Inspire Music

MY YEAR I MUSIC PASSPORT:



I can sing three note songs from memory, and I can tell when to start and stop.

TERM 2

I can sing five note call and response songs from memory, and understand counting in.

TERM 3

I can copy and follow directions for loud, medium loud and soft singing.

I can listen to short extracts of different pieces of music and think about what the music might be describing.



I can find the pulse of different pieces of music and tap along. I can copy the rhythm of a short section of music. I know the difference between rhythm and pulse.

I can improvise a four beat pattern for others to copy. I can make up sequences of long, short, high and low sounds.



I can create and combine musical sounds and sound effects to tell a story.



I can take part in copying and creating rhythm pattern chants.



I can march to the pulse, speeding up and slowing down with the tempo of the music. I can perform a rhythmic ostinati over a steady beat.

I know the difference between a rhythmic pattern and a pitch pattern. I can perform simple songs from memory.



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MY YEAR 2 MUSIC PASSPORT:

I can sing five note songs from memory, and follow signs for

TERM 2

I can sing simple songs in two part rounds (canon).

TERM 3

I can respond to signs for getting louder, getting softer and pause.

I can listen to short extracts of different pieces of music and think about what the music might be describing.

start, stop, loud and

soft.



I can group the beats of the pulse into two or three.

I can play or clap copycat rhythms, copying a leader and inventing rhythms for others to copy.

I can use stick notation for crotchet rests, crotchets and quavers to compose short pieces.



I can work with a partner to create simple question and answer phrases.



I can indicate pitch changes of short phrases using different actions.



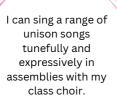
I can create rhythms using word phrases and represent them with stick notation. I can copy short rhythms and create new answer phrases.

I know the meaning of tempo, dynamics, pitch and rhythm. I know the difference between creating a rhythm pattern and a pitch pattern.



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MY YEAR 3 MUSIC PASSPORT:



TERM 1

I can perform a range of action songs confidently and in time.

TERM 2

TERM 3

I can sing a range of two part songs.

I can listen to short extracts of different pieces of music and think about what the music might be describing.



I can identify and describe musical features of different pieces of music: tempo - allegro (fast), adagio (slow); dynamics - loud (forte), soft (piano).

I understand and recognise different textures: unison, solo, layered. I can sing or playback simple melodies.



using graphic scores

and dot notation.

I can structure musical ideas to create a beginning, middle and end, and use the stave, lines, spaces, treble clef, crotchets and quavers for recall of ideas.



I can compose to a variety of stimulistories, pictures, poems etc., and compose rhythmic ostinati to accompany songs.



I can individually copy (echo) stepwise short melodic phrases at different speeds.



I can play or sing using stave notation ranging from middle C to E. I can perform short melodic question and answer phrases in pairs, small group ensembles and whole class.



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YEAR 4 MUSIC PASSPORT:

TERM 1

TERM 2

TERM 3

I can sing a range of unison songs of varying styles and structures with a pitch range of an octave.

I can sing rounds and part songs in 2, 3 and 4 time, forte and piano, with crescendo (getting louder) and diminuendo (getting softer).



I can sing songs with small and large leaps as well as a simple second vocal harmony part.

I can listen to short extracts of different pieces of music and think about what the music might be describing.



I can compare different pieces of music from different traditions; thinking about texture, instrumentation, dynamics and tempo.

I can recognise and identify the articulation of sounds: short, detached notes (staccato) and long, smooth notes (legato).

I can combine rhythmic notation with letter names to create short compositions, using quavers, crotchets and minims.

I can compose music to create a specific mood, and capture ideas using graphic scores, rhythm notation, staff notation or technology.



I can compose music in two simple parts, in pairs, small groups and whole class, combining different rhythms, pitches or instruments.



I can follow and perform simple rhythmic scores to a steady beat, and sing back (echo) five note melodic patterns.



I can play and perform melodies using stave notation with a five note range.

I can perform rhythmic ostinato patterns in 2, 3 or 4 time, emphasising beat 1. I can speed up (accelerando) and slow down (rallentando), and articulate long (legato) and short (staccato) sounds.





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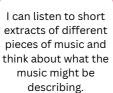
YEAR 5 MUSIC PASSPORT:

TERM 2

I can sing songs in major and minor keys: partner songs, rounds, songs in two part harmony and songs with verses and chorus.

TERM 3

I can sing songs with both small and large leaps, with appropriate phrasing, accurate pitch and awareness of major and minor keys.



I can perform a

broad range of

songs tunefully and

with expression,

responding to visual

signs and symbols.



I can compare texture, instrumentation, dynamics, tempo, pitch of different pieces of music. I can perform and compare rhythmic patterns from some of the music listened to

I can begin to identify whether music is in a major or minor key, and discuss the mood of different pieces what were they written for and/or about.



I can improvise over a drone using melodic instruments and develop a sense of shape using question and answer phrases

I can improvise over a simple groove, responding to the beat and developing melodic shape.



I can compose a short ternary piece (ABA) with a partner, and use chords to compose music to evoke a specific atmosphere, mood or environment.



I can play melodies using stave notation with a range of an octave.



I understand how triads are formed, and how to play them in simple accompaniments to familiar songs.

I understand the difference between 2/4, 3/4 and 4/4 time signatures, and can perform a range of pieces combining different instruments to form mixed ensembles





YEAR 6 MUSIC PASSPORT:

TERM 1

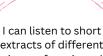
can sing a broad range of songs, including those with a syncopated rhythm, with a strong sense of ensemble and performance.

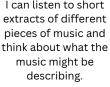
TERM 2

I can sing 3 or 4 part rounds and partner songs from different positions within the group.

I can perform a range of songs in school assemblies and to a wider audience, singing musically and responding to performance directions.

TERM 3







I can talk about the key features of music, including tempo, instrumentation, dynamics, melody. I can pick out and perform syncopated rhythms.

I can compare different pieces of music using key features, and recognise and appraise some previous years' core listening pieces.

In small groups, I can create music with multiple sections with contrast and repetition.

I can use chord changes as part of an improvised sequence.



I can extend improvised melodies beyond eight beats over a fixed groove, creating a good melodic shape.



I can play a melody with a range of an octave from written notation, making decisions about dynamics, using semibreves, minims, crotchets, quavers, semiquavers and their rests.



I can accompany melodies with an octave range using block chords or a bass line. I can play offbeat and syncopated rhythms.

I can perform with others in ensembles, taking turns between melody and accompaniment.

