

Morley Primary School

Being a Musician

EYFS	Children at the expected level of development will: • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music		
	Year 1	**Year 2**	**Year 3**
Singing and Voice	• I can find my singing voice and use my voice confidently. • I can sing a melody accurately at my own pitch. • I can sing with a sense of awareness of pulse and control of rhythm. • I can follow pitch movements with my hands and use high, low and middle voices. • I can begin to sing with control of pitch. • I can recall and remember short songs.	• I can recognize phrase lengths and know when to breathe. • I can sing songs expressively. • I can sing songs with awareness of other performers. • I can recall and remember longer songs.	• I can sing with awareness of pulse and control of rhythm. • I can recognise simple phrases. • I can sing songs and create different vocal effects. • I can internalise sounds by singing parts of a song 'in my head'.
Composition	• I can contribute to a class composition. • I can explore sounds and match a sound to movement of an animal etc. • I can create simple patterns of sound.	• I can start to explore instruments on my own. • I can play simple repeated patterns within a composition. • I know the term 'ostinato'. • I can match my sounds to a partner's sounds.	• I can create sounds that describe moods and emotions. • I can compose music in a pair and make improvements to my work. • I can change the tempo, pitch and dynamics of my patterns. • I know the difference between ostinato, beat and rhythm. • I can use Garage Band to compose and record simple patterns.
Notation	• I am aware of notating music with symbols or musical notation.	• I can create my own symbols to match a sound. • I am aware of musical notation and can follow some notes whilst singing.	• I can notate my music using symbols or musical notes. • I can read notes BAG on a stave and play them on an instrument through Wider opportunities.

Listening, Evaluating and Appraising	• I can listen to a variety of musical styles. • I can improve my sounds so they are louder/quieter/faster/slower.	• I can listen to a variety of musical styles and explain preferences. • I can identify well-defined musical features. • I can improve my sounds and adjust instruments where necessary.	• I can listen to music with attention to detail. • I can improve my compositions against the success criteria.
Performance Skills	• I can perform together and know when to join in.	• I can perform together and follow instructions. I can begin to improvise around a given set of notes and consider the style of the piece. • ***I can perform in whole class songs in the class nativity, Summer Show, Morley Gala or Morley Village Show.***	• I am aware of my audience and can present my performances with pride and confidence. • I can effectively improvise around a given set of notes in an appropriate style and accurate timing • ***I can perform in whole class songs at the Christmas Show, Summer Show, Morley Gala or Morley Village Show.***
Instrumental Skills			• I can take part in wider opportunities and learn the basics of the instrument

	Year 4	Year 5	Year 6
Singing and Voice	• I can sing with confidence using a wider vocal range. • I can sing in tune. • I can sing expressively with awareness and control of the expressive elements. • I can understand how mouth shapes can affect voice sounds. • I can sing a round in two or three parts.	• I can sing songs with increasing control of breathing, posture and sound projection. • I can sing songs in tune and with awareness of other parts. • I can sing in a four part round when sitting with a group and hold my part. • I can sing with expression and rehearse with others. • I can sing with appropriate feeling to the style and feel of the song	• I can sing in two part or three-part harmony, identifying the melodic phrases. • I can sing in a four-part round when not sitting with a group and hold my part. • I can sing with confidence in small groups and alone, and begin to have awareness of improvisation with the voice • I can sing with appropriate feeling to the style and feel of the song – including songs with emotion.
Composition	• I can create textures by combining sounds in different ways. • I can play in time with others in my group. • I can improvise tunes based around the pentatonic scale. • I can use garage band to compose and record sequences of sound.	• I am aware of the musical elements within my composition. • I can play my part with awareness of others in my group, keeping in time with a variety of parts. • I can choose appropriate timbres which will complement each other in a group composition. • I can compose simple melodies on tuned percussion. • I can use garage band to compose and record sequences of sound, understanding how to apply and edit loops.	• I can state which musical elements I am improvising around within my compositions. • I can compose more complex melodies on tuned percussion. • I can keep in time with my whole group, showing awareness of where the beat falls, and how to keep more complex rhythms in time. • I can use a variety of features of garage band to compose individually and in pairs.
Notation	• I can notate a group composition where we all play different parts using graphic notation. • I can start to read musical notation (3-5 notes) and apply this to wider opps instrument.	• I can notate group compositions using musical or graphic notation, identifying how all the parts fit together. • I can read chords confidently and play these on my ukulele. • I am starting to read TAB notation. • I can read musical notation and can name the lines on the stave	• I can read and perform grid and rhythm notation. • I can sing songs with musical notation as support. • I can read and play ukulele chords and some TAB notation. • I can read standard notation and identify notes on the stave from C to top F
Listening, Evaluating and Appraising	• I can listen to a variety of music styles and comment on the tempo, dynamics, pitch and timbre. • I can evaluate my own work and peer-assess the work of other groups.	• I can identify different moods and textures. • I can evaluate my own and others' compositions and make improvements.	• I can listen to longer pieces of music and identify features. • I can comment on how the musical elements have been used expressively in a piece. • I can improve my work by analysis, evaluation and comparison.

Performance Skills	• I can perform with awareness of different parts. • ***I can perform larger group or whole class songs at the Christmas Show, Summer Show, Morley Gala or Morley Village Show.***	• I can perform in different ways, exploring the way the performers are a musical resource. ***I can perform smaller or group songs at the Christmas Show, Summer Show, Morley Gala or Morley Village Show.***	• I can present performances effectively with awareness of audience, venue and occasion. ***I can perform solos, smaller or group songs at the Christmas Show, Summer Show, Morley Gala or Morley Village Show.***
Instrumental Skills	• I can take park in wider opportunities and learn the basics of the instrument	I can use a digital instrument on Garage Band to play notes on the piano using standard notation <u>Ukulele</u> • I can hold my ukulele correctly • I can play the open strings with correcttechnique • I can make simple chord shapes: C, Am, F,G7 • I can strum in time to a beat • I can translate the chord notation to myukulele • I am aware of TAB notation	I can use a digital instrument on Garage Band to play notes on the piano using standard notation with increasing confidence and a wider range of notes. <u>Ukulele</u> • I can accompany songs • I can play rhythmically • I can play more complex chords: Em, A7, G, D, D7 • I can translate the chord notation to my ukulele and am starting to read TAB notation