

Captain Cook Primary School



Music Curriculum

Non-Negotiable Curriculum and Assessment Document



Listening, and Applying Knowledge and Understanding

Recall and remember short songs.

Identify different sound sources – e.g. fire engine, doorbell, dog barking

Identify the pulse by moving body parts to the beat.

Identify and name classroom instruments: Drum, tambourine, triangle

Performance Skills

Composing Skills

Appraising Skills

Controlling sounds through singing and playing

Creating and Developing Musical Ideas

Responding and Reviewing

- Find a singing voice and use voices confidently
- Follow pitch movements with their hands and use high, low and middle voices.
- Handle and play instruments with control and treat them with respect.
- Identify different groups of instruments – shake, strike, stroke etc.

- Contribute to the creation of a class composition.

- State something that was liked about a performance.

MUSIC ASSESSMENT CRITERIA



Key	Listening and Applying Knowledge and Understanding	Performance Skills	Composing Skills	Appraising Skills
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Year 1

- I can recall and remember short songs.
- I can identify different sound sources including some instruments (e.g. drum, triangle, tambourine, piano, glockenspiel)
- I can identify the pulse by moving body parts to the beat.
- I can find and use a singing voice.
- I can contribute to the creation of a class composition.
- I can state something that was liked about a performance.



Listening, and Applying Knowledge and Understanding

Identify long and short sounds in music.

Recall and remember short songs and sequences.

Identify different sound sources – drum, triangle, tambourine

Identify the pulse in different pieces of music, clapping to the music.

Identify and name classroom instruments: Drum, tambourine, triangle, guiro, chime bars, maraca.

Identify how sounds can be changed when instruments are played in a different way.

Perform long and short sounds in response to instruments.

Make their own symbols as part of a class score

Performance Skills

Composing Skills

Appraising Skills

Controlling sounds through singing and playing

Creating and Developing Musical Ideas

Responding and Reviewing

- Find a singing voice and use voices confidently
- Follow pitch movements with their hands and use high, low and middle voices.
- Handle and play instruments with control and accuracy.

- Contribute to the creation of a class composition.
- Make sounds and recognise how they can give a message or tell a story.

- State something that was liked about a performance and why they liked it.

MUSIC ASSESSMENT CRITERIA



Key	Listening and Applying Knowledge and Understanding	Performance Skills	Composing Skills	Appraising Skills
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Year 2

- I can identify different sound sources – drum, triangle, tambourine
- I can identify the pulse in different pieces of music, clapping to the music.
- I can identify and name a range of classroom instruments: e.g. Drum, tambourine, triangle, guiro, chime bars, maraca, wood block and glockenspiel.
- I can handle and play instruments with control and accuracy.
- I can make sounds and recognise how they can give a message or tell a story.
- I can state something that was liked about a performance and why they liked it.



Music Non-Negotiables

Year 3

Listening, and Applying Knowledge and Understanding

Create sequences of movements in response to sounds

Recognise rhythmic patterns.

Identify when pulse gets faster and slower.

Perform long and short sounds in response to symbols.

Create long and short sounds on instruments.

Identify and name an increasing range of classroom instruments: e.g. Drum, tambourine, triangle, guiro, chime bars, glockenspiel, maraca, cymbals, claves.

Make their own symbols as part of a class score

Performance Skills

Composing Skills

Appraising Skills

Controlling sounds through singing and playing

Creating and Developing Musical Ideas

Responding and Reviewing

- Sing with awareness of pulse and sense of rhythm.
- Understand how mouth shapes can affect vowel sounds.
- Explore and perform different types of accompaniment – drone and ostinato.

- Create descriptive music in pairs or small groups.

- Identify something that could be changed to improve the performance.

MUSIC ASSESSMENT CRITERIA



Key	Listening and Applying Knowledge and Understanding	Performance Skills	Composing Skills	Appraising Skills
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Year 3

- I can create sequences of movements in response to sounds
- I can create long and short sounds on instruments.
- I can identify when pulse gets faster and slower.
- I can sing with awareness of pulse and sense of rhythm.
- I can create descriptive music in pairs or small groups.
- I can identify something that could be changed to improve the performance.



Music Non-negotiables

Year 4

Listening, and Applying Knowledge and Understanding

Explore and perform different types of accompaniment.

Identify and name a large number of classroom instruments: e.g. Drum, tambourine, triangle, guiro, chime bars, glockenspiel, maraca, xylophone, cymbals, claves, descant recorder,

Choose instruments on the basis of internalised sounds.

Perform long and short sounds in response to symbols.

Record their own ideas using symbols where appropriate.

Performance Skills

Composing Skills

Appraising Skills

Controlling sounds through singing and playing

Creating and Developing Musical Ideas

Responding and Reviewing

- Sing with confidence using a wider vocal range.
- Recognise simple structures (Phrases)
- Perform a repeated pattern to a steady pulse.
- Perform in different ways.

- Create music that describes moods/emotions
- Improvise simple tunes (based on the pentatonic scale)

- Recognise how music can reflect different intentions.
- Begin to use musical terms (such as tempo, pitch, timbre, dynamics, duration, texture and silence) to describe what they hear.

MUSIC ASSESSMENT CRITERIA



Key	Listening and Applying Knowledge and Understanding	Performance Skills	Composing Skills	Appraising Skills
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Year 4

- I can choose instruments on the basis of internalised sounds.
- I can perform long and short sounds in response to symbols.
- I can sing songs from memory with accurate pitch.
- I can perform a repeated pattern to a steady pulse.
- I can create music that describes moods/emotions
- I can recognise how music can reflect different intentions and moods.



Music Non-negotiables

Year 5

Listening, and Applying Knowledge and Understanding

Identify different moods and textures

Identify different speeds of pulse (tempo) by clapping and moving.

Identify and name an extensive range of classroom instruments: e.g. Drum, tambourine, triangle, guiro, chime bars, glockenspiel, maraca , xylophone, cymbals, claves, cabasa, djembe, descant recorder, , snare drum, castenets,

Perform using notation as a support.

Performance Skills

Composing Skills

Appraising Skills

Controlling sounds through singing and playing

Creating and Developing Musical Ideas

Responding and Reviewing

- Sing songs with increasing control of breathing, posture and projection.
- Sing a round in two parts with awareness of how the parts fit together.
- Control different ways percussion instruments make sounds.
- Play accompaniments with control.
- Present performances effectively with awareness of audience.

- Explore, select and combine a range of different sounds to compose a soundscape.
- Write lyrics to a known song.

- Create dances that reflect musical features.
- Improve their work through analysis and evaluation.
- Respond to music using musical vocabulary (e.g. tempo, pitch, dynamics, duration, timbre, texture)

MUSIC ASSESSMENT CRITERIA



Key	Listening and Applying Knowledge and Understanding	Performance Skills	Composing Skills	Appraising Skills
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Year 5

- I can perform using notation as a support.
- I can breathe well, pronounce words and show control in singing.
- I can hold my part in a round
- I can write lyrics to a known song
- I can select and combine a range of different sounds to compose a soundscape.
- I can listen to several layers of sound and respond to it using some musical vocabulary.



Music Non-negotiables

Year 6

Listening, and Applying Knowledge and Understanding

Internalise and recall sounds

Know that sounds can be made in different ways and described using given and invented signs and symbols

Recognise standard notation, identifying a range of notes and their duration.

Know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used.

Performance Skills

Composing Skills

Appraising Skills

Controlling sounds through singing and playing

Creating and Developing Musical Ideas

Responding and Reviewing

- Sing songs with expression and rehearse with others.
- Identify phrases through breathing in appropriate places.
- Sing a round in more than two parts with awareness of how the parts fit together.
- Play accompaniments with control and accuracy.
- Present performances effectively with awareness of audience, venue and occasion.

- Write lyrics to create a song.
- Compose music individually or in pairs using a range of stimuli and developing their musical ideas to a completed composition.

- Improve their work through analysis, evaluation and comparison.

MUSIC ASSESSMENT CRITERIA



Key	Listening and Applying Knowledge and Understanding	Performance Skills	Composing Skills	Appraising Skills
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Year 6

- I can recognise and use standard notation of crotchet, minim and semibreve.
- I can sing expressively in tune with control of breathing, posture and projection.
- I can play accompaniments with control and accuracy.
- I can create music which reflects given intentions and uses notations for a support for performances.
- I can improve my work through analysis, evaluation and comparison.
- I can describe music using a range of musical words (e.g. texture, timbre, tempo, duration, dynamics, pitch, silence)

