



### Pentecost 2 – Myths and Legends

- I can use musical vocabulary to describe music (b)
- I can explain that a graphic score can show a picture of the layers, or 'texture', of a piece of music (a)
- I can use letter name and graphic notation to represent the details of my composition (a)

### Lent 2 – Dynamics, timbre, tempo

- I can recognise timbre changes (b)
- I can select appropriate dynamics, tempo and timbre (b)
- I can use graphic notation to represent composition (a)
- I can explain what a composer is (a)
- I can explain what a soundscape is (a)

### Pentecost 1 – On this island: British song and sound

- I can recognise different instrument sounds (b)
- I can describe what duration and composition means (b)
- I can combine and layer several instrumental and vocal patterns (a)
- I can sing short songs from memory, with melodic and rhythmic accuracy (a)

### Lent 1 – Orchestral Instruments

- I can select appropriate dynamics, tempo and timbre for a piece of music (b)
- I can select and create longer sequences of appropriate sounds with voices or instruments (b)
- I can suggest improvements to my own and others' work (a)
- I can explain how woodwind, brass and string instruments are played (a)
- I can perform expressively using dynamics and timbre to alter sounds (a)

### Advent 2 - West African call and response song

- I can recognise timbre changes in music they listen to (b)
- I know that the tempo of a musical phrase can be changed to achieve a different effect (b)
- I can demonstrate that an instrument can be matched to an animal noise based on its timbre (b)

### Pentecost 2 – Pitch and Tempo

- I can express a basic opinion about music (b)
- I can describe that tempo can be used to represent mood or help tell a story (b)
- I can know that 'tuned' instruments play more than one pitch of notes and demonstrate it (b)



### Advent 1 – Musical Me

- I can use my voice expressively when singing, including the use of basic dynamics (b)
- I can explain that 'accompaniment' can mean playing instruments along with a song (a)
- I can identify melodies that move in steps (a)

### Pentecost 1 – Timbre and Rhythmic Patterns

- I can use my voice to create different timbres (b)
- I can listen to and repeat short, simple rhythmic patterns (b)
- I know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936 (b)

### Lent 2 – Musical Vocabulary

- I can describe the character, mood or story of music (b)
- I can describe differences between two pieces of music (b)
- I can copy back short rhythmic and melodic phrases on percussion instruments (b)
- I can describe what pitch is (b)

### Advent 2 – Tempo

- I can describe that pulse can be fast and slow (b)
- I can describe the differences between two pieces of music (b)
- I can respond to making improvements to my work as suggested by the teacher (a)

### Lent 1 – Vocabulary and Body Sounds

- I can describe that dynamics can change how someone listening feels about music (b)
- I can describe that that your voice can be used as a musical instrument (b)
- I can recognise basic tempo, dynamic and pitch changes (b)
- I can perform body percussion actions (making sounds with your body not your voice, eg clapping or slapping knees) (b)

### Advent 1 – Pulse and Rhythm

- I know that rhythm means a pattern of long and short notes (b)
- I know that pulse is the regular beat that goes through music (b)
- I can listen to and repeat short, simple rhythmic patterns (b)



### EYFS

#### Exploring Sound, celebration music, music and movement, musical stories, big band

- Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.
- Exploring lyrics by suggesting appropriate actions.
- Exploring the story behind the lyrics or music.
- Listening to and following a beat using body percussion and instrument
- Using their voices to join in with well-known songs from memory.
- Remembering and maintaining their role within a group performance.