



Music Whole School Half Termly Overview (Autumn 1 2019)

Year group	Key Assessment Criteria	
Year 1	Hey You	<ul style="list-style-type: none"> I can use my voice to speak, sing and chant.
Year 2	Hands, Feet, Heart	<ul style="list-style-type: none"> I can sing and follow a melody. I can perform simple patterns and accompaniments keeping a steady pulse. I can sing or clap increasing and decreasing tempo.
Year 3	Let your spirit fly	<ul style="list-style-type: none"> 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 do 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.
Year 4	Guitars	<ul style="list-style-type: none"> I can perform a simple part rhythmically. I can sing songs from memory with accurate pitch. I can improvise using repeated patterns. I can use notation to record and interpret sequences of pitches. I can use notation to record compositions in a small group or on my own.
Year 5	Livin' on a prayer	<ul style="list-style-type: none"> I can maintain my part whilst others are performing their part. (ongoing) I can improvise within a group using melodic and rhythmic phrases. (ongoing) I can change sounds or organise them differently to change the effect. (ongoing) I can compose music which meets specific criteria. (ongoing) I can use notation to record groups of pitches (chords). (ongoing) I can use my music diary to record aspects of the composition process. (ongoing) I can choose the most appropriate tempo for a piece of music. (ongoing) I can describe, compare and evaluate music using musical vocabulary. (ongoing) I can explain why I think music is successful or unsuccessful. (ongoing) I can suggest improvement to my own work and that of others. (ongoing) I can contrast the work of a famous composer and explain my preferences. (ongoing)
Year 6	I'll be there	<ul style="list-style-type: none"> I can sing in harmony confidently and accurately.



Music Whole School Half Termly Overview (Autumn 2 2019)

Year group	Key Assessment Criteria	
Year 1	Rhythm in the Way we walk, Banana Rap	<ul style="list-style-type: none"> I can clap short rhythmic patterns. I can make a sequence of sounds.
Year 2	Charanga – Ho Ho Ho	<ul style="list-style-type: none"> I can sing and follow a melody. I can perform simple patterns and accompaniments keeping a steady pulse. I can sing or clap increasing and decreasing tempo. I can listen out for particular things when listening to music.
Year 3	Glockenspiel Stage 1	<ul style="list-style-type: none"> 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 do 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.
Year 4	Guitars	<ul style="list-style-type: none"> I can perform a simple part rhythmically. I can sing songs from memory with accurate pitch. I can improvise using repeated patterns. I can use notation to record and interpret sequences of pitches. 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.
Year 5	Classroom Jazz 1	<ul style="list-style-type: none"> As per previous half term
Year 6	Classroom Jazz 2	<ul style="list-style-type: none"> I can use a variety of different musical devices in my composition (including melody, rhythms and chords). I can compare and contrast the impact that different composers from different times have had on people of that time.



Music Whole School Half Termly Overview (Spring 1 2020)

Year group	Key Assessment Criteria	
Year 1	In the Groove	<ul style="list-style-type: none"> I can repeat short rhythmic and melodic patterns. I can say whether I like or dislike a piece of music.
Year 2	Charanga – Zootime	<ul style="list-style-type: none"> I can order sounds to create a beginning, middle and an end. 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.
Year 3	Three Little Birds	<ul style="list-style-type: none"> 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 do 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.
Year 4	Guitars	<ul style="list-style-type: none"> I can perform a simple part rhythmically. I can sing songs from memory with accurate pitch. I can improvise using repeated patterns. I can use notation to record and interpret sequences of pitches. 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 5	Make you feel my love	<ul style="list-style-type: none"> As per previous half term
Year 6	Benjamin Britten – A New Year Carol	<ul style="list-style-type: none"> I can perform parts from memory. I can develop sequences in a specific style. I can choose my own music and style.



Music Whole School Half Termly Overview (Spring 2 2020)

Year group	Key Assessment Criteria	
Year 1	Round and Round	<ul style="list-style-type: none"> I can use instruments to perform. I can respond to different moods in music.
Year 2	Charanga – I Wanna Play in a Band	<ul style="list-style-type: none"> 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.
Year 3	The Dragon Song	<ul style="list-style-type: none"> 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 do 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.
Year 4	Guitars	<ul style="list-style-type: none"> I can perform a simple part rhythmically. I can sing songs from memory with accurate pitch. I can improvise using repeated patterns. I can use notation to record and interpret sequences of pitches. 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 5		<ul style="list-style-type: none"> As per previous half term
Year 6	Happy	<ul style="list-style-type: none"> I can evaluate how the venue, occasion and purpose affects the way a piece of music is created.



Music Whole School Half Termly Overview (Summer 1 2020)

Year group	Key Assessment Criteria	
Year 1	Your Imagination	<ul style="list-style-type: none"> I can make different sounds with my voice and with instruments. I can choose sounds to represent different things.
Year 2	Charanga – Friendship Song	<ul style="list-style-type: none"> 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.
Year 3	Bringing us together	<ul style="list-style-type: none"> 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 do 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.
Year 4	Guitars	<ul style="list-style-type: none"> I can perform a simple part rhythmically. I can sing songs from memory with accurate pitch. I can improvise using repeated patterns. I can use notation to record and interpret sequences of pitches. 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.
Year 5	The Fresh Prince of Bel Air	<ul style="list-style-type: none"> As per previous half term
Year 6	You've got a friend	<ul style="list-style-type: none"> I can analyse features within different pieces of music.



Music Whole School Half Termly Overview (Summer 2 2020)

Year group	Key Assessment Criteria	
Year 1	Reflect, Rewind, Replay	<ul style="list-style-type: none"> I can follow instructions about when to play and sing.
Year 2	Charanga – Reflect, Rewind and Replay	<ul style="list-style-type: none"> 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.
Year 3	Don't stop Believin	<ul style="list-style-type: none"> 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 do 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.
Year 4	Guitars	<ul style="list-style-type: none"> 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.
Year 5	Reflect, Rewind & Replay	<ul style="list-style-type: none"> As per previous half term
Year 6	Reflect, Rewind & Replay	<ul style="list-style-type: none"> I can take the lead in a performance.