



Being a musician at Sabden Primary School



A Reception Musician	A Year One Musician	A Year Two Musician	A Lower Key Stage Two Musician	An Upper Key Stage Two Musician
<p>I sing songs, makes music and dances.</p> <p>I experiment with ways of changing songs, music and dance.</p> <p>I represent my own ideas, thoughts and feelings through music.</p> <p>I talk about the ideas and processes which have lead them to make music.</p>	<p>I use my voice to speak, sing and chant.</p> <p>I use instruments to perform.</p> <p>I clap short rhythmic patterns.</p> <p>I make different sounds with my voice and with instruments.</p> <p>I repeat short rhythmic and melodic patterns.</p> <p>I make a sequence of sounds.</p> <p>I respond to different moods in music.</p> <p>I say whether I like or dislike a piece of music.</p> <p>I choose sounds to represent different things.</p>	<p>I sing and follow a melody.</p> <p>I perform simple patterns and accompaniments keeping a steady pulse.</p> <p>I play simple rhythmic patterns on an instrument.</p> <p>I sing or clap increasing and decreasing tempo.</p> <p>I order sounds to create a beginning, middle and an end.</p> <p>I create music in response to different starting points.</p> <p>I choose sounds, which create an effect.</p> <p>I use symbols to represent sounds.</p> <p>I make connections between notations and musical sounds.</p> <p>I listen out for particular things when listening to music.</p>	<p>I sing a tune with expression.</p> <p>I play clear notes on instruments.</p> <p>I use different elements in my composition.</p> <p>I create repeated patterns with different instruments.</p> <p>I compose melodies and songs.</p> <p>I create accompaniments for tunes.</p> <p>I combine different sounds to create a specific mood or feeling.</p> <p>I use musical words to describe a piece of music and compositions.</p> <p>I use musical words to describe what I like and do not like about a piece of music.</p>	<p>I breathe in the correct place when singing.</p> <p>I maintain my part whilst others are performing their part.</p> <p>I improvise within a group using melodic and rhythmic phrases.</p> <p>I change sounds or organise them differently to change the effect.</p> <p>I compose music, which meets specific criteria.</p> <p>I use notation to record groups of pitches (chords).</p> <p>I choose the most appropriate tempo for a piece of music.</p> <p>I describe, compare and evaluate music using musical vocabulary.</p> <p>I explain why I think music is successful or unsuccessful.</p> <p>I suggest improvement to my own work and that of others.</p> <p>I contrast the work of a famous composer or musician with another, and explain my preferences.</p>

	<p>I follow instructions about when to play and sing.</p>	<p>I improve my own work.</p>	<p>I recognise the work of at least one famous composer or musician.</p> <p>I improve my work; explaining how it has been improved.</p> <p>I perform a simple part rhythmically.</p> <p>I sing songs from memory with accurate pitch.</p> <p>I improvise using repeated patterns.</p> <p>I use simple notation to record and interpret sequences of pitches.</p> <p>I use simple notation to record compositions in a small group or on my own.</p> <p>I explain why silence is often needed in music and explain what effect it has.</p> <p>Identify and describe the different purposes of music.</p>	<p>I sing in harmony confidently and accurately.</p> <p>I perform parts from memory.</p> <p>I take the lead in a performance.</p> <p>I use a variety of different musical devices in my composition</p> <p>I evaluate how the venue, occasion and purpose affects the way a piece of music is created.</p> <p>I analyse features within different pieces of music.</p> <p>I compare and contrast the impact that different composers from different times have had on people of that time</p>
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