

Inspire Music I can A2 Sp 2 Su 2 A 1 Sp1 Su 1 National Curriculum Requirements KS1 1 Use their voices expressively and creatively I can sing expressively and keep in time when performing chants and У1 У1 У1 У1 У1 Υ1 У2 У2 У2 У2 rhymes У2 by singing songs and speaking chants and Y2 rhymes. I can play untuned percussion instruments musically Play untuned instruments musically. У1 У1 2 У1 У2 I can explore a range of tuned musical instruments and plays them well 2 У2 У1 У2 Play tuned instruments musically. У2 У2 Listen with concentration and understanding I can listen to music and can respond thoughtfully to it У2 У1 У2 Y2 to a range of high-quality live and recorded music. Experiment with, create, select and combine I can combine different musical sounds and elements to compose simple У1 У1 У1 Y1 pieces of music У2 У2 sounds using the inter-related dimensions of

St Malachy's RC Primary

music.



Music	I can	A 1	A2	Sp1	Sp 2	Su 1	Su
National Curriculum Requirements KS2							2
Play and perform in solo and ensemble contexts, using their	I can perform individually and as a group demonstrating accuracy, control	У3	У3	У3	У3	У3	У3
voices with increasing accuracy, fluency, control and	and expression with his voice	У4	У4	У4	У4	У4	У4
expression.		У5	У5	У5	У5	У5	У5
		У6	У6	У6	У6	У6	У6
Play and perform in solo and ensemble contexts, playing	I can use musical instruments with accuracy, control and expression when	У3	У3	У3	У3	У3	У3
musical instruments with increasing accuracy, fluency, control and expression.	performing individually and as a group	У4	У4	У4	У4	У4	У4
		У5	У5	У5	У5	У5	У5
		У6	У6	У6	У6	У6	У6
2 Improvise music for a range of purposes using the inter- related dimensions of music.	I can use my knowledge of the musical elements to improvise short passages	У3	У3	У4	У4	У3	У3
	in an increasing range of styles	У4	У5	У5	У6	У4	У4
		У5				У5	
Compose music for a range of purposes using the inter- related dimensions of music.	I can experiment with pitch, texture, dynamics and rhythm to compose	У3	У3	У4	У4	У3	У3
	short pieces of music in different styles	У4	У5	У5	У6	У4	У4
		У5				У5	
3 Listen with attention to detail and recall sounds with increasing aural memory.	I can listen carefully to music and can recall what I have heard accurately	У3	У3	У3	У3	У3	У3
		У4	У4	У4	У4	У4	У4
		У5	У5	У5	У5	У5	У5
		У6	У6	У6	У6	У6	У6
4 Use and understand staff and other musical notations.	I can read simple staff notation and I know other ways of notating and	У3	У6	У3	У3	У3	У4
	sharing musical ideas	У5		У4			
		У6		У5			
Appreciate and understand a wide range of high-quality live	I have enjoyed listening to music in a range of styles and from different	У5	У4	У3	У3	У4	У3
and recorded music drawn from different traditions.	world traditions		У5	У6	У4	У5	У5
			У6			У6	У6
Appreciate and understand a wide range of high-quality live	I can respond to the music of great composers from history and	У3	У6	У3	У3	У6	У5
,,	, , , , , , , , , , , , , , , , , , , ,	У5			У4		
	,,,,,,,, .						
	National Curriculum Requirements KS2 Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. Improvise music for a range of purposes using the interrelated dimensions of music. Compose music for a range of purposes using the interrelated dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations.	National Curriculum Requirements KS2 Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. I can use musical instruments with accuracy, control and expression when performing individually and as a group I can use musical instruments with accuracy, control and expression when performing individually and as a group I can use musical instruments with accuracy, control and expression when performing individually and as a group I can use musical instruments with accuracy, control and expression when performing individually and as a group I can use musical instruments with accuracy, control and expression when performing individually and as a group I can use musical instruments with accuracy, control and expression when performing individually and as a group I can use musical instruments with accuracy, control and expression when performing individually and as a group demonstrating accuracy, control and expression with his voice I can use musical instruments with accuracy, control and expression when performing individually and as a group demonstrating accuracy, control and expression with his voice I can use musical instruments with accuracy, control and expression with increasing aural expression with his voice I can use musical instruments with accuracy, control and expression when performing individually and as a group demonstrating accuracy, control and expression when performing individually and as a group demonstrating accuracy, control and expression when performing individually and as a group demonstrating accuracy, control and expression when performing individually and as a group reported individually and as a group reported individually and as a group reforming individually and	National Curriculum Requirements KS2 Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression with his voice Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. I can use musical instruments with accuracy, control and expression when performing individually and as a group I can use my knowledge of the musical elements to improvise short passages in an increasing range of styles I can experiment with pitch, texture, dynamics and rhythm to compose short pieces of music in different styles I can experiment with pitch, texture, dynamics and rhythm to compose short pieces of music in different styles I can listen carefully to music and can recall what I have heard accurately years for a range and understand staff and other musical notations. I can read simple staff notation and I know other ways of notating and sharing musical ideas I have enjoyed listening to music in a range of styles and from different world traditions Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions. I can respond to the music of great composers from history and performances by top musicians	National Curriculum Requirements KS2 Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression with his voice Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. Play and perform in solo and ensemble contexts, playing musical instruments with accuracy, control and expression when y3 y3 y4 y4 y4 y4 y4 y5 y5 y5 y5 y6	National Curriculum Requirements K52 Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. I can perform individually and as a group demonstrating accuracy, control 37 yd 47 yd 49 yd 4	National Curriculum Requirements KS2 Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression with his voice Play and perform in solo and ensemble contexts, playing and expression with his voice Play and perform in solo and ensemble contexts, playing musical instruments with accuracy, control and expression when performing individually and as a group Play and perform in solo and ensemble contexts, playing musical instruments with accuracy, control and expression when performing individually and as a group Play and perform in solo and ensemble contexts, playing musical instruments with accuracy, control and expression when performing individually and as a group Play and perform in solo and ensemble contexts, playing musical instruments with accuracy, control and expression when performing individually and as a group Play and perform in solo and ensemble contexts, playing and expression with his voice Play and perform in solo and ensemble contexts, playing and expression with his voice Play and perform in solo and ensemble contexts, playing and expression with his voice Play and perform in solo and ensemble contexts, playing and expression with his voice Play and perform in solo and ensemble contexts, playing and expression with his voice Play and perform in solo and ensemble contexts, playing and expression with his voice Play and perform in solo and ensemble contexts, playing and expression with his voice Play and perform in solo and ensemble contexts, playing and expression with his voice Play and perform in solo and ensemble contexts, playing and expression with his voice Play and perform in solo and ensemble contexts, playing and expression when with increasing accuracy, control and expression when here with accuracy, control and expression when here with accuracy, control and expression when here a course, playing and expression when here musical instruments with accuracy, control and expression when here a group as a group	National Curriculum Requirements KS2 Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression with his voice Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression with his voice Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression with increasing accuracy, fluency, control and expression. I can use musical instruments with accuracy, control and expression when performing individually and as a group Performing individually and as a group I can use musical instruments with increasing accuracy, fluency, control and expression. I can use my knowledge of the musical elements to improvise short passages in an increasing range of styles I can use my knowledge of the musical elements to improvise short passages in an increasing range of styles I can use my knowledge of the musical elements to improvise short passages in an increasing range of styles I can experiment with pitch, texture, dynamics and rhythm to compose yas and yas