

Learning Outcomes
Music – Primary
Level 5

Year 3	Year 4
<i>Learning Area Outcome: I am able to connect visual and performing arts to contexts of time, place, and community, and develop understanding of how music reflects and influences society, culture and identity.</i>	
Subject Focus: Music in context	
I can understand that music is used for different purposes.	I can understand that music is used for different purposes
	I can describe some different uses of music and explain the relationship between music and the context.
	I can recognise some aspects of music that indicate when it was written for.
<i>Learning Area Outcome: I am able to identify, describe and respond to contrasts within musical elements, and explore and discuss the characteristics and defining features of contrasting styles of music.</i>	
Subject Focus: Responding to music	
I can respond to music through free movement.	I can respond to music through free movement.
I can imitate tempo and dynamics with my movement.	I can imitate tempo and dynamics with my movement.
I can respond to music through drawing/painting and explain how it relates to the music that I heard.	I can respond to music through drawing/painting and explain how it relates to the music that I heard.
I can respond to music through facial expressions, drama and/or actions.	I can respond to music through facial expressions, drama and/or actions.
I can use music to inspire a story and explain how it has inspired the story.	I can use music to inspire a story and explain how it has inspired the story.
	I can identify how different moods are created in music and am able to give examples which refer to instruments, tempo and dynamics.
	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.

<i>Learning Area Outcome: I am able to evaluate music across a range of historical periods, genres, styles and traditions; I can review my work and that of my peers accurately.</i>	
Subject Focus: Evaluating music	
I can evaluate with guidance my own performance as part of the rehearsal process for a performance.	I can evaluate with guidance my own performance as part of the rehearsal process for a performance.
I can evaluate what I learnt.	I can evaluate what I learnt.
	I can associate instruments used and simple musical structures to describe the 'story' of the music or the general feel of the piece.
<i>Learning Area Outcome: I am able to identify and evaluate the elements of music in a given piece, and demonstrate an understanding of its cultural, artistic, and historical context; I am able to follow a simple score and perform in front of an audience.</i>	
Subject Focus: Performing	
I can perform, both vocally and using instruments, simple phrases by ear and from notations.	I can perform, both vocally and using instruments, simple phrases by ear and from notations.
I am able to perform simple phrases confidently both on my own and within a group.	I am able to perform simple phrases confidently both on my own and within a group.
I understand the importance of rehearsal and can contribute to the rehearsal process.	I understand the importance of rehearsal and can contribute to the rehearsal process.
I can present my work successfully through performance.	I can present my work successfully through performance.
I can suggest movements, and or/actions to compliment the performance of a piece of music.	I can suggest movements, and or/actions to compliment the performance of a piece of music.
	I am able to perform simple melodic and rhythmic accompaniments with others.
	With guidance I can make constructive generic comments about my own performance in order to contribute to the rehearsal process.

<i>Learning Area Outcome: I can interpret a variety of artistic forms, recognising and evaluating traditional, historical and contemporary works and identifying possible meanings.</i>	
Subject Focus: Improvising	
I can experiment with sound as a basis for improvisation.	I can experiment with sound as a basis for improvisation.
I can improvise sound effects for a story.	I can improvise sound effects for a story.
I can explore a different range of sounds taken from the natural environment.	I can explore a different range of sounds taken from the natural environment.
<i>Learning Area Outcome: I can use my voice as an instruments to make music, sing as an artistic expression, and as a means to learn different aspects of music; I can improve tone production and use diction and other vocal techniques.</i>	
Subject Focus: Using my voice	
I can sing simple songs with confidence from memory and text.	I can sing simple songs with confidence from memory and text.
I can understand that I need to breathe correctly in order to sing.	I can understand that I need to breathe correctly in order to sing.
With guidance, I can warm up my voice and understand why I do this.	With guidance, I can warm up my voice and understand why I do this.
<i>Learning Area Outcomes: I can draw on my experiences and perspectives to develop musical ideas; I know about different sounds and potential of sound for generating ideas and for communicating feelings.</i>	
Subject Focus: Developing ideas in Music	
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.	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.
	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.
	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)

<i>Learning Area Outcome: I can interpret, communicate and present performances in a number of performative modes, in the presence of an audience.</i>	
Subject Focus: Playing instruments	
I can play a range of tuned and un-tuned percussion instruments.	I can play a range of tuned and un-tuned percussion instruments.
I can read/interpret notation and also play by ear.	I can read/interpret notation and also play by ear.
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.	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.
	I can play simple pieces of music on my own and as part of a group.
<i>Learning Area Outcome: I know how to learn, experiment, and update my knowledge of the arts through the use of technology.</i>	
Subject Focus: Using technology – Promoting Digital Literacy	
I can use technology to record my own performance which can be formal or informal presentations of work in progress.	I can use technology to record my own performance which can be formal or informal presentations of work in progress.
	I can evaluate my work, listening back to recordings that I have made and add other tracks to my work.
<i>Learning Area Outcome: I can read and follow graphical and standard musical notation and apply this knowledge in my work.</i>	
Subject Focus: Notation	
I can notate simple melodic and rhythmic phrases using some form of notation.	I can notate simple melodic and rhythmic phrases using some form of notation.
I can perform my own compositions while reading my own graphic notation.	I can perform my own compositions while reading my own graphic notation.
I can perform, with guidance, others' compositions while reading their own graphic notation.	I can perform, with guidance, others' compositions while reading their own graphic notation.
I understand that notation represents sounds in different ways, often giving information on a number of different musical elements, including duration, pitch and dynamics.	I understand that notation represents sounds in different ways, often giving information on a number of different musical elements, including duration, pitch and dynamics.
	I can perform simple music written using conventional staff notation.
	I can use appropriate vocabulary when describing and discussing notation.

<i>Learning Area Outcome: I understand that imaginative activity contributes to the culture, creativity and wealth of Malta. I am aware of professional arts companies, galleries, museums, cultural organisations and musicians/artists in Malta and the wider world and understand their role in the arts.</i>	
Subject Focus: Communication, participation and interaction in performances and presentations	
I can listen to and discuss, one more musical works, composed for special occasions such as the local <i>festa</i> , a community festival/event or Christmas.	I can listen to and discuss, one more musical works, composed for special occasions such as the local <i>festa</i> , a community festival/event or Christmas.
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.	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.
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.	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.
	I can contrast between sounds and use the results to create 'sound pictures' inspired by environmental features of the local area.
<i>Learning Area Outcome: I know how to learn and update my knowledge of the arts.</i>	
Subject Focus: Developing and widening one's knowledge in music	
With guidance I am able to listen to a range of songs, music from my own culture and others.	With guidance I am able to listen to a range of songs, music from my own culture and others.
	I can classify instruments according to their sound and timbre and group them in the families in which they belong.