

Skills and Knowledge:

Listening and Understanding	Notation and Theory
I can: - Find and keep the steady beat and begin to identify the number of beats in a bar - Identify if the music is fast, slow or steady (tempo) - Begin to identify musical structure (eg. introduction, chorus, verse, solo) - Describe different musical techniques like legato (smooth) and staccato (detached) - Recognise whether the music is major (happy) or minor (sad) - Appreciate and understand different styles of music and begin to understand its place in musical history - Discuss the purpose and meaning of music, including why it was written	I can: - Explore ways of representing high/low and long/short sounds using symbols - Start to read and understand music written on a staff/stave, including a treble clef - Understand the difference between crochets, minims, paired quavers and their rests - Follow and perform simple rhythms to a steady beat
Singing	Playing Instruments
I can: - Learn songs from memory - Use good breathing and posture when I sing - Sing with accurate pitch and in time with the beat - Use expression in my singing, paying attention to breathing, phrasing and the difference between smooth (legato) and detached (staccato) notes - Sing clearly with good vowel sounds and consonants - Understand that different songs require different singing styles	I can: - Use body percussion with increasing accuracy - Play my part on a tuned instrument using accurate notes and rhythms, in time with others - Read and play simple instrumental parts by ear or from notation - Use good techniques and treat instruments with respect
Improvising	Composing
I can: - Improvise (make up) simple rhythms over a backing track or groove - Keep a steady beat and stay in time when improvising - Understand that I can improvise using either rhythm or pitch patterns - Use different musical features when improvising, such as smooth (legato) and detached (staccato) notes	I can: - Create music in response to a music / video stimulus - Use basic note values (crochets, minims, paired quavers) and their rests - Include a 'home note' to give the composition a clear and finished ending - Use basic dynamics (volume) and tempo (speed) in my piece
Performing	
I can: - Rehearse and perform songs and instrumental pieces with confidence - Explain the context of the song to an audience (who wrote it, what it is about and why it was chosen)	