 metre and identify the tempo as fast, slow or steady.
- I can recognise the style of music that I am listening to.
- I am able to discuss the structures of songs.
- I can identify: • Call and response • A solo vocal or instrumental line and the rest of the ensemble • A change in texture • Articulation on certain words  
• Programme music
- I am able to explain what a main theme is and identify when it is repeated.
- I know and understand what a musical introduction is and its purpose.
- I can recall, by ear, memorable phrases heard in the music.
- I can identify major and minor tonality.
- I can recognise the sound and notes of the pentatonic scale by ear and from notation.
- I am able to describe legato and staccato.
- I can recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.

### **Year 5**

- I can talk about feelings created by the music.
- I am able to justify a personal opinion with reference to Musical Elements.
- I can find and demonstrate the steady beat and identify 2/4, 3/4, 6/8 and 5/4 metre.

- I am able to identify the musical style of a song or piece of music and identify instruments by ear and through a range of media.
- I can discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.
- I am able to explain a bridge passage and its position in a song.
- I can recall, by ear, memorable phrases heard in the music.
- I can identify major and minor tonality.
- I am able to recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.
- I can explain the role of a main theme in musical structure and know and understand what a musical introduction is and its purpose.
- I am able to explain rapping and can recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.

### **Year 6**

- I am able to talk about feelings created by the music and can justify a personal opinion with reference to Musical Elements.
- I can identify 2/4, 4/4, 3/4, 6/8 and 5/4 and can identify the musical style of a song using some musical vocabulary to discuss its Musical Elements.
- I am able to identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing.
- I can discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break and can explain a bridge passage and its position in a song.
- I am able to recall, by ear, memorable phrases heard in the music.
- I can identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale.
- I am able to explain the role of a main theme in musical structure and know and understand what a musical introduction and outro is, and its purpose.
- I can identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups.
- I am able to recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.

### **Singing**

#### **Reception**

- I can sing or rap nursery rhymes and simple songs from memory.
- I know that songs have sections, such as a chorus and a verse.

#### **Year 1**

- I can sing, rap, rhyme, chant and use spoken word.
- I demonstrate good singing posture.
- I can sing songs from memory.
- I can copy back intervals of an octave and fifth (high, low).
- I can sing in unison.

### **Year 2**

- I can sing as part of a choir and demonstrate good singing posture.
- I am able to sing songs from memory and/or from notation.
- I sing to communicate the meaning of the words.
- I can sing in unison and sometimes in parts, and with more pitching accuracy.
- I understand and follow the leader or conductor and can add actions to a song.
- I can move confidently to a steady beat.
- I talk about feelings created by the music/song and can recognise some band and orchestral instruments.
- I can describe tempo as fast or slow.
- I can join in sections of the song. E.g. chorus.
- I am beginning to understand where the music fits in the world and am beginning to talk about and understand the style of the music.
- I know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and am able to demonstrate these when singing, by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause).

### **Year 3**

- I can sing as part of a choir.
- I am able to sing a widening range of unison songs, of varying styles and structures and can demonstrate good singing posture. P
- I am able to perform actions confidently and in time to a range of action songs.
- I can sing songs from memory and/or from notation.
- I can sing with awareness of following the beat.
- I am able to sing with attention to clear diction.
- I can sing expressively, with attention to the meaning of the words.
- I am able to sing in unison and understand and follow the leader or conductor.
- I can copy back simple melodic phrases using the voice.

### **Year 4**

- I can rehearse and learn songs from memory and/or with notation.
- I can sing in different time signatures: 2/4, 3/4 and 4/4.
- I am able to sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.
- I am able to demonstrate good singing posture.
- I can demonstrate vowel sounds, blended sounds and consonants.
- I am able to sing 'on pitch' and 'in time' and can sing expressively, with attention to breathing and phrasing.
- I am able to sing expressively, with attention to staccato and legato.
- I can talk about the different styles of singing used for different styles of song and talk about how the songs and their styles connect to the world.

### **Year 5**

- I can rehearse and learn songs from memory and/or with notation and can sing in 2/4, 3/4, 4/4 and 6/8 time.
- I am able to sing in unison and parts, and as part of a smaller group.
- I can sing 'on pitch' and 'in time'.
- I am able to sing a second part in a song.
- I can self-correct if lost or out of time.
- I am able to sing expressively, with attention to breathing and phrasing and can sing expressively, with attention to dynamics and articulation.
- I am developing confidence as a soloist.
- I can talk about the different styles of singing used for different styles of song and can talk confidently about how connected I feel to the music and how it connects in the world.
- I am able to respond to a leader or conductor.

### **Year 6**

- I can rehearse and learn songs from memory and/or with notation.
- I am able to sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. *This should include observing rhythm, phrasing, accurate pitching and appropriate style.*
- I can continue to sing in parts where appropriate.
- I am able to sing in 2/4, 4/4, 3/4, 5/4 and 6/8 and sing with and without an accompaniment.
- I can sing syncopated melodic patterns.
- I am able to demonstrate and maintain good posture and breath control whilst singing.
- I can sing expressively, with attention to breathing and phrasing and am able to sing expressively, with attention to dynamics and articulation.
- I am able to lead a singing rehearsal.
- I can talk about the different styles of singing used for the different styles of songs sung in this year.
- I am able to discuss with others how connected I am to the music and songs, and how the songs and styles are connected to the world.

### **Notation**

### **Reception**

- I can invent a pattern to go with a song, using one note.
- I can use the starting note to explore melodic patterns using one or two notes.

### **Year 1**

- I explore ways of representing high and low sounds and long and short sounds, using symbols and any appropriate means of notation.
- If appropriate: explore standard notation, using crotchets, quavers and minims, and simple combinations of:

C, D, E, F, G

F, G, A

G, B, D

D, E, F#, G, A

D, A, C

### **Year 2**

- I am able to explore ways of representing high and low sounds and long and short sounds, using symbols and any appropriate means of notation.
- I can explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of:

C, D, E, F, G, A, B

G, A, B, C, D, E, F#

F, G, A, Bb, C, D, E

A, B, C, D, E

- I am able to identify hand signals as notation, and recognise music notation on a staff of five lines.

### **Year 3**

- I can explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.
- I can explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of:

C, D, E, F, G, A, B

F, G, A, Bb, C

G, A, B, C, D, E

E, F#, G#, A, B

- I am able to read and respond to semibreves, minims, crotchets and paired quavers. Identify: • Staff • Treble clef • Time signature • Lines and spaces on the staff

- I can identify and understand the differences between crotchets and paired quavers.



- I am able to apply spoken word to rhythms, understanding how to link each syllable to one musical note

#### **Year 4**

- I can explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.
- I am able to explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of:
  - C, D, E, F, G, A, B
  - F, G, A, Bb, C
  - G, A, B, C, D, E, F#
  - D, E, F#, G, A, B, C
- I can read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers.
- I am able to identify: • Stave • Treble clef • Time signature Identify and understand the differences between minims, crotchets, paired quavers and rests.
- I am able to read and perform pitch notation within a range.
- I can follow and perform simple rhythmic scores to a steady beat: maintaining individual parts accurately within the rhythmic texture, achieving a sense of ensemble.

#### **Year 5**

- I can explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.
- I am able to explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of:
  - C, D, E, F, G, A, B
  - F, G, A, Bb, C, D, E
  - G, A, B, C, D, E, F#
  - C, G, Ab, Bb
  - G, G#, A, Bb, C
  - D, E, F, G, A, B, C
  - Eb, F, G, Ab, Bb, C, Db
- I can identify: • Stave • Treble clef • Time signature
- I am able to read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.
- I can recognise how notes are grouped when notated.
- I am able to identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign.
- I further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Understand the

differences between 2/4, 3/4 and 4/4 time signatures.

- I can read and perform pitch notation within an octave (e.g. C–C'/do–do)

### **Year 6**

- I can explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.
- I am able to explore standard notation, using dotted semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers, and simple combinations of:
  - C, D, E, F, G, A, B
  - F, G, A, B $\flat$ , C, D, E
  - F, G, A $\flat$ , B $\flat$ , C, D, E $\flat$
  - G, A, B $\flat$ , C, D, E, F
  - G, A, B, C, D, E, F $\sharp$
  - D, E, F, G, A
  - D, E, F $\sharp$ , A, B, C $\sharp$
  - E, F $\sharp$ , G, G $\sharp$ , A, B, C, C $\sharp$
  - E $\flat$ , F, G, A $\flat$ , B $\flat$ , C, D
- I can identify: • Stave • Treble clef • Time signature
- I can read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.
- I am able to recognise how notes are grouped when notated and can identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign.

### **Playing Instruments**

#### **Reception**

- I can invent a pattern to go with a song, using one note.
- I can use the starting note to explore melodic patterns using one or two notes.

#### **Year 1**

- I rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor.

#### **Year 2**

· I can rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major.

### **Year 3**

· I can rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major

### **Year 4**

· I can rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major.

### **Year 5**

· I can rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E $\flat$  major, C minor and D minor.

· I am able to play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the middle C–C'/do–do range. *This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance*

### **Year 6**

· I can rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E $\flat$  major, D minor and F minor.

· I am able to play a melody following staff notation written on one staff and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).

## **Creating : Improvising**

### **Reception**

- I can invent a pattern to go with a song, using one note.
- I can use the starting note to explore melodic patterns using one or two notes.

### **Year 1**

· I can explore improvisation within a major and minor scale using the notes:

C, D, E

D, E, A

F, G, A

D, F, G

- I can improvise simple vocal patterns using 'Question and Answer' phrases.
- I understand the difference between creating a rhythm pattern and a pitch pattern.

### **Year 2**

- I can explore improvisation within a major scale using the notes:  
C, D, E  
C, G, A  
G, A, B  
F, G, A
- I am able to work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.

### **Year 3**

- I can explore improvisation within a major scale using the notes:  
· C, D, E  
· C, D, E, F, G  
· C, D, E, G, A  
· G, A, B  
· G, A, B, D, E  
· G, A, B, C, D  
· F, G, A  
· F, G, A, C, D B
- I am becoming more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.
- I can compose over a simple roove.
- I can compose over a drone.
- I can structure musical ideas (e.g. using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end.

### **Year 4**

- I can explore improvisation within a major scale using the notes:  
· C, D, E  
· C, D, E, G, A  
· C, D, E, F, G

- D, E, F#, A, B
- D, E, F, G, A
- I am able to improvise on a limited range of pitches on the instrument that I am learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.
- I can improvise over a simple chord progression. Improvise over a groove.

### **Year 5**

- I can explore improvisation within a major scale, using the notes:
  - C, D, Eb, F, G
  - C, D, E, F, G
  - C, D, E, G, A
  - F, G, A, Bb, C
  - D, E, F, G, A
- I am able to improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.
- I can experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).

### **Year 6**

- I can explore improvisation within a major scale, using the notes:
  - C, D, E, F, G
  - G, A, Bb, C, D
  - G, A, B, C, D
  - F, G, A, C, D
- I am able to improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.

## **Creating: Composing**

### **Year 1**

- I can explore and create graphic scores: Create musical sound effects and short sequences of sounds in response to music and video stimulus.
- I can create a story, choosing and playing classroom instruments and/or sound makers.
- I can recognise how graphic notation can represent created sounds.
- I can explore and invent my own symbols.

- I use music technology, if available, to capture, change and combine sounds.
- I can use simple notation if appropriate, to create a simple melody using crotchets and minims:

C, D C, D, E

C, D, E, F

C, D, E, F, G Start and end on the note C 7

F, G F, G, A

F, G, A, C

F, G, A, C, D Start and end on the note F

D, F D, F, G

D, F, G, A

D, F, G, A, C Start and end on the note D

### **Year 2: Exploring and creating graphic scores**

- I can create musical sound effects and short sequences of sounds in response to music and video stimulus.
- I am able to use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.
- I can create a story, choosing and playing classroom instruments.
- I am able to create and perform my own rhythm patterns with stick notation, including crotchets, quavers and minims.
- I can use music technology, if available, to capture, change and combine sounds.

### **Year 2: Using notation, if appropriate**

- I can create a simple melody using crotchets and minims:

·C, D

C, D, E

C, D, E, F

C, D, E, F, G Start and end on the note C (C major)

·G, A

G, A, B

G, A, B, D

G, A, B, D, E Start and end on the note G (Pentatonic on G)

F, G

F, G, A

F, G, A, C

F, G, A, C, D Start and end on the note F (Pentatonic on F)

### **Year 3**

- I can create music and/or sound effects in response to music and video stimulus.
- I am able to use music technology, if available, to capture, change and combine sounds.
- I can compose over a simple chord progression.
- I can compose over a simple groove.
- I am able to compose over a drone.
- I am starting to use simple structures within compositions. E.g. Introduction, verse, chorus or AB form.
- I can use simple dynamics.
- I am able to compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.
- I can create a simple melody using crotchets, minims and perhaps paired quavers: C, D
- C, D, E
- C, D, E, G
- C, D, E, G, A Start and end on the note C (Pentatonic on C)
- C, D
- C, D, E
- C, D, E, F
- C, D, E, F, G Start and end on the note C (C major)
- F, G F
- , G, A
- F, G, A, B $\flat$
- F, G, A, B $\flat$ , C Start and end on the note F (F major)
- G, A
- G, A, B
- G, A, B, D
- G, A, B, D, E Start and end on the note G (Pentatonic on G)

### **Year 4**

- I can combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt.
- I can compose over a simple chord progression and compose over a groove.
- I am able to create music in response to music and video stimulus.
- I can use music technology, if available, to capture, change and combine sounds.

- I am starting to use simple structures within compositions,. E.g. introduction, verse, chorus or AB form.
- I can use simple dynamics.
- I am able to compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.
- I can create a melody using crotchets, minims, quavers and their rests.
- I am able to use a pentatonic scale:
  - C, D
  - C, D, E
  - C, D, E, G
  - C, D, E, G, A Start and end on the note C (Pentatonic on C)
  - C, D
  - C, D, E
  - C, D, E, F
  - C, D, E, F, G Start and end on the note C (C major)
  - A, B
  - A, B, C
  - A, B, C, D
  - A, B, C, D, E Start and end on the note A (A minor)
  - D, E
  - D, E, F
  - D, E, F, G
  - D, E, F, G, A Start and end on the note D (D minor)
  - G, A
  - G, A, B
  - G, A, B, D
  - G, A, B, D, E Start and end on the note G (Pentatonic on G)

### **Year 5**

- I can create music in response to music and video stimulus.
- I am able to use music technology, if available, to capture, change and combine sounds.
- I am starting to use structures within compositions. E.g. introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).
- I can use chords to compose music to evoke a specific atmosphere, mood or environment.
- I am able to use simple dynamics and rhythmic variety.
- I can compose song accompaniments, perhaps using basic chords.



- I am able to use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).
- I can use full scales in different keys.
- I understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards.
- I can perform simple, chordal accompaniments.
- I am able to create a melody using crotchets, quavers and minims and perhaps semibreves and semiquavers, plus all equivalent rests.
- I can use a pentatonic and a full scale. Use major and minor tonality:
  - F, G
  - F, G, A
  - F, G, A, B $\flat$
  - F, G, A, B $\flat$ , C Start and end on the note F (F major)
  - G, A
  - G, A, B
  - G, A, B, C
  - G, A, B, C, D Start and end on the note G (G major)
  - G, A
  - G, A, B
  - G, A, B, D
  - G, A, B, D, E Start and end on the note G (Pentatonic on G)
  - D, E
  - D, E, F
  - D, E, F, G
  - D, E, F, G, A Start and end on the note D (D minor)
  - E $\flat$ , F
  - E $\flat$ , F, G
  - E $\flat$ , F, G, B $\flat$
  - E $\flat$ , F, G, B $\flat$ , C Start and end on the note E $\flat$  (E $\flat$  major)
- Year 6**
- I am able to plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (e.g. C, D, E, G, A), and incorporate rhythmic variety and interest.
- I can play this melody on available tuned percussion and/or orchestral instruments.
- I am able to notate this melody.

- Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment.
  - I can create a simple chord progression.
  - I am able to compose a ternary (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.
  - I am able to create music in response to music and video stimulus.
  - I can use music technology, if available, to capture, change and combine sounds.
  - I am starting to use structures within compositions. E.g. introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).
  - I am able to use simple dynamics and rhythmic variety.
  - I can compose song accompaniments, perhaps using basic chords.
- I am able to use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).
- I can use full scales in different keys.
  - I am able to create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests.
  - I can use a pentatonic and a full scale and use major and minor tonality:
  - C, D
  - C, D, E
  - C, D, E, F
  - C, D, E, F, G Start and end on the note C (C major)
  - G, A
  - G, A, B
  - G, A, B, D
  - G, A, B, D, E Start and end on the note G (Pentatonic on G)
  - D, E
  - D, E, F
  - D, E, F, G
  - D, E, F, G, A Start and end on the note D (D minor)
  - F, G
  - F, G, A
  - F, G, A, C
  - F, G, A, C, D Start and end on the note F (Pentatonic on F)
  - F, G
  - F, G, Ab
  - F, G, Ab, Bb

- F, G, Ab, Bb, C Start and end on the note F (F minor)

## **Performing**

### **Reception**

- I know that a performance is sharing music.

### **Year 1**

- I enjoy and have fun performing.
- I choose a song/songs to perform to a well-known audience.
- I can prepare a song to perform.
- I can communicate the meaning of the song.
- I can add actions to a song.
- I can play some simple instrumental parts.

### **Year 2**

- I can practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.
- I can decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance.
- I am able to talk about what the song means and why it was chosen to share.
- I can talk about the difference between rehearsing a song and performing it.

### **Year 3**

- I am able to practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.
- I can play and perform melodies following staff notation, using a small range, as a whole class or in small groups.
- I am able to include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance.
- I can talk about what the song means and why it was chosen to share.
- I am able to reflect on feelings about sharing and performing,. E.g. Excitement, nerves, enjoyment

### **Year 4**

- I can rehearse and enjoy the opportunity to share what has been learned in the lessons.
- I am able to perform, with confidence, a song from memory or using notation.
- I can play and perform melodies following staff notation, using a small range, as a whole class or in small groups.
- I am able to include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.

- I can explain why the song was chosen, including its composer and the historical and cultural context of the song.
- I am able to communicate the meaning of the words and articulate them clearly.
- I can use the structure of the song to communicate its mood and meaning in the performance.
- I am able to talk about what the rehearsal and performance has taught me.
- I understand how the individual fits within the larger group ensemble.
- I can reflect on the performance and how well it suited the occasion.
- I am able to discuss and respond to any feedback; considering how future performances might be different.

#### **Year 5**

- I can create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience.
- I am able to perform in smaller groups, as well as with the whole class.
- I can perform a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles, including a school orchestra.
- I am able to perform from memory or with notation, with confidence and accuracy.
- I can include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.
- I am able to explain why the song was chosen, including its composer and the historical and cultural context of the song.
- I can lead part of the rehearsal and part of the performance.
- I am able to record the performance and compare it to a previous performance; explaining how well the performance communicated the mood of each piece.
- I am able to discuss and talk musically about the strengths and weaknesses of a performance.
- I can collect feedback from the audience and reflect how future performances might be different.

#### **Year 6**

- I can create , rehearse and present a holistic performance for a specific event, for an unknown audience.
- I am able to perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.
- I can create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts.
- I am able to perform from memory or with notation.
- I understand the value of choreographing any aspect of a performance.
- I can rehearse and lead parts of the performance.
- I understand the importance of the performing space and how to use it.
- I am able to record the performance and compare it to a previous performance and collect feedback from the audience and reflect how the audience believed in the performance.
- I can discuss how the performance might change if it was repeated in a larger/smaller performance space.