

<u>Year 1 musician</u>	<u>Year 2 musician</u>	<u>Year 3 musician</u>
<ul style="list-style-type: none"> • I use my voice to speak, sing and chant • I use instruments to perform • I clap short rhythmic patterns • I make different sounds with my voice and with instruments • I repeat short rhythmic and melodic patterns • I make a sequence of sounds • I respond to different moods in music • I say whether I like or dislike a piece of music • I choose sounds to represent different things • I follow instructions about when to play and sing 	<ul style="list-style-type: none"> • I sing and follow a melody • I perform simple patterns and accompaniments keeping a steady pulse • I play simple rhythmic patterns on an instrument • I sing or clap increasing and decreasing tempo • I order sounds to create a beginning, middle and an end • I create music in response to different starting points • I choose sounds which create an effect • I use symbols to represent sounds • I make connections between notations and musical sounds • I listen out for particular things when listening to music • I improve my own work 	<ul style="list-style-type: none"> • I sing a tune with expression • I play clear notes on instruments • I use different elements in my composition • I create repeated patterns with different instruments • I compose melodies and songs • I create accompaniments for tunes • I combine different sounds to create a specific mood or feeling • I use musical words to describe a piece of music and compositions • I use musical words to describe what I like and do not like about a piece of music • I recognise the work of at least one famous composer • I improve my work, explaining how it has been improved

<u>Year 4 musician</u>	<u>Year 5 musician</u>	<u>Year 6 musician</u>
<ul style="list-style-type: none"> • I perform a simple part rhythmically • I sing songs from memory with accurate pitch • I improvise using repeated patterns • I use notation to record and interpret sequences of pitches • I use notation to record compositions in a small group or on my own • I explain why silence is often needed in music and explain what effect it has • I identify the character in a piece of music • I identify and describe the different purposes of music • I begin to identify the style of work of Beethoven, Mozart and Elgar 	<ul style="list-style-type: none"> • I breathe in the correct place when singing • I maintain my part whilst others are performing their part • I improvise with a group using melodic and rhythmic phrases • I change sounds or organise them differently to change the effect • I compose music which meets specific criteria • I use notation to record groups of pitches (chords) • I record aspects of the composition process • I choose the most appropriate tempo for a piece of music • I describe, compare and evaluate music using musical vocabulary • I explain why I think music is successful or unsuccessful • I suggest improvements to my own work and that of others • I contrast the work of a famous composer with another, and explain my preferences 	<ul style="list-style-type: none"> • I sing in harmony confidently and accurately • I perform parts from memory • I take the lead in a performance • I use a variety of different musical devices in my composition (including melody, rhythms and chords) • I evaluate how the venue, occasion and purpose affects the way a piece of music is created • I analyse features within different pieces of music • I compare and contrast the impact that different composers from different times have had on people of that time

St. Catherine's RC Primary School Music Objectives



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