

# Music key objectives

## Foundation stage

- I can sing simple songs, rhymes and chants from memory.
- I can name and play percussion instruments correctly.
- I can recognise sounds that are fast or slow, loud or quiet, higher or lower.
- I can mark the beat of a song with actions.
- I can improvise new words and actions that fit with a song.

## Year 1

- I can sing a cumulative song, sing either part in a call and response song from memory.
- I can chant rhythmically, marking rest accurately.
- I can play a simple ostinato on untuned percussion.
- I can create musical phrases and sounds to follow a them and use graphic symbols to represent them.
- I can listen for and play along to a steady beat.

## Year 2

- I can sing songs with increasing control of dynamics (loud and quiet).
- I can use tuned and untuned percussion instruments when performing my work to the class.
- I can listen and repeat short rhythmic patterns and melodies.
- I can compose short rhythm and pitch patterns.
- I can use graphic symbols (for percussion sound and stick notation (for rhythms) to write my ideas down.

## Year 3

- I can sing a widening range of unison songs tunefully and with expression.
- I can play and perform from a rhythmic score, maintaining my part.
- I can listen and recognise different genres of music e.g. Latin.
- I can compose a pentatonic ostinato using a variety of rhythms.
- I can read pitch notation for notes in the C pentatonic scale.
- I can read, use and understand rhythm notation for crotchets, paired quavers, and a crotchet rest.

## Year 4

- I can sing songs with a simple harmony part created by an ostinato.
- I can play and perform melodic and rhythmic accompaniments to a song
- I can listen and identify similarities and differences between pieces of music from a range of styles.
- I can compose a melody and fit two rhythmic patterns together.
- I can read pitch notation for notes in the C pentatonic scale.
- I can read, use and understand rhythm notation for crotchets, paired quavers, minims, and the corresponding rests.

## **Year 5**

- I can maintain my part when singing 2-part rounds and partner songs.
- I can play a chord to accompany singing.
- I can listen and identify the structure and texture of songs and recognise different genres of music.
- I can improvise a piece in ternary form using a pentatonic scale and accompaniment.
- I can notate my ideas to form a simple score to play from.
- I can recognise and respond to crotchet, quaver, minim, semiquaver and dotted quaver/semiquaver durations.

## **Year 6**

- I can sing a broad range of songs with a sense of ensemble and performance, observing rhythm, dynamics, phrasing, accurate pitching and appropriate style.
- I can perform as part of a class, playing a melody or accompanying part on tuned or untuned percussion.
- I can compare, discuss and evaluate music using detailed musical vocabulary.
- I can compose a syncopated melody using the notes of the C major scale and extended melodies using the pentatonic scale.
- I can read and play rhythmic notations and confidently hold my part while 3 other parts are playing.
- I can read and name the pitch of notes on the staff.