



Yorke Mead Primary School

Music Curriculum



Year 1 Autumn		
Key Theme : Using our voices (Year group topic: Ourselves & Toys)		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
They represent their own ideas, thoughts and feelings through music and dance. Children sing songs, make music and dance and experiment with ways of changing them.	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. I can use my voice to speak, sing and chant. I can make different sounds with my voice. I can follow instructions about when to sing. I can make a sequence of sounds.	I can use my voice/ instruments to perform to a group. I can compare and describe a range of different sounds. I can give instructions about when to sing or play. I can evaluate and improve a sequence of sounds. I can create my own rhythmic and melodic patterns.
They represent their own ideas, thoughts and feelings through music and dance. Children sing songs, make music and dance and experiment with ways of changing them.	Play untuned instruments musically. I can clap short rhythmic patterns. I can use instruments to perform. I can repeat short rhythmic and melodic patterns.	
	Untuned Instruments to explore: Wood blocks, tringle, maracas, symbols, wooden claves, tambourines, sand block, castanets, Chinese wood block.	

Year 1 Spring		
Key Theme : Exploring sounds (Year group topic: Seasons and Climate & India)		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
They represent their own ideas, thoughts and feelings through music and dance. Children sing songs, make music and dance and experiment with ways of changing them.	Play tuned instruments musically. I can clap short rhythmic patterns. I can use tuned instruments to perform. I can repeat short rhythmic and melodic patterns using tuned instruments. Tuned Instruments to explore: Chime Bars, hand bells.	I can perform extended rhythmic patterns. I can use tuned instruments to enhance my performance. I can critique a piece of music. I can justify my thoughts about a piece of music.
They represent their own ideas, thoughts and feelings through music and dance. Children sing songs, make music and dance and experiment with ways of changing them.	Listen with concentration and understanding to a range of high-quality live and recorded music. I can respond to different moods in music. I can say whether I like or dislike a piece of music. Musical Enrichment: Four Seasons by Vivaldi, traditional Indian music.	



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Year 1 Summer		
Key Theme : Composing (Year group topic: Mini beasts & Heroes and Villains)		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>They represent their own ideas, thoughts and feelings through music and dance. Children sing songs, make music and dance and experiment with ways of changing them.</p>	<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music. I can choose sounds to represent different things. I can make a sequence of sounds. I can make different sounds with tuned and untuned instruments. I can use instruments to perform. Musical Enrichment: The ugly bug ball, super hero music soundtracks.</p>	<p>I can compose a piece of music and justify the choices I've made. I can develop a sequence of sounds using my own ideas. I can explore a different pitch and tempo using tuned and untuned instruments. I can perform and organise myself in a group using a range of instruments.</p>

Year 2 Autumn		
Key Theme : Using our voices (Year group topic: Ourselves & The Great Fire of London)		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. I can use my voice to speak, sing and chant. I can make different sounds with my voice. I can follow instructions about when to sing. I can make a sequence of sounds.</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes I can sing and follow a melody. I can sing or clap increasing or decreasing a tempo. I can order sounds to create a beginning middle or end.</p>	<p>I can perform and create my own melody. I can experiment and develop my use of tempo. I can critique my own and other peoples compositions. I can perform complex patterns. I can compare rhythm and pulse, switching between both techniques.</p>
<p>Play untuned instruments musically. I can clap short rhythmic patterns. I can use instruments to perform. I can repeat short rhythmic and melodic patterns.</p>	<p>Play untuned instruments musically I can perform simple patterns and accompaniments keeping a steady pulse. I can play simple rhythmic patterns on an instrument.</p>	
<p>Untuned Instruments to explore: Wood blocks, tringle, maracas, symbols, wooden claves, tambourines, sand block, castanets, Chinese wood block.</p>	<p>Untuned Instruments to explore: Wood blocks, tringle, maracas, symbols, Guiros, wooden claves, kokiriko, tambourines, African hand drum, drums, sand block, castanets, Chinese wood block, rain stick.</p>	



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Year 2 Spring		
Key Theme : Exploring sounds (Year group topic: Under the Sea & Explorers)		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
Play tuned instruments musically. I can clap short rhythmic patterns. I can use tuned instruments to perform. I can repeat short rhythmic and melodic patterns using tuned instruments.	Play tuned instruments musically. I can play simple rhythmic patterns on an instruments. I can order sounds to create a beginning, middle and end. I can choose sounds which create an effect. I can improve my own work.	I can justify my sound choices to create effects. I can analyse why a piece of music is effective. I can reflect upon my performance. I can critique a range of musical performances that I have listened to.
Tuned Instruments to explore: Chime Bars, hand bells.	Tuned Instruments to explore: Chime Bars, hand bells, Xylophone, Glockenspiel.	
Listen with concentration and understanding to a range of high-quality live and recorded music. I can respond to different moods in music. I can say whether I like or dislike a piece of music. Musical Enrichment: Four Seasons by Vivaldi, traditional Indian music.	Listen with concentration and understanding to a range of high-quality live and recorded music I can listen out for particular things when listening to music. Musical Enrichment: Carnival or the animals – The Aquarium by Camille Saint-Saens, The Pirates of the Caribbean soundtrack – Auckland Symphony Orchestra.	

Year 2 Summer		
Key Theme : Composing (Year group topic: Hot climates & Cold climates)		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
Experiment with, create, select and combine sounds using the inter-related dimensions of music. I can choose sounds to represent different things. I can make a sequence of sounds. I can make different sounds with tuned and untuned instruments. I can use instruments to perform. Musical Enrichment: The ugly bug ball, super hero music soundtracks.	Experiment with, create, select and combine sounds using the inter-related dimensions of music. I can create music in response to different starting points. I can use symbols (lines squiggles and dots) to represent sounds. I can make connections between notations (lines, squiggles and dots) and musical sounds. I can improve my own work. Musical Enrichment: The desert music by Steve Reich, Elegy for the Artic by Ludovico Einaudi, Frozen Soundtrack	I can explain the choices I've made while composing my own musical piece. I can design my own symbols to represent my own sounds within a piece of music.



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Year 3 Autumn		
Key Theme : Exploring Sounds (Year group topic: Animals including Humans & The Romans)		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes I can sing and follow a melody. I can sing or clap increasing or decreasing a tempo. I can order sounds to create a beginning middle or end.</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory. I can compose melodies and songs. I can create accompaniments for tunes.</p>	<p>I can justify my choices for specific melodies or accompaniments I create. I can compose and perform a sequence of clear notes on a tuned instrument. I can add expression and musical effects to my performance to engage an audience.</p>
<p>Play untuned instruments musically I can perform simple patterns and accompaniments keeping a steady pulse. I can play simple rhythmic patterns on an instrument. Play tuned instruments musically. I can play simple rhythmic patterns on an instruments. I can order sounds to create a beginning, middle and end. I can choose sounds which create an effect. I can improve my own work.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. I can play clear notes on instruments. I can sing a tune with expression. I can create repeated patterns with different instruments.</p>	

Year 3 Spring		
Key Theme : Musical appreciation (Year group topic: Marvellous machines & Stone Age to Iron Age)		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>Listen with concentration and understanding to a range of high-quality live and recorded music I can listen out for particular things when listening to music. Musical Enrichment: Carnival or the animals – The Aquarium by Camille Saint-Saens, The Pirates of the Caribbean soundtrack – Auckland Symphony Orchestra.</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. I can use musical words (pitch and tempo) to describe what I like and do not like about a piece of music. I can use musical words (pitch and tempo) to describe a piece of music and compositions. Musical enrichment: John Adams 'Short ride in a fast machine' BBC Proms 2014. https://www.youtube.com/watch?v=qqKR_y0iDao (Stone Age instruments)</p> <p>Develop an understanding of the history of music. I can recognise the work of at least one famous composer.</p>	<p>I can show differing opinions about a piece of music. I can analyse music using technical vocabulary both written and aurally. I can compare elements of one famous composer to another.</p>



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	Musical enrichment: Mozart – Eine Kleine Nachtmusik. Disney Music – ‘lava’.	
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Year 3 Summer		
Key Theme : Composing (Year group topic: Mountains and Volcanoes & France)		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
Experiment with, create, select and combine sounds using the inter-related dimensions of music. I can create music in response to different starting points. I can use symbols (lines, squiggles and dots) to represent sounds. I can make connections between notations and musical sounds. I can improve my own work. Musical Enrichment: The desert music by Steve Reich, Elegy for the Arctic by Ludovico Einaudi, Frozen Soundtrack	Improvise and compose music for a range of purposes using the inter-related dimensions of music (pitch, tempo and appropriate musical notations). I can use different elements in my composition. I can improve my work; explaining how it has been improved. I can make connections between notations (lines, squiggles and dots) and musical sounds and indicate a change in pitch or tempo in my composition.	I can work with others to create more complex compositions. I can be critical of my own creations, assessing and improving a piece of work. I can create a piece of music showing multiple moods or feelings that can be identified by my peers or teachers.
	Use and understand staff and other musical notations I can combine different sounds to create a specific mood or feeling.	

Year 4 Autumn		
Key Theme : Exploring Sounds (Year group topic: Habitats & Victorians)		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
Listen with attention to detail and recall sounds with increasing aural memory. I can compose melodies and songs. I can create accompaniments for tunes.	Listen with attention to detail and recall sounds with increasing aural memory. I can explain why silence is often needed in music and explain what effect it has. I can identify the character in a piece of music.	I can evaluate the effectiveness of silence in a given piece of music. I can create music to represent my own character (or a given character).
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. I can play clear notes on instruments. I can sing a tune with expression. I can create repeated patterns with different instruments.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. I can perform a simple part rhythmically. I can sing songs from memory with accurate pitch. I can improvise using repeated patterns	I can create my own song using complex rhythms and repeating patterns for effect. I can confidently perform my own composition to an audience.



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Year 4 Spring		
Key Theme : Musical appreciation (Year group topic: Sound & Ancient Egypt)		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>I can use musical words to describe what I like and do not like about a piece of music.</p> <p>I can use musical words to describe a piece of music and compositions.</p> <p>Musical enrichment: John Adams 'Short ride in a fast machine' BBC Proms 2014. https://www.youtube.com/watch?v=qgKR_y0iDao (Stone Age instruments)</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>I can identify and describe the different purposes of music.</p> <p>I can begin to identify the style of work of Beethoven, Mozart and Elgar.</p> <p>Musical enrichment: Beethoven – Fur Elise. Bethany Brinton (contrast her version to Beethoven – Fur Elise original). Delibes – 'Flower Duet' from Lakme.</p>	<p>I can analyse what makes a piece of music effective.</p> <p>I can compare the similarities and differences of famous composers such as, Beethoven, Mozart and Elgar.</p>
<p>Develop an understanding of the history of music.</p> <p>I can recognise the work of at least one famous composer.</p> <p>Musical enrichment: Mozart – Eine Kleine Nachtmusik. Disney Music – 'lava'.</p>	<p>Develop an understanding of the history of music.</p> <p>I can begin to identify the style of work of Beethoven, Mozart and Elgar.</p> <p>Musical enrichment: Grieg – 'In the Hall of the Mountain King from Peer Gynt Suite'.</p>	<p>I can compare the work of a composer from the past and one from the present, explaining my preferences and my observations.</p>

Year 4 Summer		
Key Theme : Composing (Year group topic: Cities of Europe & Rivers and Waters)		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music (pitch, tempo and appropriate musical notations).</p> <p>I can use different elements in my composition.</p> <p>I can improve my work; explaining how it has been improved.</p> <p>I can make connections between notations (lines, squiggles and dots) and musical sounds and indicate a change in pitch or tempo in my composition.</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music (pitch, duration, dynamics, tempo and appropriate musical notations).</p> <p>I can use notation (lines, squiggles, dots or my own form of notation) to record and interpret sequences of pitches (to include changes in pitch, tempo, dynamics or a rest)</p> <p>I can use notation (lines, squiggles, dots or my own form of notation) to record compositions in a small group or on my own (to include changes in pitch, tempo, dynamics or a rest)</p> <p>I can improvise using repeated patterns</p>	<p>I can develop my own form of notation to create my own piece of music.</p> <p>I can fuse together multiple repeating patterns for musical effect.</p>
<p>Use and understand staff and other musical notations</p> <p>I can combine different sounds to create a specific mood or feeling.</p>	<p>Use and understand staff and other musical notations.</p>	<p>I can record my own notation on a staff and explain my choices.</p> <p>I can perform my composition using my staff notation.</p>



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	<p>I can use notation (lines, squiggles, dots or my own form of notation) to record and interpret sequences of pitches. (to include changes in pitch, tempo, dynamics or a rest)</p> <p>I can use notation (lines, squiggles, dots or my own form of notation) to record compositions in a small group or on my own. (to include changes in pitch, tempo, dynamics or a rest)</p> <p>I can recognise crochets and quavers and clap out a simple pattern following formal notation.</p>	
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Year 5 Autumn Key Theme : Exploring Sounds (Year group topic: Space & WW1)		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>I can explain why silence is often needed in music and explain what effect it has.</p> <p>I can identify the character in a piece of music.</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>I can breathe in the correct place when singing.</p> <p>I can maintain my part whilst others are performing their part.</p> <p>I can improvise within a group using melodic and rhythmic phrases.</p>	<p>I can create my own song with multiple parts, using complex Rhythms for effect.</p> <p>I can confidently perform my own composition to an audience.</p>
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>I can perform a simple part rhythmically.</p> <p>I can sing songs from memory with accurate pitch.</p> <p>I can improvise using repeated patterns</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>I can breathe in the correct place when singing.</p> <p>I can maintain my part whilst others are performing their part.</p> <p>I can improvise within a group using melodic and rhythmic phrases.</p>	<p>I can create my own song with multiple parts, using complex Rhythms for effect.</p> <p>I can confidently perform my own composition to an audience.</p>



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Year 5 Spring		
Key Theme : Musical appreciation (Year group topic: Maps & Vikings)		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>I can identify and describe the different purposes of music. I can begin to identify the style of work of Beethoven, Mozart and Elgar. Musical enrichment: Beethoven – Fur Elise. Bethany Brinton (contrast her version to Beethoven – Fur Elise original). Delibes – ‘Flower Duet’ from Lakme.</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>I can contrast the work of a famous composer and explain my preferences. I can describe, compare and evaluate music using musical vocabulary. I can explain why I think music is successful or unsuccessful Musical enrichment: Puccini – ‘O mio babbino caro’. J.S Bach – ‘Tocatta and Fugue in D minor’ (compare organ to harp versions for different effects). Mozart – ‘Overture from The Marriage of Figaro’.</p>	<p>I can research a composer and contrast their style with a composer I already know about. I can use my previous research to influence my own compositions. I can critique a piece of music using the correct technical vocabulary. (i.e. pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations)</p>
<p>Develop an understanding of the history of music.</p> <p>I can begin to identify the style of work of Beethoven, Mozart and Elgar. Musical enrichment: Grieg – ‘In the Hall of the Mountain King from Peer Gynt Suite’.</p>	<p>Develop an understanding of the history of music.</p> <p>I can compare the work of two famous composers (one from the past and one from the present) and explain my preferences. Musical enrichment: Johann Strauss II – ‘The Blue Danube’. Rossini – ‘Overture from William Tell’.</p>	<p>I can use technical vocabulary (see above) to compare the work of two famous composers.</p>

Year 5 summer		
Key Theme : Composing (Year group topic: Greeks & London)		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music (pitch, duration, dynamics, tempo and appropriate musical notations).</p> <p>I can use notation (lines, squiggles, dots or my own form of notation) to record and interpret sequences of pitches (to include changes in pitch, tempo, dynamics or a rest) I can use notation (lines, squiggles, dots or my own form of notation) to record compositions in a small group or on my own (to include changes in pitch, tempo, dynamics or a rest) I can improvise using repeated patterns</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture and appropriate musical notations).</p> <p>I can change sounds or organise them differently to change the effect. I can compose music which meets specific criteria. I can choose the most appropriate tempo for a piece of music. I can suggest improvement to my own work and that of others</p>	<p>I can explain why changing sounds and the way music is organised can change the effects in a piece of music.</p>
<p>Use and understand staff and other musical notations.</p>	<p>Use and understand staff and other musical notations.</p> <p>I can use notation (crochets, quavers, semi-quavers, rests and indicating dynamics, tempo and duration) to record groups of pitches (chords).</p>	<p>I can use more formal forms of notation to record on a staff.</p>



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<p>I can use notation (lines, squiggles, dots or my own form of notation) to record and interpret sequences of pitches. (to include changes in pitch, tempo, dynamics or a rest)</p> <p>I can use notation (lines, squiggles, dots or my own form of notation) to record compositions in a small group or on my own. (to include changes in pitch, tempo, dynamics or a rest)</p> <p>I can recognise crochets and quavers and clap out a simple pattern following formal notation.</p>	<p>I can create repeating patterns myself writing these with notation.</p> <p>I can write a simple octave.</p> <p>I can use my music diary to record aspects of the composition process.</p>	
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<p>Year 6 Autumn Key Theme : Exploring Sounds (Year group topic: Mayans & Extreme Earth)</p>		
<p>Previous Learning To be reinforced</p>	<p>Core Learning Intentions Age Related</p>	<p>Extension Opportunities Next steps</p>
<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>I can breathe in the correct place when singing.</p> <p>I can maintain my part whilst others are performing their part.</p> <p>I can improvise within a group using melodic and rhythmic phrases.</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>I can perform parts from memory.</p>	<p>I can perform extended pieces of music, with complex rhythm from memory.</p>
<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>I can breathe in the correct place when singing.</p> <p>I can maintain my part whilst others are performing their part.</p> <p>I can improvise within a group using melodic and rhythmic phrases.</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>I can sing in harmony in a group.</p> <p>I can perform parts from memory.</p> <p>I can perform to an audience.</p>	<p>I can confidently harmonise with other performers to create an enjoyable piece of music for an audience.</p> <p>I can memorise longer, more complex sections of a composition and perform.</p>

<p>Year 6 Spring Key Theme : Musical appreciation (Year group topic: British Kings and Queens & Tudors)</p>		
<p>Previous Learning To be reinforced</p>	<p>Core Learning Intentions Age Related</p>	<p>Extension Opportunities Next steps</p>
<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>I can create a piece of music for a given venue, occasion and purpose and explain my composition choices.</p>



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<p>I can contrast the work of a famous composer and explain my preferences.</p> <p>I can describe, compare and evaluate music using musical vocabulary.</p> <p>I can explain why I think music is successful or unsuccessful</p> <p>Musical enrichment: Puccini – ‘O mio babbino caro’. J.S Bach – ‘Toccatina and Fugue in D minor’ (compare organ to harp versions for different effects). Mozart – ‘Overture from The Marriage of Figaro’.</p>	<p>I can evaluate how the venue, occasion and purpose affects the way a piece of music is created.</p> <p>I can analyse features within different pieces of music.</p> <p>Musical enrichment: Beethoven – ‘symphony no.5 (compare original to remix). Ravel – ‘Bolero’. Puccini – ‘Messun Dorma from Turandot’ – anthem from the 1990 world cup.</p>	
<p>Develop an understanding of the history of music.</p> <p>I can compare the work of two famous composers (one from the past and one from the present) and explain my preferences.</p> <p>Musical enrichment: Johann Strauss II – ‘The Blue Danube’. Rossini – ‘Overture from William Tell’.</p>	<p>Develop an understanding of the history of music.</p> <p>I can compare and contrast the impact that different composers from different times have had on people of that time.</p> <p>Musical enrichment: Vivaldi – ‘The Four Seasons’. Bizet – ‘Carmen’. Prokofiev – ‘Dance of the Knights from Romeo and Juliet’.</p>	<p>I can explain the impact that music has had on the lifestyle of people at different times and in different locations.</p>

Year 6 Summer Key Theme : Composing (Year group topic: Pop Art & Our Uk)		
Previous Learning To be reinforced	Core Learning Intentions Age Related	Extension Opportunities Next steps
<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture and appropriate musical notations).</p> <p>I can change sounds or organise them differently to change the effect.</p> <p>I can compose music which meets specific criteria.</p> <p>I can choose the most appropriate tempo for a piece of music.</p> <p>I can suggest improvement to my own work and that of others</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations).</p> <p>I can use a variety of different musical devices in my composition (including melody, rhythms and chords).</p> <p>I can evaluate how the venue, occasion and purpose affects the way a piece of music is created.</p>	<p>I can create a piece of music for my own choice of venue, occasion and purpose, explaining my composition choices.</p>
<p>Use and understand staff and other musical notations.</p> <p>I can use notation (crotchets, quavers, semi-quavers, rests and indicating dynamics, tempo and duration) to record groups of pitches (chords).</p> <p>I can create repeating patterns myself writing these with notation.</p> <p>I can write a simple octave.</p> <p>I can use my music diary to record aspects of the composition process.</p>	<p>Use and understand staff and other musical notations.</p> <p>I can use notation (crotchets, quavers, semi-quavers, rests and indicating dynamics, tempo and duration) to record a piece of music.</p> <p>I can record a simple chord using notation.</p> <p>I can look at a piece of music and using technical vocabulary discuss how the piece of music may sound.</p>	<p>I can use crotchets and quavers to record my own composition.</p> <p>I can apply my knowledge of staff notation to predict what a piece of music will sound like.</p>