

Music in Context

1. I can understand that music is used for different purposes.
2. I can describe some different uses of music and explain the relationship between music and the context.
3. I can recognise some aspects of music that indicate when it was written for.

Responding to Music

1. I can respond to music through free movement.
2. I can imitate tempo and dynamics with my movement.
3. I can respond to music through drawing/painting and explain how it relates to the music that I heard.
4. I can respond to music through facial expressions, drama and/or actions.
5. I can use music to inspire a story and explain how it has inspired the story.
6. I can identify how different moods are created in music and am able to give examples which refer to instruments, tempo and dynamics.
7. I can respond to music through physical and vocal responses: when I clap/tap with music; when I find my pulse; I can select instruments, vocalisations or body percussion that can recreate effects and moods to explain how these are related to the music that I heard.

Evaluating Music

1. I can evaluate with guidance my own performance as part of the rehearsal process for a performance.
2. I can evaluate what I learnt.
3. I can associate instruments used and simple musical structures to describe the 'story' of the music or the general feel of the piece.

Performing

1. I can perform, both vocally and using instruments, simple phrases by ear and from notations.
2. I am able to perform simple phrases confidently both on my own and within a group.
3. I understand the importance of rehearsal and can contribute to the rehearsal process.
4. I can present my work successfully through performance.
5. I can suggest movements, and or/actions to compliment the performance of a piece of music.
6. I am able to perform simple melodic and rhythmic accompaniments with others.
7. With guidance I can make constructive generic comments about my own performance in order to contribute to the rehearsal process.

Improvising

1. I can experiment with sound as a basis for improvisation.
2. I can improvise sound effects for a story.
3. I can explore a different range of sounds taken from the natural environment.

Using my Voice

1. I can sing simple songs with confidence from memory and text.
2. I can understand that I need to breathe correctly in order to sing.
3. With guidance, I can warm up my voice and understand why I do this.

Developing ideas in Music

1. With some control over tempo, dynamics, rhythm and physical coordination, I can play on instruments to create simple tunes and rhythmic patterns based on musical ideas sourced from different stimuli, and share these tunes and patterns with others.
2. I can use a range of tuned and un-tuned percussion, and the recorder, to play back musical phrases and create rhythmic and melodic ostinatos to accompany them.
3. I can use body percussion to make sounds in response to given sources of motivation (e.g. rhythmic answers to rhythmic questions, imitating a range of dynamics, matching changes of tempo).

Playing Instruments

1. I can play a range of tuned and un-tuned percussion instruments.
2. I can read/interpret notation and also play by ear.
3. I can explore and experiment with different percussion instruments and understand the different ways that they can be played to produce different effects and to create different moods.
4. I can play simple pieces of music on my own and as part of a group.

Using Technology – Promoting Digital Literacy

1. I can use technology to record my own performance which can be formal or informal presentations of work in progress.
2. I can evaluate my work, listening back to recordings that I have made and add other tracks to my work.

Notation

1. I can notate simple melodic and rhythmic phrases using some form of notation.
2. I can perform my own compositions while reading my own graphic notation.
3. I can perform, with guidance, others' compositions while reading their own graphic notation.
4. I understand that notation represents sounds in different ways, often giving information on a number of different musical elements, including duration, pitch and dynamics.
5. I can perform simple music written using conventional staff notation.
6. I can use appropriate vocabulary when describing and discussing notation.

Communication, participation and interaction in performances and presentations

1. I can listen to and discuss, one more musical works, composed for special occasions such as the local *festa*, a community festival/event or Christmas.
2. I can listen attentively and actively and, respond to several pieces of recorded or live music that are performed by musicians from the local community.
3. I can perform and present a formal/informal performance for varied audiences, be part of an audience for other people's performances/presentations and share opinions about these.
4. I can contrast between sounds and use the results to create 'sound pictures' inspired by environmental features of the local area.

Developing, widening and harnessing of knowledge in music

1. With guidance I am able to listen to a range of songs, music from my own culture and others.
2. I can classify instruments according to their sound and timbre and group them in the families in which they belong.