

Outline of Music provision at Angel Oak Academy Sept 2015

	Playing	Singing	Listening	Composing	Performing
EYFS	<ul style="list-style-type: none"> - I can start and stop when playing as part of a group - I can play un-tuned instruments in three different ways (tapping, rubbing, shaking) - I can play loudly and quietly - I can use my instrument to help me to tell a story - I can keep a steady pulse as part of a group, with a conductor & visual cues - I can clap back simple rhythm patterns 	<ul style="list-style-type: none"> - I can sing a simple melody - I can sing quietly and loudly - I can sing long and short notes - I can sing high and low notes - I can take part in a group song 	<ul style="list-style-type: none"> - I can comment on a piece of music and explain what I like or dislike about it - I can say whether music sounds happy or sad - I can move to music according to how it feels Ex. marching, sliding, jumping or dancing 	<ul style="list-style-type: none"> - I can suggest ideas to help with a class composition, lead by a teacher - I can use my instrument to help me to tell a story 	<ul style="list-style-type: none"> - I can take part in a group song performance - I can take part in a group performance using un-tuned instruments
YEARS 1/2	<ul style="list-style-type: none"> -- Know how to make a sound on several musical instruments ex. drum, triangle, recorder and keyboard. - I can play quietly and loudly - I can play long and short notes - I can play high and low notes - I can keep a steady pulse as part of a group with prompts by a conductor - I can read and perform simple rhythm patterns (ta ./ ti-ti / rest / too-oo) and recognise them by ear - I can copy and play simple rhythms in time with other people - I can play a simple piece of music at different tempos 	<ul style="list-style-type: none"> - I can sing quietly and loudly - I can sing long and short notes - I can sing high and low notes - I can take part in a group song performance - I can sing songs with others or on my own, remembering the tune and keeping in time 	<ul style="list-style-type: none"> - I can say whether music sounds happy or sad, and move to music according to how it feels Ex. marching, sliding, jumping or dancing - I can describe music using element words such as high, low, slow, fast, long or short sounds and say how they affect the mood of the music 	<ul style="list-style-type: none"> - I can choose sounds to represent ideas ex. horses, hooves, money jingling, wind whistling etc - I can make up short musical patterns in a group or on my own with a beginning, middle and end, using different instruments or sounds - I can use my own made up symbols to represent sounds 	<ul style="list-style-type: none"> - I can take part in a group song performance - I can take part in a group performance using tuned and un-tuned instruments

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YEARS 3/4	<ul style="list-style-type: none"> - I can change the way I play an instrument, learning and applying skills and techniques, to achieve different effects, ex. damping a cymbal or letting it ring, using soft or hard beaters etc - I can use crescendo, diminuendo and changes in tempo to create effects - I can play a simple ostinato or repeated phrase on a pitched instrument as an accompaniment to a song or performance - I can keep a steady pulse on my own for a short while - I can read and perform rhythm patterns (tika-tika / ti-tika / tika-ti) and recognise them by ear - I have experimented with different types of notation and am beginning to recognise symbols on staff notation. 	<ul style="list-style-type: none"> - I can sing simple songs in tune with expression as part of a group or on my own 	<ul style="list-style-type: none"> - I can describe music using musical vocabulary such as tempo & dynamics and explain how a composer has used those elements to create an effect 	<ul style="list-style-type: none"> - I can select a sound or instrument to achieve an effect ex. bass drum and louder instruments to create surprise or excitement, or quiet singing or playing to create something more peaceful 	<ul style="list-style-type: none"> - I can improvise or perform cyclic patterns as part of a group performance in time with different patterns played by others, varying the effect ex. by changing dynamics or timbres

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YEARS 5/6	<ul style="list-style-type: none"> - I can create and interpret simple graphic scores and recognise some symbols from staff notation - I can play a separate part in a group performance, keeping in time with the group ex sing or play a part in a round - I can keep a steady pulse on my own for a short while and recognise if I am speeding up or slowing down - I can read and perform rhythm patterns (tika-tika / ti-tika / tika-ti / tum-ti), recognise them by ear and play them on a range of instruments 	<ul style="list-style-type: none"> - I can sing a separate part in a group performance, keeping in time with the group ex sing or play a part in a round 	<ul style="list-style-type: none"> - I can identify or suggest purposes for musical extracts ex signature tune for a TV programme, film scores, ceremonial fanfares, dance music - I can describe music I hear and compare it with music of contrasting styles and genres using appropriate element vocabulary 	<ul style="list-style-type: none"> - I can compose music as part of a group from different starting ideas ex. a sea soundscape, a clock shop at midday or a haunted house - I can suggest appropriate sounds and instruments to achieve an effect for a purpose ex rhythmic pulse for a march, quiet singing for a lullaby, strong beat for dance music etc - I can make up short tunes and rhythms and organise them in structures such as 'call and response', 'ternary' or 'rondo' forms 	<ul style="list-style-type: none"> - I can perform music as part of a group that uses appropriate sounds to achieve an intention ex. creating background music for different scenes of a story or play - I can play a separate part in a group performance, keeping in time with the group ex sing or play a part in a round

Musical vocabulary and knowledge	<p><u>What would an 11yr old Musician leaving Angel Oak Academy look like?</u></p> <p>- Pupils can identify all notes on the Treble Clef stave</p> <p>Pupils are familiar with these terms:</p> <p>'pitch' - higher/lower 'duration' - longer/shorter, steady pulse, beat, rhythm 'dynamics' - louder/quieter/silence 'timbre' - different types of sound 'texture' - different ways sounds are combined 'structure' - different ways sounds are organised 'tempo' - faster/slower</p> <p>Dynamics</p> <p>Fortissimo (ff) Forte (f) Mezzo forte (mf) Mezzo piano (mp) Piano (p) Pianissimo (pp)</p> <p>Crescendo diminuendo</p> <p>Rhythm</p> <p>crotchet (ta) quavers (ti-ti) minim (too-oo) rest (sh) semi-quavers (tika-tika) Dotted rhythms (tum-ti)</p>
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Singing	<ul style="list-style-type: none"> -Singing at least once a week - Pupils have sung songs from a range of styles and cultures - Can sing in rounds - Able to maintain a part when singing in 2 parts with Ostinato / Main melody - Some pupils can sing harmonies - Choir and vocal leaders (incl. during singing assemblies) use some musical language - Pupils are able to talk about their own singing using some musical language - Pupils can talk about how to be a good singer (posture, breathing etc.)
Listening	<p>Pupils are able to listen to a piece of music and:</p> <ul style="list-style-type: none"> - explain how the music made them feel - can express an opinion about the music - can comment on a piece of music using some musical language (ex. there was a crescendo at the end) - can notice and comment on similarities and differences between different pieces of music - can respond to a piece of music by creating an artwork - create a musical response to a piece of music (ex. can you also compose a piece that also has a crescendo at the end?) - can identify different instruments in a piece of music - can identify different musical genres if given multiple choice questions - can identify simple time signatures
Composing	<ul style="list-style-type: none"> - Pupils have taken part in a group composition at least once a year - Compositions are 'for a purpose' ex. to tell a story or to show the emotions of a character - Some pupils have composed once a term and have created their own composition - Pupils can suggest appropriate sounds and instruments to achieve an effect for a purpose ex rhythmic pulse for a march, quiet singing for a lullaby, strong beat for dance music etc
Performing	<ul style="list-style-type: none"> - All pupils have sung in at least one performance each year - Pupils learning an instrument at school have also performed on their instrument at least once a year - Some pupils have also performed outside of school at other venues/schools in the borough
Playing	<ul style="list-style-type: none"> - Pupils are able to: - change the way they play an instrument, learning and applying skills and techniques, to achieve different effects, ex. damping a cymbal or letting it ring, using soft or hard beaters etc - use crescendo, diminuendo and changes in tempo to create effects - play a simple ostinato or repeated phrase on a pitched instrument as an accompaniment to a song or performance - play a separate part in a group performance, keeping in time with the group ex play a part in a round - create and interpret simple graphic scores and recognise symbols and notes from staff notation