

## Music Expectations

| Year   | Skills  |
|--------|---|
| Year 1 | <ul style="list-style-type: none"> <li>• I am able to use instruments to make long and short sounds.</li> <li>• I can understand difference between beat and rhythm and can use to create an accompaniment.</li> <li>• I am able to explore pitch and use descriptively.</li> <li>• I understand dynamics and tempo and create a simple structure using them.</li> </ul>  |
| Year 2 | <ul style="list-style-type: none"> <li>• I am able to create sequences of long and short sounds.</li> <li>• I can create and direct an accompaniment using long and short sounds.</li> <li>• I am able to differentiate between pitches and use pitched percussion instruments.</li> <li>• I can compose a piece of music using rhythmic patterns and ostinato.</li> <li>• I can explore pentatonic scales and create a class performance using one.</li> </ul> |
| Year 3 | <ul style="list-style-type: none"> <li>• I have learnt basic Samba/Reggae history.</li> <li>• I can respond to pulse on body and drum.</li> <li>• I am able to create a rhythmic groove.</li> <li>• I can use rhythms and grooves create a suite of music.</li> </ul>   |
| Year 4 | <ul style="list-style-type: none"> <li>• I can hold a recorder.</li> <li>• I am able to strum in time to pulse.</li> <li>• I have learnt the names of strings.</li> <li>• I am able to play notes on ukulele.</li> <li>• I can play pieces alone or with backing tracks using open strings or chords.</li> </ul>  |
| Year 5 | <ul style="list-style-type: none"> <li>• I am able to 'hold' and 'tongue' a recorder.</li> <li>• I am able form many notes on recorder.</li> <li>• I can recognise where these notes fall on the 'stave'.</li> <li>• I have learnt the value of notes and other musical terminology.</li> <li>• I can perform solo or in groups in single pieces or duets and compose and perform own compositions.</li> </ul>  |
| Year 6 | <ul style="list-style-type: none"> <li>• I have learnt more detail about Samba/Reggae history.</li> <li>• I am able to work together in pairs, groups or class.</li> <li>• I can compose call and response grooves.</li> <li>• I am able to lead class compositions.</li> <li>• I can follow leader/conductor in class composition.</li> </ul>  |