

I am an... EYFS Musician

Performing and Composing:

- I can perform as a solo or in a small group.
- I know when my part plays and stops.
- I can read 3 rhythms with support.
- I can chant and sing a range of simple songs.
- I can exactly pitch match two sounds.

Listening and Evaluating:

- I can say what I like/dislike about a piece of music.
- I can copy sounds/simple rhythms.
- I can talk about what I have composed.
- I know there is a difference between pulse and rhythm.

Recognising Instruments:

- I recognise 3 untuned percussion instruments.
- I understand the correct way to play these 3 instruments.

I am a... Year 1 Musician

Performing and Composing:

- I can change and sing a range of songs.
- I can read 3 rhythms – reading stick notation.
- I can write my own stick notations with support.
- I can exactly pitch match 3 sounds.

Listening and Evaluating:

- I can say what I like/dislike about a piece of music and why.
- I can copy sounds and simple rhythms accurately.
- I can talk about how I have composed.
- I listen to songs from different cultures e.g. Kye Kye Kule

Recognising Instruments:

- I can recognise 4 untuned percussion instruments and know what they are called.
- I understand the correct way to play these 4 instruments.

I am a... Year 2 Musician

Performing and Composing:

- I can change and sing a range of songs.
- I can read 5 rhythms – reading stick notation.
- I can write my own stick notations independently.
- I can exactly pitch match 3 –5 sounds.
- I can show the pitch shape with my finger

Listening and Evaluating:

- I can say what I like/dislike about a piece of music and why.
- I can copy sounds and rhythms accurately.
- I can talk about how I have composed a piece of music
- Mark the pulse and clap the rhythm of the words.
- I listen to songs from different cultures e.g. Kye Kye Kule
- I understand loud/quiet and fast/slow.

Recognising Instruments:

- I can recognise 5–6 untuned percussion instruments and know what they are called.
- I understand the correct way to play these 5 – 6 instruments.

I am a... Year 3 Musician

Performing and Composing:

- I can sing in tune a range of songs with a range of a fifth.
- I can perform on the keyboard.
- I can perform on the recorder.
- I can perform in a taiko style using sticks.
- I can read 10 rhythms – reading stick notation.
- I can write my own rhythmic notations with support.
- I understand how stave notation works in terms of pitch.
- I can write my compositions down.

Listening and Evaluating:

- I can say what is good about my peers performances/compositions
- I can copy sounds and complicated rhythms accurately.
- I can use Keywords dynamics/Tempo/Pitch to describe what I can hear.
- I listen to songs from different cultures e.g. Siyahamba and Sakura

Recognising Instruments:

- I understand that an orchestra has different sections.
- I recognise that different instruments belong to different sections
- I can identify 5 instruments of the orchestra.

I am a... Year 4 Musician

Performing and Composing:

- I can sing in tune a range of songs with confidence.
- I can perform confidently a melody on the keyboard using 5 notes.
- I can perform confidently a melody on the recorder using 3 notes.
- I can perform a sequence of rhythms in a Taiko style.
- I can read 20 rhythms – reading stick notation.
- I can write my own rhythmic notations independently.
- I understand how stave notation works in terms of pitch and can read the notes C,D,E and/or B,A,G.
- I can write my compositions down using pitch notation

Listening and Evaluating:

- I can say what is good about my peers performances/compositions and provide constructive criticism.
- I can use keywords Dynamics/Tempo/Pitch/Structure/Timbre to describe what I can hear.
- I listen to songs from different cultures e.g. Siyahamba and Sakura and can say what makes them sound different.

Recognising Instruments:

- I understand that an orchestra has different sections and can identify the 4 different sections.
- I recognise that different instruments belong to different sections and can put some instruments in the correct section.
- I can identify 10 instruments of the orchestra.

I am a... Year 5 Musician

Performing and Composing:

- I can play a melody on the keyboard with confidence.
- I can play a melody on the recorder with confidence.
- I can keep my part going independently.
- I can read 25 rhythms – reading stick notation.
- I can write my own rhythmic notations independently on a stave.
- I can create my own improvisations.
- I can write my compositions down using pitch and rhythmic notation.

Listening and Evaluating:

- I can say what is good about my peers performances/compositions and provide constructive criticism using some keywords.
- I can use keywords Dynamics/Tempo/Pitch/Structure/Timbre /Fluency/Accuracy/Beat to describe what I can hear and how others can improve their work.
- I listen to songs from different cultures e.g. Nanuma, Hotaru Koi and Jazz and can say what makes them sound different.

Recognising Instruments:

- I can recognise and name most of the instruments of the orchestra.
- I recognise that different instruments belong to different sections and can put most instruments in the correct section.
- I can identify most instruments of the orchestra.

I am a... Year 6 Musician

Performing and Composing:

- I can play a melody on the keyboard with confidence and have attempted to add an accompaniment.
- I can play a melody on the recorder with confidence, that has a wide range of notes.
- I can keep my part going independently and help support others to keep their part going.
- I can lead my group with confidence.
- I can read 30 rhythms – reading stick notation.
- I can create my own improvisations and they fit well with an accompaniment.
- I can write my compositions down using pitch and rhythmic notation and my ideas are well thought out.

Listening and Evaluating:

- I can say what is good about my peers performances/compositions and provide constructive criticism using many musical keywords.
- I can use keywords Dynamics/Tempo/Pitch/Structure/Timbre /Fluency/Accuracy/Beat to describe what I can hear and how others can improve their work.

Recognising Instruments:

- I can recognise and name most of the more Jazzy Instruments e.g. saxophone, trumpet, double bass, snare drum.
- I can identify some of the Japanese instruments Shakuhachi (Japanese Flute) Taiko drums.

