


Music Overview			
		Skills = (P)Performing (C)Composing (A)Appraising (L)Listening	
		Kapow skills	
Autumn		Spring	
Summer			
EYFS	<p><u>Fabulous Me</u> <u>Time for Change</u></p> <p>I can express my feelings and responses i.e how does the music make me feel?(emotions vocabulary (see PSE) (L)</p> <p>I can begin to watch and talk about dance and performance art, i.e What type of dance/music is it? (adjectives to describe music; e.g. happy, sad, slow, fast, bouncy) Watch live music / dance performances linked to festivals (perform, celebrate, audience, musician, dancer) (A)</p> <p>I can sing in a group or on their own, e.g. engage in circle and partner songs e.g begin to make own verse for familiar song (P)</p> <p>I can begin to explore and engage in music making and dance, invent and dance / play music to show different emotions (emotions vocabulary see PSE) (P&C)</p>	Spring	<p><u>Wonderful Water & Super Heroes & Villains</u></p> <p>I can listen attentively, move to and talk about music, expressing my feelings and responses, i.e range of water / winter music (A&L)</p> <p>I can watch and talk about dance and performance art, expressing their feelings and responses. (A&L)</p> <p>I can sing in a group or on my own, increasingly matching the pitch and following the melody i.e Winter / theme song (P)</p> <p>I can explore and engage in music making and dance, performing solo or in groups, i.e acting out story with instrumental sounds (A)</p> <p>I can develop storylines in my pretend play, i.e Imitating – Innovating – Inventing (using story language in role play / small world play) (C)</p>
FS2		Summer	<p><u>Gracious Growing</u> <u>Awesome Animals</u></p> <p>I can invent, adapt and recount narratives and stories with peers and their teacher (P&C)</p> <p>I can sing a range of well-known nursery rhymes and songs (P)</p> <p>I can perform songs, rhymes, poems and stories with others, and when appropriate, try to move in time with music. (P)</p>

Year 1	<p><u>Simple Rhythms</u></p> <p>I can clap and play in time to the pulse (P) I can understand the difference between pulse and rhythm (L) I can follow instructions about when to play or sing (A) I can use my voice expressively and creatively to speak, sing and chant (P) I can listen with concentration and understanding to a range of high quality live and recorded music (L) I can play tuned and untuned instruments musically (P) I can experiment with, create, select and combine sounds (C)</p>	<p><u>Timbre and Rhythmic Patterns</u> <i>Theme: Fairy Tales (English link)</i></p> <p>I can use my voice expressively and creatively to speak, sing and chant (P) I can perform short chants from memory, with expression (P) I can respond to a sound by likening it to a character or mood (L) I can create and select sounds to match a character or mood (C) I can follow instructions about when to play or sing (A) I can experiment with, create, select and combine sounds (C) I can play tuned and untuned instruments musically (P) I can listen with concentration and understanding to a range of high quality live and recorded music (L) I can give a reason for choosing an instrument (Challenge)</p>	<p><u>Vocal and Body Sounds</u> <i>Theme: By the sea (Geography/History link)</i></p> <p>I can perform by graphic notation (P) I can select appropriate instruments to create an intended effect, using dynamics and tempo to add interest (C) I can experiment with, create, select and combine sounds (C) I can respond to music through expressive and appropriate movement (L) I can listen with concentration and understanding to a range of high quality live and recorded music (L) I can play tuned and untuned instruments musically (P) I can use my voice expressively and creatively to speak, sing and chant (P) I can follow instructions about when to play or sing (A)</p>
	<p><u>Nativity Performance</u> <i>Singing and Performing</i></p> <p>I can join in with singing (P) I can sing short songs from memory (P) I can look at my audience when I am performing (P) I can use my voice expressively and creatively to speak, sing and chant (P)</p>	<p><u>Playing the Ocarina</u> <i>Mr Joliffe</i></p> <p>I can play tuned and untuned instruments musically (P) I can copy sounds (P) I can use instruments to perform (P) I can follow instructions about when to play or sing (A) I can experiment with tempo and pitch using</p>	<p><u>Classical music, Dynamics and Tempo</u> <i>Theme: Animals (PE/Science/History link)</i></p> <p>I can sing short songs from memory, using simple dynamics (P) I can join in with singing (P) I can play instruments expressively (P) I can play tuned and untuned instruments musically (P)</p>

	I can follow instructions about when to play or sing (A)	tuned and untuned instruments (C) I can make a sequence of sounds (C)	I can respond expressively to music using my body (L) I can experiment with, create, select and combine sounds to tell a story (C) I can use my voice expressively and creatively to speak, sing and chant (P)
Year 2	<p><u>Musical Me</u> <i>To learn to sing and play a song</i></p> <p>I can sing/ clap a pulse increasing or decreasing in tempo (P)</p> <p>I can sing and play untuned instruments at the same time (P)</p> <p>I can sing and follow a melody by ear (P)</p> <p>I can play a melody from letter notation (P)</p> <p>I can choose an appropriate dynamics and timbre for a piece of music (L)</p> <p>I can listen out for particular things when listening to music.(L)</p> <p>I can perform with others.(P)</p>	<p><u>Musical vocabulary and sound</u> <i>On this Island</i></p> <p>I can sing, play and follow instructions to perform as a group (C)</p> <p>I can describe music using simple musical vocabulary (L)</p> <p>I can explore and represent different ways of making the same sound (A)</p> <p>I can create a piece of music that represents a particular environment.(P)</p>	<p><u>Rainforests: African call and response song</u> (English link)</p> <p>I can create different timbre (P)</p> <p>I can recognise and play a short rhythm from simple notation (L))</p> <p>I can create short sequences of sound on a given idea(C)</p> <p>I can suggest improvements to my work(A)</p> <p>I can relate music to feelings (A)</p> <p>I can make connections between notations and musical sounds. (A)</p> <p>I can create music in response to (different starting points) (C)</p> <p>I can sing/play rhythmic patterns in contrasting tempo; keeping to the pulse? (challenge)</p>

	<p><u>Ukulele with Peter Jolliffe</u></p> <p>I can play simple rhythmic patterns on an instrument.</p> <p>I can perform simple patterns and accompaniments keeping a steady pulse.(P)</p> <p>I can make connections between notations and musical sounds.(C)</p> <p>I can improve my own work.(A)</p>	<p><u>Dynamics, timbre, tempo and motifs</u></p> <p><u>Theme: Space</u></p> <p>I can listen out for particular things when listening to music.(A)</p> <p>I can perform simple patterns and accompaniments keeping a steady pulse.(P)</p> <p>I can improve my own work (A)</p> <p>I can perform a melodic motif musically (P)</p> <p>I can listen for and recognise instrumentation (A)</p> <p>I can create a melodic motif from a set of five notes (C)</p>	<p><u>Orchestral Instruments</u></p> <p><u>Theme: Traditional Stories</u></p> <p>I can improvise vocal sound effects for a story(P)</p> <p>I can perform a story using vocal and instrumental sound effects (P)</p> <p>I can create a tune to describe a character (C)</p> <p>I can recognise timbre changes (L)</p> <p>I can perform simple patterns and accompaniments keeping a steady pulse.(P)</p> <p>I can perform with others (P)</p>
<p>Year 3</p>	<p><u>Interpret Music Through Pictures</u></p> <p><u>Theme: Carnival of the Animals</u></p> <p>I can use musical words (the elements of music) to describe a piece of music and compositions.</p> <p>I can use musical words to describe what they like and dislike.</p> <p>I can recognise the work of at least one famous composer.(A)</p>	<p><u>Ukulele with Peter Jolliffe</u></p> <p>I can play clear notes on instruments. (P)</p> <p>I can combine different sounds to create a specific mood or feeling.(C)</p> <p>I can use musical words (the elements of music) to describe a piece of music and compositions.(A)</p>	<p><u>Compose music and voice over</u></p> <p><u>Theme: Vikings (History Link)</u></p> <p>I can create repeated patterns with different instruments.</p> <p>I can combine different sounds to create a specific mood or feeling.(C)</p> <p>I can compose my own viking invasion</p> <p>I can use dynamics and tempo to compose my invasion. (C)</p> <p>I can create layers within a rhythm (C)</p> <p>I can perform a group composition (P)</p> <p>I can add media to my music using computing.</p> <p>I can improve my work, explaining how it was improved. (A)</p>

	<p><u>History of music</u> <u>Instruments from the different musical periods of time and to learn musical elements (music words)</u></p> <p>I can use musical words (the elements of music) to describe a piece of music and compositions I can use musical words to describe what they like and dislike (A) I can create repeated patterns with different instruments.(C)</p>	<p><u>Octave Scale</u> <u>Learning the notes of the octave scale using the Do-Re-Mi song</u></p> <p>I can play and perform in solo and ensemble contexts.(P) I can use my voice and play musical instruments with increasing accuracy, fluency, control and expression (P) I can count in beats of 4. (P) I can count my partner in. (P) I can control my voice when singing I can play clear notes on instruments (P) I can compose melodies and songs (C)</p>	<p><u>Compose music</u> <u>Music linked to Topic and Computing</u></p> <p>I can tell a story from a piece of music through movement (L&A) I can create a soundscape using percussion instruments (C&P) I can create a range of sounds to accompany a story (C&P) I can compose and perform a rhythm to accompany a story(C&P) I can compose and notate a short melody to accompany a story and upload it to a media device.(C&P)</p>
<p>Year 4</p>	<p><u>Music Composition on iPads</u> <u>Mr Joliffe linked with Computing</u></p> <p>I can perform a simple part rhythmically. I can improvise using repeated patterns. (P) I can use notations to record compositions in a small group or on their own (C) I can start to identify the character of a piece of music (A)</p>	<p><u>Rock and Roll</u> <u>Learning about the origins and features of rocking and roll</u></p> <p>I can perform a walking bass line (P) I can sing in time and in tune (P) I can recognise the features of rock and roll music (L) I can identify the links between this and other genres of music (A)</p>	<p><u>Composing notation</u> <u>Theme: Egyptians</u></p> <p>I can perform accurately from graphic notation using voices and instruments. (P) I can identify how the key features of music are written down by following a score whilst listening. (L) I can create a sound story using voices and instruments and notate it using hieroglyphs (C)</p>

	<p><u>South and West Africa</u></p> <p>I can Sing a traditional African song unaccompanied. (P)</p> <p>I can play a chord progression on tuned percussion. (P)</p> <p>Recognising the stylist features of south and west Africa music (L)</p> <p>Learning how music evolved in different traditions (A)</p>	<p><u>Learning about the Orchestra</u></p> <p><i><u>Musical elements and analysing music from a composer</u></i></p> <p>I can explain the place of silence and say what effect it has</p> <p>I can start to identify the character of a piece of music</p> <p>I can describe and identify the different purposes of music (A)</p> <p>I can begin to identify with the style of work of Beethoven and Mozart.</p> <p>I can identify how a change in timbre can change the effect of a piece of music (A)</p>	<p><u>Rainforests</u></p> <p>I can accurately perform a composition as part of a group. (P)</p> <p>I can identify scaled dynamics(crescendo /decrescendo) within a piece of music. (C)</p> <p>I can create body percussion rhythms.(C)</p> <p>I can create melody loops on tuned percussion. (C)</p>
<p>Year 5</p>	<p><u>Whole Class Music for life (MFL)</u></p> <p>I can breathe in the correct place when playing</p> <p>I can use my understanding of meaning to add expression?</p> <p>I can maintain my part whilst others are performing their part(P)</p> <p>I can describe, compare and evaluate music using musical vocabulary</p> <p>I can explain why they think my music is successful or unsuccessful</p> <p>I can suggest improvements to my own or others' work (A)</p>	<p><u>Stave and Clef</u></p> <p><u>Reading a note and then score</u></p> <p>I can recognise and use basic structural forms e.g. rounds, variations, rondo form. (P)</p> <p>I can change sounds.</p> <p>I can organise them differently to change the effect.(P)</p> <p>I can use notations to record groups of pitches (C)</p>	<p><u>The music of the composers</u></p> <p>I can start to identify the character of a piece of music. (A)</p> <p>I can describe, compare and evaluate music using musical vocabulary (A)</p> <p>I can choose the most appropriate tempo for a piece of music (A)</p> <p>I can contrast the work of famous composers and show preferences (A)</p> <p>I can choose the most appropriate tempo for a piece of music (C)</p>

		<p><u>Introduction to composers</u></p> <p>I can recognise and use basic structural forms e.g. rounds, variations, rondo form (P)</p> <p>I can describe and identify the different purposes of music.</p> <p>I can choose the most appropriate tempo for a piece of music(A)</p> <p>I can contrast the work of famous composers and show preferences (A)</p> <p>I can describe, compare and evaluate music using musical vocabulary(A)</p>	<p><u>End of Year Show: Performance</u></p> <p>I can breathe in the correct place when singing. (A & P)</p> <p>I can sing and use my understanding of meaning to add expression. (A&P)</p> <p>I can maintain my part whilst others are performing my part.(P)</p> <p>I can choose the most appropriate tempo for a piece of music.(C)</p> <p>I can breathe in the correct place when singing(P)</p> <p>I can sing and use my understanding of meaning to add expression(P)</p> <p>I can maintain my part whilst others are performing their part(P)</p> <p>I can perform 'by ear' and from simple notations (P)</p>
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Year 6	<p><u>Body Percussion</u> <u>Anna Meredith</u></p> <p>I can perform parts from memory I can provide rhythmic support (P) I can refine and improve my work I can evaluate how the venue, occasion and purpose affects the way a piece of music is created I can analyse features within different pieces of music (P,A,L&C)</p>	<p><u>Liverpool Philharmonic School's Concert - Lessons and Concert</u></p> <p>I can evaluate how the venue, occasion and purpose affects the way a piece of music is created I can analyse features within different pieces of music I can compare and contrast the impact that different composers from different times will have had on the people of the time (A&L)</p>	<p><u>Music Technology with Peter Jolliffe</u></p> <p>I can perform parts from memory I can perform using notations (P) I can use a variety of different musical devices in their composition (incl melody, rhythms and chords) I can recognise that different forms of notation serve different purposes I can use different forms of notation (C) I can refine and improve my work (A)</p>
	<p><u>Benjamin Britten's Guide to Orchestra: Instruments & Genres</u></p> <p>I can evaluate how the venue, occasion and purpose affects the way a piece of music is created I can compare and contrast the impact that different composers from different times will have had on the people of the time I can analyse features within different pieces of music(A)</p>	<p><u>BBC 10 Pieces: Compose/Perform</u></p> <p>I can evaluate how the venue, occasion and purpose affects the way a piece of music is created. I can analyse features within different pieces of music I can compare and contrast the impact that different composers from different times will have had on the people of the time (A)</p>	<p><u>End of Year Show: Performance</u></p> <p>I can breathe in the correct place when singing. I can sing and use my understanding of meaning to add expression.(P) I can maintain my part whilst others are performing my part.I can maintain my part whilst others are performing my part. (A) I can choose the most appropriate tempo for a piece of music.(C)</p>