

# Curriculum Goals – Music



## Year 1

Autumn Term
I can use my voice and instruments to sing and enjoy songs.
I can follow musical instructions and learn songs off by heart.
I can understand the difference between pulse, rhythm and pitch.

Spring Term
I can learn the names of the instruments and recognise musical notes.
I can identify five different musical styles: Blues, Baroque, Latin, Irish Folk, Funk and name some of them
I can use voices and instruments to listen, sing and enjoy songs.
I can understand that improvisation is about making up my own tune

Summer Term
I can learn the names of the instruments and recognise musical notes.
I can recognise the sound of instruments in songs.
I can know what songs are about and know songs off by heart.
I can listen and clap back, then listen and create rhythms and melodies (words, notes and beats).

# Curriculum Goals – Music



## Year 2

Autumn Term
I can listen and know that rhythm is different to pulse.
I can learn the names of percussion instruments played in class and treat them with care and respect.
I can perform and share music with an audience.
I can listen and follow musical instructions from a leader.

Spring Term
I can find the pulse and identify this unit is about Rock Music.
I can listen and understand that rhythm is different to pulse.
I can understand high and low sounds (pitch) when we sing and play instruments.

Summer Term
I can listen to rhythms and clap them back
I can listen to and follow instructions from a musical leader.
I can recognise that songs can tell a story.
I can recognise the sound of instruments within songs.
I can perform and share songs with an audience.

# Curriculum Goals – Music



## Year 3

Autumn Term
I understand how pulse, rhythm and pitch work together to create a song.
I can recognise/identify different style indicators, different instruments and their sounds.
I can listen and follow musical instructions from a leader and understand music can be sung in unison or in parts.
I understand that a performance involves communicating feelings, thoughts and ideas about the song/music to an audience.

Spring Term
I can understand that a composition is like a story
I can understand how to find and demonstrate the pulse.
I understand how pulse, rhythm and pitch work together to create a song.

Summer Term
I understand that a performance involves communicating feelings, thoughts and ideas about the song/music
I can understand the difference between pulse and rhythm.
I can recognise/identify different style indicators, different instruments and their sounds.

# Curriculum Goals – Music



## Year 4

Autumn Term
I understand how pulse, rhythm and pitch work together to create a song.
I can recognise/identify different style indicators, different instruments and their sounds.
I understand that a performance involves communicating feelings, thoughts and ideas about the song/music
I can listen and follow musical instructions from a leader and practise and perform music with confidence.

Spring Term
I understand how pulse, rhythm and pitch work together to create a song.
I can recognise/identify different style indicators, different instruments and their sounds.
I understand that a performance involves communicating feelings, thoughts and ideas about the song/music
I can listen and follow musical instructions from a leader and practise and perform music with confidence.

Summer Term
I understand how pulse, rhythm and pitch work together to create a song.
I understand that a performance involves sharing music and communicating feelings, thoughts and ideas about the song/music.
I can practise and perform music with confidence using voice and instruments.
I can understand that a composition is created like a story and can be played and performed.

# Curriculum Goals – Music



## Year 5

Autumn Term
I understand how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.
I understand that a performance involves sharing music and communicating feelings, thoughts and ideas about the song/music
I can understand that a composition is created like a story and can be played and performed.
I can listen and follow musical instructions from a leader and I am aware how I fit into a group.
I can plan and create a section of music that can be performed and reflect musically on it.

Spring Term
I understand how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song.
I can recognise/identify different style indicators, different instruments and their sounds.
I understand that a performance involves communicating feelings, thoughts and ideas about the song/music.
I can listen and follow musical instructions from a leader and practise and perform music with confidence.

Summer Term
I understand how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.
I can recognise/identify different style indicators, different instruments and their sounds and understand musical language.
I can understand that a composition is created like a story and can be played and performed.
I understand that a performance involves sharing music and communicating feelings, thoughts and ideas about the song/music

# Curriculum Goals – Music



## Year 6

Autumn Term
Listen with concentration to a variety of music from different styles, traditions and times, and place the music in its historical and social context.
Create musical improvisations with voices and instruments and create your own rhythmic patterns that lead to melodies.
Practise, rehearse and present performances with more understanding and awareness of an audience and their needs.
Communicate ideas, thoughts and feelings through musical demonstration, language, movement, and other art forms.

Spring Term
I understand how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song.
I can recognise/identify different style indicators, different instruments and their sounds.
I understand that a performance involves communicating feelings, thoughts and ideas about the song/music.
I can listen and follow musical instructions from a leader and practise and perform music with confidence.

Summer Term
I can listen with concentration to a variety of music from different styles, traditions and times, and place the music in its historical and social context.
I can recognise/identify different style indicators, different instruments and their sounds.
When listening to the music, I can find and internalise the pulse using movement.
I can understand the pulse and its role as the foundation of music.
I can listen, comment on and discuss ideas with confidence as part of a group

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