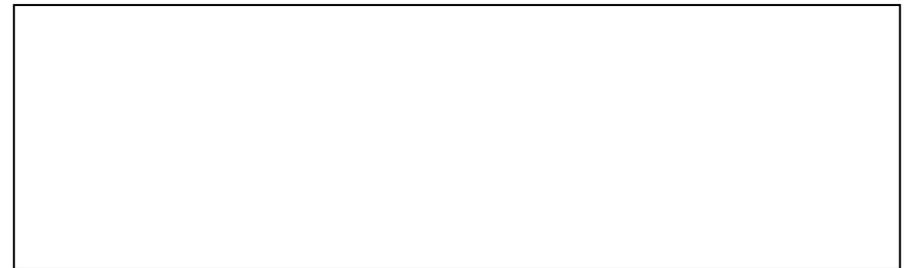


Music Skills Coverage





Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. (*National Curriculum 2014*)

Our music skills coverage needs to be monitored to ensure that the skills the children are expected to achieve by the end of each year are being covered planned methodically to ensure that each child can reach their full potential.

Skills which a year group find challenging will need to be revisited more than once in an academic year.

Please **tick which skills** you will cover each term and put it in Mrs Myers' pigeon hole to enable the curriculum skills coverage to be monitored.

Also at the end of Autumn/Spring/Summer term, as part of **music monitoring** in the school, a video (using the IPAD'S) needs to be recorded and uploaded onto the G-Drive of each classes' performance/exploration sessions so that musical progress can be analysed and evaluated by the music co-ordinator.

These videos should be uploaded onto G-drive-Staff Only-Music-Music Monitoring Videos-place into your year group file. Please name the video clip as e.g. 'Autumn 2015' so that the videos are in chronological order and it is evident which term and year group they are from.



EYFS Being a Musician

Skills	Autumn	Spring	Summer	Please note any particular skills which this cohort found challenging this year and may need to be revisited in the next academic year in the box below
EUMM 30-50 Months: Enjoys joining in with dancing and ring games				
EUMM 30-50 Months: Sings a few familiar songs				
EUMM 30-50 Months: Begins to move rhythmically				
EUMM 30-50 Months: Imitates movement in response to music				
EUMM 30-50 Months: Taps out simple repeated patterns				
EUMM 30-50 Months: Explores and learns how sounds can be changed				
EUMM 40-60 Months: Begins to build a repertoire of songs and dances				
EUMM 40-60 Months: Explores the different sounds of instruments				
BI 30-50 Months: Sings to self and makes up simple songs				
BI 30-50 Months: Uses movement to express feelings				
BI 30-50 Months: Creates movement in response to music				
BI 30-50 Months: Makes up rhythms				



Year 6 Being a Musician

Skills	Autumn	Spring	Summer	Please note any particular skills which this cohort found challenging this year and may need to be revisited in the next academic year in the box below
I can sing in harmony confidently and accurately				
I can perform from memory				
I can take the lead in a performance				
I can use a variety of different musical devices in my composition (including melody, rhythms and chords)				
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 have on people of that time				
I can say whether I like or dislike a piece of music				
I can choose sounds to represent different things				
I can follow instructions about when to play and sing				



Year 1 Being a Musician

Skills	Autumn	Spring	Summer	Please note any particular skills which this cohort found challenging this year and may need to be revisited in the next academic year in the box below
I can use my voice to speak, sing and chant				
I can use instruments to perform				
I can clap short rhythmic patterns				
I can make different sounds with my voice and my instruments				
I can repeat short rhythmic and melodic patterns				
I can make a sequence of sounds				
I can respond to different moods in music				
I can say whether I like or dislike a piece of music				
I can choose sounds to represent different things				
I can follow instructions about when to play and sing				



Year 5 Being a Musician

Skills	Autumn	Spring	Summer	Please note any particular skills which this cohort found challenging this year and may need to be revisited in the next academic year in the box below
I can breathe in the correct place when singing				
I can maintain my part whilst others are performing their part				
I can improvise within a group using melodic and rhythmic phrases				
I can change sounds to organise them differently to change the effect				
I can compose music which meets specific criteria				
I can use notation to record groups of pitches (chords)				
I can use my music diary to record aspects of the composition process				
I can choose the most appropriate tempo for a piece of music				
I can describe, compare and evaluate music using musical vocabulary				
I can explain why I think music is successful or unsuccessful				
I can suggest improvement to my own work and that of others				
I can contrast the work of a famous composer and explain my preferences				



Year 2 Being a Musician

Skills	Autumn	Spring	Summer	Please note any particular skills which this cohort found challenging this year and may need to be revisited in the next academic year in the box below
I can sing and follow a melody				
I can perform simple patterns and accompaniments keeping a steady pulse				
I can play simple rhythmic patterns on an instrument				
I can sing or clap increasing and decreasing tempo				
I can order sounds to create a beginning, middle and an end				
I can create music in response to different starting points				
I can choose sounds which create an effect				
I can use symbols to represent sounds				
I can make connections between notations and musical sounds				
I can listen out for particular things when listening to music				
I can improve my own work				
I can contrast the work of a famous composer and explain my preferences				



Year 4 Being a Musician

Skills	Autumn	Spring	Summer	Please note any particular skills which this cohort found challenging this year and may need to be revisited in the next academic year in the box below
I can perform a simple part rhythmically				
I can sing from memory with accurate pitch				
I can improvise using repeated patterns				
I can use notation to record compositions in a small group or on my own				
I can explain why silence is often needed in music and explain what effect it has				
I can identify the character in a piece of music				
I can identify and describe the different purposes of music				
I can begin to identify the style of work of Beethoven, Mozart and Elgar				



Year 3 Being a Musician

Skills	Autumn	Spring	Summer	Please note any particular skills which this cohort found challenging this year and may need to be revisited in the next academic year in the box below
I can sing a tune with expression				
I can play clear notes on instruments				
I can use different elements in my composition				
I can create repeated patterns with different instruments				
I can compose melodies and songs				
I can create accompaniments for tunes				
I can combine different sounds to create a specific mood or feeling				
I can use musical words to describe a piece of music and compositions				
I can use musical words to describe what I like and not like about a piece of music				
I can recognise the work of at least one famous composer				
I can improve my work; explaining how it has been improved				