Discover Beethoven — Learning Objectives (Year 3)

These objectives have been written to align with the English national and Model Music Curricula.

Singing

- Sing tunefully and with expression
- Sing with dynamic contrast
- Perform with confidence

Listening

- Listen to music with focus and attention
- Create a personal response to music
- Describe music verbally

Composing

- Invent short 'on-the-spot' responses using a limited note-range
- Structure musical ideas to create music that has a beginning, middle and end
- Compose in response to different stimuli and musical sources
- Combine known rhythmic notation with letter names to create musical phrases
- Compose song accompaniments on untuned percussion using known rhythms and note values

Performing

Instrumental performance

- Play and perform melodies following staff notation using a small range
- Use listening skills to correctly order phrases using dot notation
- Copy stepwise melodic phrases with accuracy

Reading notation

- Use dot notation to show higher or lower pitch
- Understand the differences between crotchets and paired quavers
- Apply word chants to rhythms

Discover Beethoven — Learning Objectives (Year 4)

These objectives have been written to align with the English national and Model Music Curricula.

Singing

- Pitch the voice accurately
- Follow directions for contrast
- Sing in simple parts

Listening

- Use musical vocabulary to describe music

Composing

- Improvise on a limited range of pitches
- Combine rhythmic notation with letter names to create short phrases
- Create rhythm sequences
- Compose music to create a specific mood
- Use appropriate notation to record own compositions

Performing

Instrumental performance

- Play and perform melodies following staff notation
- Perform in two or more parts from simple notation
- Copy short melodic phrases

Reading notation

- Understand the differences between minims, crotchets, paired quavers and rests.
- Read and perform from simple pitch notation
- Follow and perform simple rhythmic scores to a steady beat

Discover Beethoven — Learning Objectives (Year 5)

These objectives have been written to align with the English national and Model Music Curricula.

Singing

- Sing with accurate phrasing and pitching
- Sing with appropriate style
- Sing part-songs and simple harmony lines with an awareness of how the part fits with others

Listening

- Listen with focus and attention to detail
- Discuss personal responses to music
- Make musical observations and comparisons

Composing

- Improvise melodic phrases
- Improvise with a range of dynamics
- Compose a short ternary piece
- Compose music that evokes a specific atmosphere, mood or environment
- Use appropriate notation to record own compositions

Performing

Instrumental performance

- Play melodies on tuned percussion following staff notation
- Understand how triads are formed, and play them on tuned percussion
- Perform simple, chordal accompaniments
- Copy longer phrases and familiar melodies by ear using tuned percussion

Reading notation

- Understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers
- Understand the differences between 2/4, 3/4 and 4/4 time signatures
- Read and perform pitch notation within an octave
- Read and play short rhythmic phrases at sight

Discover Beethoven — Learning Objectives (Year 6)

These objectives have been written to align with the English national and Model Music Curricula.

Singing

- Sing accurately observing rhythm, phrasing, pitching and style.
- Maintain own part in a three and four part round
- Sing part-songs and simple harmony lines with an awareness of how the part fits with others

Listening

- Make musical connections between different pieces
- Listen with focus and attention to detail noticing changes in the interrelated dimensions
- Share and discuss personal responses to music with awareness of different opinions
- Make musical connections between different pieces

Composing

- Compose music with sections including repetition and contrast
- Use chord changes as part of an improvised sequence
- Improvise longer melodic phrases
- Compose longer melodic phrases.
- Add rhythmic and chordal accompaniments to melodies
- Compose a ternary piece with musical contrasts
- Use appropriate notation to record own compositions

Performing

Instrumental performance

- Play a melody following staff notation
- Accompany a melody using block chords or a bass line
- Play as an ensemble

Reading notation

- Understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests
- Read and perform pitch notation within an octave
- Read and play confidently from rhythm notation
- Read and play from notation a four-bar phrase, confidently identifying note names and durations