

Curriculum Overview 2021-2022

Music

Kettlesing Felliscliffe Primary School



Music

Curriculum Intent

Our curriculum aims to ensure that all pupils will perform, listen to, review and evaluate music across a range of styles, genres and traditions. Pupils will also understand and explore how music is created and produced, through work on pitch, duration, dynamics, tempo and structure.

Musical performances are actively encouraged, providing the chance to promote individual talents and personal confidence.

Aims

Perform, listen to, review and evaluate music across different genres

Learn about the works of the great composers and musicians

Create and compose music on their own and with others

Begin to learn how to play a musical instrument

Understand and explore how music is created

Begin to read musical notations

Key Stage One

Pupils will begin to use their voices expressively. They will play instruments musically. They will also be encouraged to experiment with combining different sounds, composing simple pieces of music.

Key Stage Two

This progresses to pupils having the opportunity to learn a musical instrument with visiting specialists. Pupils also take their knowledge of performance, singing and dynamics, in order to do this with increasing confidence, creating their own compositions in a range of styles.

Pupils will also be given the opportunity to evaluate performances of their peers, explaining where improvements can be made. Through the Charanga scheme, pupils also regularly listen to a wide range of live musical performances, identifying the features of these pieces.

Music: Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 Cycle B 2021-2022	Singing Musicianship (rhythm)	Singing Musicianship (rhythm)	Singing Listening – live music from other year groups Musicianship (Pitch)	Singing Listening – live music from other year groups Musicianship (Pitch)	Singing Composing Musicianship (Pulse/Beat)	Singing Composing Musicianship (Pulse/Beat)
KS1 Cycle A 2022-2023	Singing Musicianship (rhythm)	Singing Musicianship (rhythm)	Singing Listening – recorded performances Musicianship (Pitch)	Singing Listening – recorded performances Musicianship (Pitch)	Singing Composing Musicianship (Pulse/Beat)	Singing Composing Musicianship (Pulse/Beat)
KS2 Cycle B 2021-2022	Singing Composing (improvising) Performing	Singing Composing (improvising) Performing	Singing Composing (improvising) Performing & reading notation Listening – recorded & live	Singing Composing (improvising) Performing & reading notation Listening – recorded and live	Singing Composing (improvising) Performing & reading notation Listening – recorded & live	Singing Composing (improvising) Performing & reading notation Listening – recorded & live
KS2 Cycle A 2022-2023	Singing Composing (improvising) Performing	Singing Composing (improvising) Performing	Singing Composing (improvising & composing) Performing & reading notation Listening – recorded & live	Singing Composing (improvising & composing) Performing & reading notation Listening – recorded and live	Singing Composing (improvising & composing) Performing & reading notation Listening – recorded & live	Singing Composing (improvising & composing) Performing & reading notation Listening – recorded & live

EYFS: Music

Early Learning Goals linked to Music.

Area of Learning	Aspect	Early Learning Goals
Personal, Social and Emotional Development	Self- Regulation	To show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. To set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. To give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
	Managing Self	To be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
Communication and Language	Listening, Attention and Understanding	To listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. To make comments about what they have heard and ask questions to clarify their understanding. To hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
	Speaking	To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

		Performing	Composing	Appraising	Vocabulary
		Singing	<p>Year 1</p> <p>To use their voice to speak/sing/chant. To join in with singing. To respond to musical indications when about to sing. To respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse.</p>	<p>To make a range of sounds with their voice. To identify changes in sounds. To tell the difference between long and short sounds.</p>	<p>To form an opinion to express how they feel about a piece of singing. To recognise repeated patterns in a song. To tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds in a song. To hear the pulse in a piece music in a song. To tell the difference between loud and quiet sounds in a song. To describe how sounds are made and changed in a song.</p>
	<p>Year 2</p> <p>To follow the melody using their voice. To sing songs as an ensemble following the tune (melody) well To perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes) To sing a pulse increasing or decreasing in tempo.</p>	<p>To order sounds to create a beginning, middle and end To represent sounds pictorially with increasing relevance. To choose sounds to achieve an effect (including use of technology). To begin to compose short melodic patterns using two or three notes with their voice.</p>	<p>To identify particular features when listening to a song. To begin to associate sounds they hear with instruments in a song. To independently identify the pulse in a song. To listen carefully to recall short rhythmic patterns in a song. To begin to recognise changes in timbre, dynamics and pitch in a song. To evaluate and improve their own work and give reasons.</p>	<p>Voice, Song, Rhythm, Pulse, High/Low, Loud/Soft, Fast/slow, Long Sound, Short Sound, Pitch, Compose, Rhythmic Pattern.</p>	

Musicianship: Rhythm/ Pulse/ Beat		Performing	Composing	Appraising	Vocabulary
	Year 1	<p>To clap short rhythmic patterns? To use instruments to perform a simple piece. To respond to musical indications when about to play. To respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse.</p>	<p>To tell the difference between different pulses and beats. To represent sounds pictorially To make a sequence of sounds in a rhythm, for a purpose. To repeat (short rhythmic and melodic) patterns.</p>	<p>To recognise repeated patterns. To tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds To hear the pulse in a piece music. To tell the difference between loud and quiet sounds. To describe how sounds are made and changed.</p>	<p>Voice, Rhythm, Pulse, Tempo, Fast/Slow</p>
Year 2	<p>To play simple rhythmic patterns on an instrument. To clap a pulse increasing or decreasing in tempo. To have control when playing instruments. To perform musical patterns keeping a steady pulse.</p>	<p>To begin to compose short melodic patterns using two or three notes. To create short, rhythmic patterns. To create sequences of long and short sounds. To be selective in the control used on an instrument in order to create a rhythmic pattern.</p>	<p>To identify particular features when listening to music. To independently identify the pulse in a piece of music and tap along. Can they listen carefully to recall short rhythmic patterns. To begin to recognise changes in timbre, dynamics and pitch. To be able to recognise and name different instruments by sight. To evaluate and improve their own work and give reasons.</p>	<p>Voice, Rhythm, Pulse, Tempo, Fast/Slow Fast/slow, Pitch, Dynamic, Compose, Rhythmic Pattern.</p>	

Musicianship: Pitch		Performing	Composing	Appraising	Vocabulary
	Year 1	<p>To respond musically With increasing accuracy to a call (high/low) and keep a steady pulse?</p>	<p>To make a range of sounds with their voice. To make a range of pitches with their voice/ instruments. To identify changes in pitch of voice/ instruments To represent different pitches pictorially.</p>	<p>To tell the difference between high and low sounds. To describe how pitch is made and changed. To respond to different changes in pitch in music and say how this affects the music. To identify what different pitches could represent and give a reason why?</p>	<p>Pitch, Change, Range, High, Low.</p>
Year 2	<p>To follow the pitch in a song using their voice or an instrument. To perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch). To have control of pitch when singing/ playing an instrument.</p>	<p>To represent pitch pictorially with increasing relevance. To choose sounds to achieve a change of pitch. To be selective in the control used on an instrument in order to create different pitches. Can they choose sounds to create an effect on the listener?</p>	<p>To identify different features (eg pitch) when listening to music. To begin to associate sounds they hear with certain pitches. To independently identify high/ low pitch in a piece of music. To listen carefully to recall a change in pitch. To evaluate and improve their own work and give reasons. To tell whether a change (e.g. pitch), is gradual or sudden and describe its effect.</p>	<p>Pitch, Change, Range, High, Low, Identify, Gradual, Sudden.</p>	

Composing		Performing	Composing	Appraising	Vocabulary
	Year 1	<p>To use their voice to sing/chant. To join in with singing. To clap short rhythmic patterns. To use instruments to perform a simple piece. To respond to musical indications about when to play or sing. To respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse. To perform a rhythm to a steady pulse.</p>	<p>To make a range of sounds with their voice. To make a range of sounds with instruments. To identify changes in sounds. To tell the difference between long and short sounds. To represent sounds pictorially. To make a sequence of sounds for a purpose.</p>	<p>To form an opinion to express how they feel about a composition. To recognise repeated patterns in a composition. To tell the difference between a fast and slow tempo, loud and quiet, and high and low sound in a composition and evaluate the effectiveness. To hear the pulse in a piece of music and evaluate the effectiveness. To tell the difference between loud and quiet sounds and evaluate the effectiveness. To respond to different moods in music and say how a piece of music makes them feel.</p>	<p>Composition, Make Range, Voice, Instrument, Change, Feelings.</p>
Year 2	<p>To follow the melody using their voice or an instrument. To sing songs as an ensemble following the tune (melody) well. To perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes). To play simple rhythmic patterns on an instrument. To sing/clap a pulse increasing or decreasing in tempo. Can they perform musical patterns keeping a steady pulse.</p>	<p>To order sounds to create a beginning, middle and end. To represent sounds pictorially with increasing relevance. To choose sounds to achieve an effect (including use of technology). To begin to compose short melodic patterns using two or three notes (tuned instruments/voice). To create short, rhythmic patterns. – sequences of long and short sounds. To be selective in the control used on an instrument in order to create an intended effect?</p>	<p>To identify particular features of a composition and evaluate this To begin to associate sounds they hear with instruments and evaluate this. To independently identify the pulse in a composition and evaluate this. To begin to recognise changes in timbre, dynamics and pitch in a composition and evaluate its effectiveness. To recognise and name different instruments by sight and evaluate its effectiveness. To evaluate and improve their own work and give reasons.</p>	<p>Composition, Make Range, Voice, Instrument, Change, Feelings, Evaluate, Effective, Create, Selective, Control.</p>	

Listening		Performing	Composing	Appraising	Vocabulary
	Year 1	<p>Listen to short rhythmic patterns in a performance</p> <p>Identify instruments in a performance.</p> <p>To identify a call (high/low, loud/soft, fast/slow) and a steady pulse?</p> <p>To respond to different moods of music, in different ways.</p>	<p>To identify a range of sounds in a composition</p> <p>To identify a range of sounds with instruments in a composition.</p> <p>To identify changes in sounds in a composition.</p>	<p>To respond to different moods identified in music and say how a piece of music makes them feel.</p> <p>To identify what different sounds could represent and give a reason why?</p> <p>To identify texture - listening for whether there is more than one sound at the same time?</p> <p>To identify musical structure in a piece of music (verse, chorus etc.)?</p>	<p>Listen, Hear, Identify, Changes, Sounds, Instruments, Voices</p>
Year 2	<p>To follow the melody of voice or an instrument in a performance.</p> <p>To simple rhythmic patterns on an instrument in a performance.</p> <p>To respond to different moods of a performance in different ways.</p>	<p>To order sounds to create a beginning, middle and end in a composition.</p> <p>To begin to identify short melodic patterns using two or three notes (tuned instruments/voice) in a performance.</p> <p>To identify the control used on an instrument in order to create an intended effect in a composition</p> <p>To listen and identify different musical instruments in a composition.</p>	<p>To listen to simple inter-related dimensions of music</p> <p>To verbally recall what they have heard with simple vocabulary – loud, soft, high, low</p> <p>To begin to say what they like and dislike about a piece of music.</p>	<p>Listen, Hear, Identify, Changes, Sounds, Instruments, Voices, Performance, Composition, Like, Dislike.</p>	

Singing		Performing	Composing	Appraising	Vocabulary
	Year 3	<p>To sing songs from memory with increasing expression, accuracy and fluency.</p> <p>To maintain a simple part within an ensemble.</p> <p>To modulate and control their voice when singing and pronounce the words clearly.</p> <p>To improvise (including call and response) within a group using the voice.</p>	<p>To sing repeated patterns using a range of instruments.</p> <p>To combine different sounds to create a specific mood or feeling.</p> <p>To understand how the use of tempo can provide contrast within a piece of music?</p> <p>To combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in their singing composition.</p>	<p>To use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a song</p> <p>To evaluate and improve their work, explaining how it has improved using a success criterion.</p> <p>To know that songs can be played or listened to for a variety of purposes (including different cultures and periods in history).</p> <p>To identify the features within a piece of music.</p>	<p>Sing, Pitch, Tempo, Rhythm, Choir, Improvise, Mood, Feeling, Evaluate, Improve, Variety.</p>
	Year 4	<p>To perform a simple part of an ensemble rhythmically.</p> <p>To sing songs from memory with increasing expression, accuracy and fluency.</p> <p>To improvise using repeated patterns with increasing accuracy and fluency.</p>	<p>To use notations to record and interpret sequences of pitches in singing</p> <p>To use notations to record songs in a small group or on their own.</p>	<p>To explain why silence is used in a piece of music and say what effect it has.</p> <p>To start to identify the character of a piece of music.</p> <p>To describe and identify the different purposes of music.</p> <p>To use musical words (pitch, duration, timbre, dynamics, tempo) to describe a song.</p>	<p>Sing, Pitch, Tempo, Rhythm, Choir, Improvise, Mood, Feeling, Evaluate, Improve, Variety, Purpose, Dynamics, Duration.</p>
	Year 5	<p>To sing and use their understanding of meaning to add expression.</p> <p>To perform 'by ear' and from simple notations.</p> <p>To improvise within a group using melodic and rhythmic phrases.</p> <p>To recognise and use basic structural forms e.g. rounds, variations, rondo form.</p> <p>To maintain their part whilst others are performing their part.</p>	<p>To begin to use standard notation.</p> <p>To use their notations to record groups of pitches (chords).</p> <p>To choose the most appropriate tempo for a song.</p>	<p>To describe, compare and evaluate music using musical vocabulary.</p> <p>To suggest improvements to their own or others' work.</p> <p>To choose the most appropriate tempo for a song.</p> <p>To identify and begin to evaluate the features within different pieces of singing</p> <p>To contrast the work of established singers and compare.</p>	<p>Sing, Pitch, Tempo, Rhythm, Choir, Improvise, Mood, Feeling, Evaluate, Improve, Variety, Purpose, Dynamics, Duration, Appropriate, Compare, Features, Composers.</p>
	Year 6	<p>To begin to sing a harmony part.</p> <p>To begin to perform using notations.</p> <p>To take the lead in a performance.</p> <p>To take on a solo part.</p> <p>To perform parts from memory.</p>	<p>To recognise that different forms of notation serve different purposes?</p> <p>To combine groups of beats in a song.</p> <p>To use a variety of different musical devices in their songs (e.g. melody, rhythms and chords).</p>	<p>To refine and improve their work?</p> <p>To evaluate how the venue, occasion and purpose affects the way a song is performed and created.</p> <p>To compare and contrast the impact that different composers from different times will have had on the people of the time.</p> <p>To analyse features within different pieces of music.</p>	<p>Sing, Pitch, Tempo, Rhythm, Choir, Improvise, Mood, Feeling, Evaluate, Analyse, Improve, Variety, Purpose, Dynamics, Duration, Appropriate, Compare, Features, Composers</p>

		Performing	Composing	Appraising	Vocabulary
Musicianship: Rhythm/ Pulse/ Beat	Year 3	<p>To maintain a simple part within an ensemble?</p> <p>To play notes on tuned and un-tuned instruments in time.</p> <p>To sing in time with an ensemble</p> <p>To play a simple beat with others and stay in time.</p>	<p>To create repeated patterns using a range of instruments.</p> <p>To combine different sounds to create a specific mood or feeling.</p> <p>To understand how the use of tempo can provide contrast within a piece of music.</p> <p>To begin to read and write musical notation.</p> <p>To effectively choose, order, combine and control sounds to create different textures.</p> <p>To use silent beats for effect (rests).</p> <p>To combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in their composition.</p>	<p>To use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music.</p> <p>To evaluate and improve their work, explaining how it has improved using a success criterion.</p> <p>To know that music can be played or listened to for a variety of purposes (including different cultures and periods in history).</p> <p>Are they able to recognise a change in rhythm, beat, pulse by ear.</p> <p>To internalise the pulse in a piece of music.</p> <p>To identify the features within a piece of music.</p>	<p>Rhythm, Pulse, Beat, Tempo, Ensemble, Patterns, Mood, Feeling, Effect, Evaluate, Rests.</p>
	Year 4	<p>To perform a simple part of an ensemble rhythmically.</p> <p>To sing songs from memory with increasing expression, rhythmically</p> <p>To play a beat with other and stay in time.</p>	<p>To use notations to record and interpret sequences of pitches.</p> <p>To use notations to record compositions in a small group or on their own.</p> <p>To use notation in a performance.</p>	<p>To explain why different rhythm/ beats/ pulses are used in a piece of music and say what effect it has.</p> <p>To start to identify the character of a piece of music.</p> <p>To describe and identify the different purposes of music.</p> <p>To use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition.</p>	<p>Rhythm, Pulse, Beat, Tempo, Ensemble, Patterns, Mood, Feeling, Effect, Evaluate, Rests, Composition, Notation.</p>
	Year 5	<p>To improvise within a group using melodic and rhythmic phrases.</p> <p>To recognise and use basic structural forms e.g. rounds, variations, rondo form.</p> <p>To maintain their part whilst others are performing their part.</p>	<p>To begin to use standard notation.</p> <p>To use their notations to record groups of pitches (chords).</p> <p>To choose the most appropriate tempo for a piece of music.</p> <p>To use technology to compose music which meets a specific criterion.</p>	<p>To describe, compare and evaluate music using musical vocabulary.</p> <p>Can they suggest improvements to their own or others' work in relation to rhythm/ beat/ pulse.</p> <p>To choose the most appropriate tempo, rhythm and beat for a piece of music?</p> <p>To identify and begin to evaluate the features within different pieces of music.</p> <p>To contrast the work of established composers and show preferences in terms of rhythm/ beat/ pulse.</p>	<p>Rhythm, Pulse, Beat, Tempo, Ensemble, Patterns, Mood, Feeling, Effect, Evaluate, Rests, Composition, Notation, Composers.</p>
	Year 6	<p>To begin to sing a harmony part in time</p> <p>To begin to perform, keeping a rhythm/ pulse</p> <p>To provide rhythmic support.</p> <p>To perform parts from memory, keeping a beat/ pulse/ rhythm.</p>	<p>To recognise that different forms of notation serve different purposes.</p> <p>To combine groups of beats.</p> <p>To use a variety of different musical devices in their composition. (e.g. melody, rhythms and chords).To show how a small change of tempo can make a piece of music more effective.</p>	<p>To refine and improve the rhythm of a piece</p> <p>To evaluate how the venue, occasion and purpose affects the way a piece of music is created and performed.</p> <p>To compare and contrast the impact that different composers from different times will have had on the people of the time.</p> <p>To analyse rhythm/ beat/ pulse within different pieces of music.</p>	<p>Rhythm, Pulse, Beat, Tempo, Ensemble, Patterns, Mood, Feeling, Effect, Evaluate, Rests, Composition, Notation, Composers. Compare, Contrast.</p>

Musicianship: Pitch		Performing	Composing	Appraising	Vocabulary
	Year 3	<p>To sing songs from memory with in the correct pitch.</p> <p>To maintain a simple part within an ensemble in the correct pitch.</p> <p>To modulate and control their voice when singing and pronounce the words clearly.</p> <p>To play notes on tuned and un-tuned instruments, recognising difference in pitch.</p>	<p>To create repeated patterns with varied pitch using a range of instruments.</p> <p>To combine different pitches to create a specific mood or feeling.</p> <p>To understand how the use of pitch can provide contrast within a piece of music.</p> <p>To effectively choose, order, combine and control sounds to create different textures and pitches.</p> <p>To combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in their composition.</p>	<p>To use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music.</p> <p>To evaluate and improve their work, explaining how it has improved using a success criterion.</p> <p>To know that music can be played or listened to for a variety of purposes (including different cultures and periods in history).</p> <p>To be able to recognise a range of instruments by ear.</p> <p>To identify the features within a piece of music.</p>	<p>Pitch, Tempo, Ensemble, Patterns, Mood, Feeling, Effect, Evaluate.</p>
	Year 4	<p>To perform a simple part of an ensemble, varying pitch.</p> <p>To sing songs from memory, varying pitch when necessary.</p>	<p>To use notations to record and interpret sequences of pitches.</p> <p>To vary pitch in a performance.</p>	<p>To explain why different pitches are used in a piece of music and say what effect it has.</p> <p>To start to identify the character of a piece of music.</p> <p>To describe and identify the different purposes of music.</p> <p>To use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition.</p>	<p>Pitch Tempo, Ensemble, Patterns, Mood, Feeling, Effect, Evaluate Composition, Notation.</p>
	Year 5	<p>To perform 'by ear' and select the appropriate pitch.</p> <p>To improvise within a group using varied pitch.</p> <p>To maintain the correct pitch whilst others are performing their part.</p>	<p>To use their notations to record groups of pitches (chords).</p> <p>To choose the most appropriate pitch for a piece of music.</p>	<p>To describe, compare and evaluate music using musical vocabulary.</p> <p>Can they suggest improvements to their own or others' work in relation to pitch</p> <p>To choose the most appropriate tempo, rhythm and beat for a piece of music.</p> <p>To identify and begin to evaluate the features within different pieces of music.</p> <p>To contrast the work of established composers and show preferences in terms of pitch</p>	<p>Pitch, Tempo, Ensemble, Patterns, Mood, Feeling, Effect, Evaluate, Composition, Notation, Composers.</p>
	Year 6	<p>To begin to sing a harmony part.</p> <p>To take the lead in a performance.</p> <p>Can they take on a solo part?</p> <p>Can vary pitch correctly during a performance.</p> <p>To perform parts from memory.</p>	<p>To combine groups of beats?</p> <p>To use a variety of different musical devices in their composition. (e.g. pitch, texture, tempo, dynamics).</p>	<p>To choose the appropriate pitch</p> <p>To evaluate how the venue, occasion and purpose affects the way a piece of music is created and performed.</p> <p>To compare and contrast the impact that different composers from different times will have had on the people of the time.</p> <p>To analyse the pitch and how it changes within different pieces of music.</p>	<p>Pitch, Tempo, Ensemble, Patterns, Mood, Feeling, Effect, Evaluate, Rests, Composition, Notation, Composers, Compare, Contrast.</p>

Composing		Performing	Composing	Appraising	Vocabulary
	Year 3	<p>To sing songs from memory with increasing expression, accuracy and fluency.</p> <p>To modulate and control their voice in line with a composition when singing and pronounce the words clearly.</p> <p>To play notes from a composition on tuned and un-tuned instruments with increasing clarity and accuracy.</p> <p>To improvise (including call and response) within a group using the voice.</p> <p>To collaborate to create a piece of music.</p>	<p>To create repeated patterns using a range of instruments.</p> <p>To combine different sounds to create a specific mood or feeling.</p> <p>To understand how the use of tempo can provide contrast within a piece of music.</p> <p>To begin to read and write musical notation.</p> <p>To effectively choose, order, combine and control sounds to create different textures.</p> <p>To use silent beats for effect (rests).</p> <p>To combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in their composition.</p>	<p>To use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music.</p> <p>To evaluate and improve their compositions, explaining how it has improved using a success criterion.</p> <p>To know that musical compositions can be played or listened to for a variety of purposes (including different cultures and periods in history).</p> <p>To recognise a range of instruments in a composition by ear.</p> <p>To identify the features within a piece of music.</p>	<p>Composing, Composer, Expression, Mood, Feeling, Sounds, Varied.</p>
	Year 4	<p>To perform a simple part of an ensemble rhythmically.</p> <p>To sing songs from a composition with increasing expression, accuracy and fluency.</p> <p>Can they improvise using repeated patterns with increasing accuracy and fluency.</p>	<p>To use notations to record and interpret sequences of pitches.</p> <p>To use notations to record compositions in a small group or on their own.</p> <p>To use notation in a performance.</p>	<p>To explain why silence is used in a composition and say what effect it has.</p> <p>To start to identify the character of a piece of musical composition.</p> <p>To describe and identify the different purposes of music in a composition.</p> <p>To use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition.</p>	<p>Composing, Composer, Expression, Mood, Feeling, Sounds, Varied, Sequences.</p>
	Year 5	<p>To sing and use their understanding of meaning to add expression when performing a composition</p> <p>To improvise a composition within a group using melodic and rhythmic phrases.</p> <p>To recognise and use basic structural forms e.g. rounds, variations, rondo form.</p> <p>To maintain their part whilst others are performing their part.</p>	<p>To begin to use standard notation.</p> <p>To use their notations to record groups of pitches (chords).</p> <p>To choose the most appropriate tempo for a piece of music.</p> <p>To use technology to compose music which meets a specific criterion.</p>	<p>To describe, compare and evaluate musical compositions using musical vocabulary?</p> <p>To suggest improvements to their own or others' work?</p> <p>To choose the most appropriate tempo for a composition</p> <p>To identify and begin to evaluate the features within different compositions.</p> <p>To contrast the work of established composers and show preferences.</p>	<p>Composing, Composer, Expression, Mood, Feeling, Sounds, Varied, Sequences, Criteria, Audience, Impact.</p>
	Year 6	<p>To begin to sing a harmony part from a composition</p> <p>To take the lead in a performance</p> <p>Can they take on a solo part</p> <p>To provide rhythmic support.</p> <p>To perform parts of a composition from memory.</p>	<p>To recognise that different forms of notation serve different purposes.</p> <p>To combine groups of beats.</p> <p>To use a variety of different musical devices in their composition. (e.g. melody, rhythms and chords)</p>	<p>To refine and improve their compositions</p> <p>To evaluate how the venue, occasion and purpose affects the way a piece of music is created.</p> <p>To compare and contrast the impact that different composers from different times will have had on the people of the time.</p> <p>To analyse features within different pieces of music.</p>	<p>Composing, Composer, Expression, Mood, Feeling, Sounds, Varied, Sequences, Features, Criteria, Audience, Impact</p>

Listening		Performing	Composing	Appraising	Vocabulary
	Year 3	To describe music using appropriate vocabulary. To begin to compare different kinds of music. To recognise differences between music of different times and cultures.	To listen to a composition and compare it to another similar composition To listen to the tempo of a composition and understand how the use of tempo can provide contrast within a piece of music.	To use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music. To evaluate and improve their work, explaining how it has improved using a success criterion. To know that music can be listened to for a variety of purposes (including different cultures and periods in history). To recognise a range of instruments by ear. To identify the features within a piece of music.	Listen, Compare, Differences, Similar, Expression, Mood, Feeling, Sounds, Varied.
	Year 4	To describe what they hear using a wider range of musical vocabulary. To recognise how the inter-related dimensions of music are used by composers to create different moods and effects To explore ways the way in which sounds are combined towards certain effects. To understand the relationship between lyrics and melody.	To listen to a composition and compare it to another similar composition To listen to the tempo of a composition and understand how the use of tempo can provide contrast within a piece of music.	To explain why silence is used in a piece of music and say what effect it has. To start to identify the character of a piece of music. To describe and identify and the different purposes of music. To use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition.	Listen, Compare, Differences, Similar, Expression, Mood, Feeling, Sounds, Varied, Sequences.
	Year 5	To describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary To analyse and compare features from a wide range of music To discern and distinguish layers of sound and understand their combined effect.	To identify cyclic patterns – verse and chorus, coda To recognise how different inter-related dimensions of music are combined and used expressively in many different types of music.	To describe, compare and evaluate music using musical vocabulary. To suggest improvements to their own or others' work. To choose the most appropriate tempo for a piece of music. To identify and begin to evaluate the features within different pieces of music. To contrast the work of established composers and show preferences.	Listen, Compare, Differences, Similar, Expression, Mood, Feeling, Sounds, Varied, Sequences, Features, Criteria, Audience, Impact.
	Year 6	To evaluate differences in live and recorded performances To consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion.	To identify a variety of different musical devices in their composition (e.g. melody, rhythms and chords).	To refine and improve their work through listening. To evaluate how the venue, occasion and purpose affects the way a piece of music is created. To compare and contrast the impact that different composers from different times will have had on the people of the time. To analyse features within different pieces of music.	Listen, Compare, Differences, Similar, Expression, Mood, Feeling, Sounds, Varied, Sequences, Features, Criteria, Audience, Impact.

