



Creative Learning at Springfield

Music

Subject Leader's
check lists

Breadth of Study Checklist

Music

Key Stage 1	Key Stage 2
<p data-bbox="174 448 1003 536">A range of musical activities that integrate performing, composing and appraising</p> <p data-bbox="174 671 1003 759">Responding to a range of musical and non-musical starting points</p> <p data-bbox="174 895 1003 983">Working independently and in groups of different sizes and as a class</p> <p data-bbox="174 1118 1003 1206">A range of live and recorded music from different times and cultures</p>	<p data-bbox="1173 408 1939 536">A range of musical activities that integrate performing, composing and appraising</p> <p data-bbox="1173 671 1912 759">Responding to a range of musical and non-musical starting points</p> <p data-bbox="1173 895 1912 983">Working independently and in groups of different sizes and as a class</p> <p data-bbox="1173 1118 1823 1206">Using ICT to capture, change and combine sounds</p> <p data-bbox="1173 1342 1868 1430">A range of live and recorded music from different times and cultures</p>

Level 1

Music

Performing	Composing	Appraising
<p>I can use my voice in different ways</p> <p>I enjoy singing</p> <p>I follow instructions</p>	<p>can make sounds that are very different (loud and quiet, high and low etc)</p> <p>With help, I can make sounds with a small difference</p> <p>I can make and control long and short sounds, using voices and instruments</p> <p>I can make a sequence of long and short sounds with help</p> <p>I can clap short rhythms</p> <p>With help, I can clap longer rhythms</p>	<p>I recognise changes in tempo</p> <p>I can listen out for different types of sound</p> <p>I can imitate changes in pitch</p> <p>I know how some sounds are made and changed</p>

Level 2

Music

Performing	Composing	Appraising
<p>I enjoy singing songs from memory, following the tune (melody) well</p> <p>I use my voice well in lots of ways</p> <p>I perform with others</p> <p>I make and control long and short sounds, using voices and instruments</p>	<p>I carefully choose and order sounds to achieve an effect or image</p> <p>I identify and control a variety of sounds on musical instruments with confidence</p> <p>I can create short melodic patterns</p> <p>I work as a partner to create a sequence of long and short sounds</p> <p>I repeat and create short rhythmic phrases</p> <p>I show physical control when playing musical instruments</p> <p>I use changes in pitch to express an idea</p>	<p>I can identify pulse in music</p> <p>I recognise and use changes in timbre, pitch and dynamics</p> <p>I listen carefully and recall short rhythmic and melodic patterns</p> <p>II know how sounds can be made and changed</p>

Level 3

Music

Performing	Composing	Appraising
<p>I can sing songs from memory with accurate pitch, either in a group or alone</p> <p>I sing in tune</p> <p>I sing and play a range of singing games</p> <p>I can maintain a simple part within an ensemble</p> <p>I understand the importance of articulating the words to communicate the song to the audience</p> <p>I show that I have a good memory for sounds and songs, and show control in my voice</p> <p>I perform with control, and an awareness of what others are playing</p> <p>I combine sounds with movement and narrative</p>	<p>I compose and perform simple melodies and songs independently</p> <p>I use sound to create more abstract images</p> <p>I recognise and create repeated patterns</p> <p>I make up singing games with words, actions and a sense of pulse, and teach them to other children</p> <p>I create simple accompaniments for my tunes, using drones or melodic ostinati based on a pentatonic scale</p> <p>I recognise how musical elements can be used together to compose descriptive music</p> <p>I carefully choose, order, combine and control sounds with awareness of their combined effect</p>	<p>I describe music using appropriate vocabulary</p> <p>I listen carefully with attention to detail</p> <p>I listen to several layers of sound and talk about the combined effect</p>

Level 4

Music

Performing	Composing	Appraising
<p>I sing confidently and in tune</p> <p>I breathe well and pronounce words, change pitch and show control in my singing</p> <p>I perform songs from memory with confidence and an awareness of the meaning and impact of words</p> <p>I hold my part in a two-part round with confidence and appreciate the harmonies produced</p> <p>I perform songs in a way that reflects their meaning</p> <p>I sing confidently and expressively with good intonation and a sense of occasion</p> <p>I can sustain a drone or melodic ostinato to accompany singing</p> <p>I can play a simple accompaniment on a glockenspiel, bass drum and cymbal</p> <p>I can improvise and maintain my own part with an awareness of the whole ensemble</p>	<p>I know how to make creative use of the way sounds can be changed, organised and controlled (including ICT)</p> <p>I can combine sounds expressively</p> <p>I create my own simple songs</p> <p>I create melodies with an understanding of the relationship between lyrics and melody in song writing</p> <p>I can create rhythmic patterns with an awareness of timbre and duration</p> <p>I create music which reflects given intentions and uses notations as a support for performance</p> <p>I identify where to place emphasis and accents in a song to create effects</p>	<p>I have a range of sound vocabulary</p> <p>I can describe and compare different kinds of music, using musical vocabulary</p>

Level 5

Music

Performing	Composing	Appraising
<p>I sing confidently, alone and in a group, displaying a variety of vocal techniques</p> <p>I take a lead in class in group singing</p> <p>I sing expressively and in tune both alone and in a group</p> <p>I perform showing expression</p> <p>I hold my part in a two-part round, singing solo and in a small group</p> <p>I sing a harmony part confidently and accurately</p> <p>I maintain my own part with an awareness of how the different parts fit together</p> <p>I play the more complex instrumental parts (eg xylophone, flute, recorder, violin, cello or clarinet) with rhythmic and dynamic control</p>	<p>I demonstrate imagination and confidence in the use of sound, taking advantage of ICT where available</p> <p>I show musical sensitivity in selecting sounds and structures to express an idea</p> <p>I create complex patterns</p> <p>I use a variety of different musical devices, including melody, rhythms, chords and structures</p> <p>I take the lead in creating and performing, and provide suggestions to others</p>	<p>I understand how lyrics reflect the cultural context and have social meaning</p> <p>I use this knowledge to enhance my own compositions</p> <p>I appreciate harmonies and work out how drones and melodic ostinati are used to accompany singing</p> <p>I refine and improve my work</p> <p>I identify cyclic patterns</p>