



Pollen-8

Music Year 1



Well done Sehr gut Bon travail Da iawn

I can ...

	Sing a song or simple melody at my own pitch. <input type="checkbox"/> M <input type="checkbox"/> T	
Keep a simple rhythm or beat. <input type="checkbox"/> M <input type="checkbox"/> T		Create sounds, beats and patterns to match an idea. <input type="checkbox"/> M <input type="checkbox"/> T
Read symbols to play louder/quieter/slower/faster. <input type="checkbox"/> M <input type="checkbox"/> T		Make a clear sound on my ocarina. <input type="checkbox"/> M <input type="checkbox"/> T
Listen to a variety of musical instruments and styles. <input type="checkbox"/> M <input type="checkbox"/> T		Perform with others and know when to join in. <input type="checkbox"/> M <input type="checkbox"/> T
	Express myself through sound and take my turn to listen. <input type="checkbox"/> M <input type="checkbox"/> T	

Our Deeper Questions

What can we learn from comparing different places?

What does this teach us about what makes people special?

What can we learn about being healthy and safe?

What can we create or invent to celebrate other cultures?

How can we look after our world and the people in it?



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Music Year 2



Well done Sehr gut Bon travail Da iawn

I can ...

<p>Sing a song with expression and know when to breathe.</p> <p>(M) (T)</p>		<p>Create my own symbols to match a sound.</p> <p>(M) (T)</p>
<p>Play simple repeating patterns within a composition (ostinato).</p> <p>(M) (T)</p>		<p>Use my fingers correctly to make a clear sound on my ocarina.</p> <p>(M) (T)</p>
<p>Read simple musical notation, including at least one note on a staff.</p> <p>(M) (T)</p>		<p>Perform with others and follow multiple instructions.</p> <p>(M) (T)</p>
<p>Listen to a variety of musical instruments, styles and features.</p> <p>(M) (T)</p>	<p>Share feelings to different music and appreciate others' opinions.</p> <p>(M) (T)</p>	

Our Deeper Questions

What can we learn from listening to different opinions?

What does this teach us about justice or fairness?

What can we learn about the skills of people and animals?

What can create or invent to help wildlife in our locality and the UK?

How can we look after people and things, who may need our protection?



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Music Year 3



Well done **S**ehr gut **B**on travail **D**a iawn

I can ...

<p>Change the tempo, pitch and dynamics of my composition for effect.</p> <p>M P T</p>	<p>Sing expressively, with good breathing, pulse and rhythm.</p> <p>M P T</p>	<p>Know the difference between ostinato, beat and rhythm.</p> <p>M P T</p>
<p>Read the notes B A G on a staff.</p> <p>M P T</p>		<p>Hold and blow a recorder correctly to play a simple melody.</p> <p>M P T</p>
<p>Identify a variety of musical instruments, styles and features within a piece.</p> <p>M P T</p>	<p>Give advice and take advice in a friendly way to improve own work.</p> <p>M P T</p>	<p>Compose and perform with others for a range of audiences.</p> <p>M P T</p>

Our Deeper Questions

What can we learn from discussing different people's beliefs?

What does this teach us about differences and people's rights?

What can we learn about using nature carefully?

What can we create using natural materials?

How can we create a good community?



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Music Year 4



Well done Sehr gut Bon travail Da iawn

I can ...

Discuss the tempo, pitch, dynamics and timbre of a composition.

M P T

Sing a round in two or three parts with expression and rhythm.

M P T

Improvise tunes and compositions based on the pentatonic scale.

M P T

Read the notes B A G C E on a staff.

M P T

Play a melody on a recorder and show care towards instrument.

M P T

Compare musical instruments, styles and features within diverse pieces of music.

M P T

Compose and perform well with others, showing awareness of different parts.

M P T

Celebrate own and others' musical expression, including those of other cultures.

M P T

Our Deeper Questions

What can we learn from analysing different people's work?

What does this teach us about respect or equality?

What can we learn about sustainability and being less wasteful?

What can we create or invent to help improve our health?

How can we look after the well-being of the community?



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Music Year 5



Well done **S**ehr gut **B**on travail **D**a iawn

I can ...

<p>Sing with expression and awareness of other parts.</p> <p>M P T</p>	<p>Read most notes on a stave to play tuned percussion.</p> <p>M P T</p>	<p>Start to read TAB notation.</p> <p>M P T</p>
<p>Strum the chords C, Am, F and G7 in time to a beat.</p> <p>M P T</p>	<p>Hold ukulele correctly and play open strings using correct technique.</p> <p>M P T</p>	
<p>Discuss how musical elements are used to convey meaning, themes and ideas.</p> <p>M P T</p>	<p>Explore expressing a theme, idea or message within own composition.</p> <p>M P T</p>	<p>Compose and perform well with others, showing awareness of genres and styles.</p> <p>M P T</p>

Our Deeper Questions

What can we learn from inspirational people?

What does this teach us about courage or resilience?

What can we learn about being inclusive?

What can we create or invent to improve our school?

How can we become better leaders and helpers?



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Music Year 6



Well done **S**ehr gut **B**on travail **D**a iawn

I can ...

Sing with others in two or three part harmony.

Read notes on a staff to compose melodies on tuned percussion.

Read and perform rhythm and grid notation.

Accompany songs using the chords C, Am, F and G7.

Use TAB notation to play chords Em, A7, G, D and D7.

Use musical elements to express a message and discuss themes within others' work.

Compose and perform well with others, using inspiration from different cultures.

Express a clear theme, idea or message through own and others' work.

M P T

M P T

M P T

M P T

M P T

M P T

M P T

M P T

Our Deeper Questions

What can we learn from the past to make the future better?

What does this teach us about diversity, inequality or bias?

What can we learn about standing up for what we believe?

What can we create or invent to cut down on waste or help the environment?

How can we make a positive change in the world?