

Music

Summary and Progression

Performing and Singing

Nursery	Reception	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
<p>Perform (dance, drama and storytelling)</p> <ul style="list-style-type: none"> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses Know many rhymes, be able to talk about familiar books, be able to tell a long story 	<p>Perform (dance, drama and storytelling)</p> <ul style="list-style-type: none"> Watch and talk about dance and performing arts, expressing their feelings and responses. Develop storylines in their pretend play Explore and engage in music making and dance, performing solo or in groups. Learn rhymes, poems and songs. 	<p>Using their voices:</p> <ul style="list-style-type: none"> Speak and chant together. Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly). Sing songs in different styles conveying different moods (happy, sad, angry etc.) and with sense of enjoyment. Co-ordinate actions to go with a song. Sing in time to a steady beat. Perform an action or sound (clapping, stamping, etc.) on the steady beat whilst singing. <p>Using classroom instruments:</p> <ul style="list-style-type: none"> Play instruments by shaking, scraping, rattling, tapping etc. Play in time to a steady beat, using instruments or body sounds. Play loudly, quietly, fast, slow. Imitate a rhythm pattern on an instrument. Play a repeated rhythmic pattern (rhythmic ostinato) to accompany a song. Play a single pitched note to accompany a song (drone). Play with help the rhythmic pattern of a spoken sentence, e.g. 'Hungry caterpillar'. Follow simple hand signals indicating: loud/quiet and start/stop. 	<p>Using their voices:</p> <ul style="list-style-type: none"> Sing a variety of songs with more accuracy of pitch. Sing words clearly and breathing at the end of phrases. Convey the mood or meaning of the song. Sing with a sense of control of dynamics (volume) and tempo (speed). Echo sing a short melodic phrase. Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices. Follow a leader (teacher) starting and stopping together. <p>Using classroom instruments:</p> <ul style="list-style-type: none"> Play with control: <ul style="list-style-type: none"> Maintaining steady speed Getting faster or slower Getting louder or quieter Perform a repeated two note melodic ostinato to accompany a song. Perform a rhythm accompaniment to a song. Perform a sequence of sounds using a graphic score. Work and perform in smaller groups. Follow a leader (teacher) starting and stopping together. Demonstrate some confidence in performing as a group and as an individual. 	<p>Using their voices:</p> <ul style="list-style-type: none"> Sing songs in a variety of styles with confidence, singing an increasing number from memory. Show increasing accuracy of pitch and awareness of the shape of a melody. Imitate increasingly longer phrases with accuracy with an awareness of the phrases in a song. Understand that posture, breathing and diction are important. Demonstrate an awareness of character or style in performance. Chat or sing a round in two parts. Sing songs with a recognised structure (verse and chorus/call and response). <p>Using classroom instruments:</p> <ul style="list-style-type: none"> Keep a steady beat on an instrument in a group or individually. Maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and/or steady beat. Use tuned percussion with increasing confidence. Copy a short melodic phrase by ear on a pitched instrument. Play using symbols including graphic and/or simple traditional notation. Follow simple hand directions from a leader. Perform with an awareness of others. Combine musical sounds with narrative and movement. Perform a composed piece to a friendly audience, as a member of a group or class. 	<p>Using their voices:</p> <ul style="list-style-type: none"> Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody. Sing songs showing musical expression (phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context). Sing two/three part rounds with more confidence and increasing pitch accuracy. Sing confidently as part of a small group or solo being aware of posture and good diction. Copy short phrases and be able to sing up and down in step independently. <p>Using classroom instruments:</p> <ul style="list-style-type: none"> Maintain two or more different ostinato patterns in a small instrumental group against a steady beat. Play music that includes RESTS Use tuned percussion instruments with increasing confidence to accompany songs and improvise. Play by ear – find known phrases or short melodies using tuned instruments. Play music in a metre of two or three time. Read and play from some conventional music symbols. Combine instrumental playing with narrative and movement. Follow a leader, stopping/starting, playing faster/slower and louder/quieter. 	<p>Using their voices:</p> <ul style="list-style-type: none"> Sing confidently in a wide variety of styles with expression. Communicate the meaning and mood of the song. Sing a simple second part of a two-part song with confidence. Maintain own part in a round. Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion. <p>Using classroom instruments:</p> <ul style="list-style-type: none"> Perform on a range of instruments in mixed groups to an audience, with confidence. Read and play with confidence from conventional or graphic notation. Continue to play by ear on pitched instruments, extending the length of phrases, melodies played. Perform with sensitivity to different dynamics, tempi. Lead/conduct a group of instrumental performers. Maintain a rhythmic or melodic accompaniment to a song. Maintain own part on a pitched instrument in a small ensemble. Perform own compositions to an audience. Use an MP3 recorder/video recorder to keep a record of work in progress and record performances. 	<p>Using their voices:</p> <ul style="list-style-type: none"> Sing confidently in a wide variety of styles with expression. Communicate the meaning and mood of the song. Sing a simple second part of a two-part song with confidence. Maintain own part in a round. Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion. <p>Using classroom instruments:</p> <ul style="list-style-type: none"> Perform on a range of instruments in mixed groups to an audience, with confidence. Read and play with confidence from conventional or graphic notation. Continue to play by ear on pitched instruments, extending the length of phrases, melodies played. Perform with sensitivity to different dynamics, tempi. Lead/conduct a group of instrumental performers. Maintain a rhythmic or melodic accompaniment to a song. Maintain own part on a pitched instrument in a small ensemble.

					<ul style="list-style-type: none">• Perform to an audience with increasing confidence.		<ul style="list-style-type: none">• Perform own compositions to an audience.• Use an MP3 recorder/video recorder to keep a record of work in progress and record performances.
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Summary and Progression

Exploring and Composing

Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<p>Music</p> <ul style="list-style-type: none"> Listen with increased attention to sounds Respond to what they have heard expressing their thoughts and feelings Remember and sing entire songs Sing the pitch of a tone sung by another person 'pitch matching' Sing the melodic shape (moving melody such as up and down, down and up) of familiar songs Create their own songs, or improvise a song around one they know Play instruments with increasing control to express their feelings and ideas Increasingly be able to use and remember sequences and the patterns and movements which are related to music and rhythm Sing a large repertoire of songs Know many rhymes, be able to talk about familiar books, be able to tell a long story 	<p>Music</p> <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Listen carefully to rhyme and songs, paying attention to how they sound Learn rhymes, poems and songs. 	<p>Explore:</p> <ul style="list-style-type: none"> Different sounds made by the voice and hands (timbre). High and low sounds (pitch). Long and short sounds (duration). Loud and quiet sounds (dynamics). Fast and slow sounds (tempo). Pitch shapes (moving up and down) and rhythmic patterns. <p>Compose:</p> <ul style="list-style-type: none"> Add sound effects to a story. Choose musical sound effects to follow a story line or match a picture. Use graphics/symbols to portray the sounds they have made. Sequence these symbols to make a simple structure (score) Compose own sequence of sounds without help and perform. 	<p>Explore:</p> <ul style="list-style-type: none"> Ways in which sounds are made (tapped, blow, scraped, shaken) and can be changed. Long and short sounds (rhythm – duration). The rhythm patterns of words and sentences. Changes in pitch (higher and lower). Sequences of sound (structure) Sounds in response to a stimulus (visual or aural). How sounds can be manipulated to convey different effects and moods. <p>Compose:</p> <ul style="list-style-type: none"> Short melodic phrases. Short repeated rhythmic patterns (ostinato) Rhythm patterns from words. A piece of music that has a beginning, middle and end (structure) Music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups. Music that conveys different moods. 	<p>Explore:</p> <ul style="list-style-type: none"> Longer – shorter/faster – slower/higher – lower/louder-quieter sounds on tuned and untuned percussion and voices. Pitch notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them). Symbols to represent sound (graphic scores/traditional notation). The sounds of different instruments – TIMBRE and how they can represent pictures/stories/moods. The different sounds (timbres) that one instrument can make. How the musical elements can be combined to compose descriptive music. <p>Compose:</p> <ul style="list-style-type: none"> Words and actions to go with songs. A simple rhythmic accompaniment to go with a song, using ostinato patterns. Music that has a recognisable structure; Beginning, Middle and End or verse/chorus. Music that tells a story, paints a picture or creates a mood. Music that uses repetition/echo. 	<p>Explore:</p> <ul style="list-style-type: none"> Sounds to create particular effects (timbre). Rhythm patterns in music from different times and places (duration). The pentatonic scale Pitched notes that move by steps and/or leaps to make short phrases/melodies. Music that describes feelings or moods using 'tense' or 'calm' sounds using dynamics, different tempi, different timbres etc. Combining and controlling sounds to achieve a desired effect. Music that incorporates effective silences (Rests) Different groupings of beats (metre of 2/3). <p>Compose:</p> <ul style="list-style-type: none"> A simple rhythmic accompaniment to a song using ostinato patterns and drones. A simple melody from a selected group of notes (i.e. a pentatonic scale). Music that has a recognisable structure. A Piece of music that reflects images/and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect. Arrange a song using tuned and untuned accompaniments developed from the song and perform to a friendly audience. 	<p>Explore:</p> <ul style="list-style-type: none"> Chords/harmony – concord and discord. Scales, such as pentatonic, rag, blues. Texture created by layering rhythmic and/or melodic ostinatos. Developing ideas, using musical devices such as repetition, question and answer, ostinato. Characteristics of various styles, for example, Blues, Rap, Gospel, Folk, African, etc. Improvising in a variety of styles. <p>Compose:</p> <p>(Always considering the musical elements)</p> <ul style="list-style-type: none"> Create own simple songs reflecting the meaning of words. Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment. Arrange a song for class performance with an appropriate pitched and unpitched accompaniment Refine own compositions after discussion. Use a range of symbols (conventional or graphic) to record compositions. Use ICT (computers/iPads/tablets/MP3 recorders etc.) to record, sample, sequence, loop and manipulate sound to create soundscapes/compositions. 	<p>Explore:</p> <ul style="list-style-type: none"> Chords/harmony – concord and discord. Scales, such as pentatonic, rag, blues. Texture created by layering rhythmic and/or melodic ostinatos Developing ideas, using musical devices such as repetition, question and answer, ostinato. Characteristics of various styles, for example, Blues, Rap, Gospel, Folk, African etc. Improving in a variety of styles. <p>Compose:</p> <ul style="list-style-type: none"> (Always considering the musical elements) Create own simple songs reflecting the meaning of the words. Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with ostinato accompaniment. Arrange a song for class performance with an appropriate pitched and unpitched accompaniment. Refine own compositions after discussion. Use a range of symbols (conventional or graphic) to record compositions. Use ICT (computers/iPads/tablets/MP3 recorders etc.) to record, sample, sequence, loop and manipulate sound to create soundscapes/compositions.

Summary and Progression

Listening, Reflecting and Appraising

Nurse	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<p>Music</p> <ul style="list-style-type: none"> Listen with increased attention to sounds Respond to what they have heard expressing their thoughts and feelings Remember and sing entire songs Sing the pitch of a tone sung by another person 'pitch matching' Sing the melodic shape (moving melody such as up and down, down and up) of familiar songs Create their own songs, or improvise a song around one they know Play instruments with increasing control to express their feelings and ideas Increasingly be able to use and remember sequences and the patterns and movements which are related to music and rhythm Sing a large repertoire of songs Know many rhymes, be able to talk about familiar books, be able to tell a long story 	<p>Music</p> <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Listen carefully to rhyme and songs, paying attention to how they sound Learn rhymes, poems and songs. 	<p>Listening:</p> <ul style="list-style-type: none"> Listen to a piece of music and move in time to its steady beat. Recognise and respond through movement/dance to the different musical characteristics and moods of music. Recognise the sounds of the percussion instruments used in the classroom and identify and name them. <p>Appraising:</p> <ul style="list-style-type: none"> Begin to use musical terms (louder/quieter, faster/slower, higher/lower). Begin to articulate how changes in speed, pitch and dynamics effect the mood. 	<ul style="list-style-type: none"> Listen with increased concentration. Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds. Recognise how sounds are made – tapping, rattling, scraping, blowing etc. Identify different qualities of sound such as smooth, scratchy, clicking, ringing (timbre) Recognise and respond to different changes of speed (tempo)/volume (dynamics) and pitch. Respond through movement/dance to different musical characteristics and moods (angrily, sadly, cheerfully, daintily, etc.) Recognise and respond to the mood of a piece of music. Begin to use music terminology when describing how the mood is created (i.e. the mood is sad because the music played is played very slowly and quietly). 	<ul style="list-style-type: none"> Listen with concentration to longer pieces/extracts of music. Listen to live/recorder extracts of different kinds of music and identify where appropriate: <ul style="list-style-type: none"> A steady beat/no steady beat A specific rhythm patten or event The speed (tempo) of the music The volume (dynamics) The melody Identify common characteristics Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar, drums, etc.). Identify repetition in music i.e. a song with a chorus. Recognise aurally wooden, metal, skin percussion instruments and begin to know their names. Listen to their own compositions and use musical language to describe what happens in them. 	<ul style="list-style-type: none"> Recognise aurally the range of percussion (tuned and untuned) used in school and some individual orchestral instruments taught in school. Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language (the tempo, dynamics, metre, texture, timbre). Recognise music from different times and countries identifying key elements that give it its unique sound. Identify repeated rhythmic or melodic phrases in live or recorded music. Identify whether a song has a verse/chorus or call and response structure. Identify the use of metre in 2 or 3 in a piece of recorded or live music. Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings. 	<ul style="list-style-type: none"> Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation. Identify and discuss 'what happens when' within simple musical structures. Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music. Compare two pieces of instrumental music from different countries/times and discuss the similarities and differences. Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions. Use musical vocabulary and knowledge to help identify areas for development or refinement when composing. 	<ul style="list-style-type: none"> Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation. Identify and discuss 'what happens when' within simple musical structures. Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music. Compare two pieces of instrumental music from different countries/times and discuss the similarities and differences. Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions. Use musical vocabulary and knowledge to help identify areas for development or refinement when composing.


Year EYFS EAD- being imaginative and expressive

Educational Program

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.




Early Years End Points:	Knowledge for Nursery	Key Texts for Nursery	Knowledge for Reception	Key Texts for Reception
<p>ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; --Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.</p>	<p>Music</p> <ul style="list-style-type: none"> Listen with increased attention to sounds Respond to what they have heard expressing their thoughts and feelings Remember and sing entire songs Sing the pitch of a tone sung by another person ‘pitch matching’ Sing the melodic shape (moving melody such as up and down, down and up) of familiar songs Create their own songs, or improvise a song around one they know Play instruments with increasing control to express their feelings and ideas 	<p><u>Rhymes/songs</u> See key nursery rhymes</p> <p><u>Key Text/Poem</u> Zim, zam, zoom All join in</p> <p><u>Vocabulary</u> loud, quiet, fast, slow, sing, song, listen, feelings (happy, sad, scared etc), instrument</p>	<p>Music</p> <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Listen carefully to rhyme and songs, paying attention to how they sound Learn rhymes, poems and songs. 	<p><u>Rhymes/songs</u> Heads Shoulders, Knees and Toes Dingle Dangle Scarecrow Big Red, Combine Harvester Busy Body Away in a Manger We Wish you a Merry Christmas</p> <p><u>Key Text/Poem</u> Kaya’s Heart Song</p> <p><u>Vocabulary</u> rhyme, loud, quiet, fast, slow, sing, song, sound, listen, poem, feelings (happy, sad, scared etc), instrument, high, low, beat,</p>
	<p>Perform (dance, drama and storytelling)</p> <ul style="list-style-type: none"> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses Know many rhymes, be able to talk about familiar books 	<p><u>Key Text/Poem</u> Little Red Hen</p> <p><u>Vocabulary</u> Dance, perform, retell, story, props, feelings (happy, sad, scared etc), instrument, audience, stage</p>	<p>Perform (dance, drama and storytelling)</p> <ul style="list-style-type: none"> Watch and talk about dance and performing arts, expressing their feelings and responses. Develop storylines in their pretend play Explore and engage in music making and dance, performing solo or in groups. Learn rhymes, poems and songs. 	<p><u>Key Texts/poems</u> We’re going on a bear hunt</p> <p><u>Vocabulary</u> Dance, perform, retell, story, props, feelings (happy, sad, scared etc), instrument, audience, stage</p>
	<p><u>Possible provision</u></p> <ul style="list-style-type: none"> Set up a music area with a selection of instruments Role play areas with props Story telling areas with props (e.g. puppets, small world figures, story spoons/stones) Books in all areas of provision Non-fiction texts and photos of instruments, dance, performances Small world resources and figures 			<p>Expressive arts enquiry</p> <p><u>Nursery</u></p> <ul style="list-style-type: none"> Talk about what they see and hear using a wide vocabulary Make sounds with instruments and objects <p><u>Reception</u></p> <ul style="list-style-type: none"> Describe what they see and hear using a wide vocabulary Describe sounds they hear and relate them to the natural world and their experiences (e.g shaker sounds like rain, drum sounds like an elephant stomping) Connect one idea or action to another Explore instruments by shaking, scraping, rattling, tapping, etc.







Year 1

<p>National Curriculum End Points for Key Stage 1: </p>	<p>Key Learning – what children must know, do and remember:</p>	<p>Possible evidence to demonstrate working at the Expected Standard for Year 1:</p>	<p>Vocabulary:</p>
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<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. 	<p>Perform (Singing/Playing)</p> <p>Using their voices:</p> <ul style="list-style-type: none"> • Speak and chant together. • Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly). • Sing songs in different styles conveying different moods (happy, sad, angry etc.) and with sense of enjoyment. • Co-ordinate actions to go with a song. • Sing in time to a steady beat. • Perform an action or a sound (clapping, stamping, etc.) on the steady beat whilst singing. <p>Using classroom instruments:</p> <ul style="list-style-type: none"> • Play instruments by shaking, scraping, rattling, tapping etc. • Play in time to a steady beat, using instruments or body sounds. • Play loudly, quietly, fast, slow. • Imitate a rhythm pattern on an instrument. • Play a repeated rhythmic pattern (rhythmic ostinato) to accompany a song. • Play a single pitched note to accompany a song (drone). • Play with help the rhythmic pattern of a spoken sentence, e.g. 'Hungry caterpillar'. • Follow simple hand signals indicating: loud/quiet and start/stop. 	<ul style="list-style-type: none"> • Find and keep the pulse, individually or with a group, to a games track or piece of music- a musical heartbeat. • Clap a simple rhythm over the pulse – rhythm is different to pulse, it changes, where pulse stays the same. • Know that if you sing you use pitch – high and low sounds. • Make up simple rhythm. • Explain how tempo and dynamics can be used in a piece of music. • Sing with friends in a group / ensemble. • Warm up voices to keep them safe. Stand up straight to produce a quality sound. Breathe properly and pronounce words in the correct style of the song being sung. • Understand the meaning of songs to perform them properly. Use feelings when singing songs. • Keep the pulse inside when singing, listen to friends to make sure they are singing the same tune and they are singing together. • Follow a leader when singing. • Perform to other people, the audience with confidence. • Watch a recording of performance. Talk about what went well and what they could do better. 	<p>ostinato, drone, steady beat, score.</p>
<ul style="list-style-type: none"> • Experiment with, create, select and combine sounds using the interrelated dimensions of music. 	<p>Explore and Compose</p> <p>Exploring:</p> <ul style="list-style-type: none"> • Different sounds made by the voice and hands (timbre). • High and low sounds (pitch). • Long and short sounds (duration). • Loud and quiet sounds (dynamics). • Fast and slow sounds (tempo). • Pitch shapes (moving up and down) and rhythmic patterns. <p>Composing:</p> <ul style="list-style-type: none"> • Add sound effects to a story. • Choose musical sound effects to follow a story line or match a picture. • Use graphics/symbols to portray the sounds they have made. • Sequence these symbols to make a simple structure (score). • <u>Compose own sequence</u> of sounds without help and perform. 	<ul style="list-style-type: none"> • Enjoy playing an instrument. Play 'by ear' or 'by heart'. • Play in a band / ensemble. Start and stop or join in when directed. • Know there is a language that represents music. Sometimes write music down using colours, shapes or pictures. • Create and explore musical sounds with an instrument. Make up simple rhythms / melodies / tunes. • Use two notes/ three notes to compose tune. • Record compositions. • Evaluate. 	<p>duration – steady beat, short and long sounds pitch –high and low tempo – fast and slow dynamics – loud and quiet timbre – the tone quality of the sound – rough, smooth, scratch etc.</p>
	<p>Listen, Reflect and Appraise</p> <p>Listening:</p> <ul style="list-style-type: none"> • Listen to a piece of music and move in time to its steady beat. • Recognise and respond through movement/dance to the different musical characteristics and moods of music. • Recognise the sounds of the percussion instruments used in the classroom and identify and name them. <p>Appraising:</p> <ul style="list-style-type: none"> • Begin to use musical terms (louder/quieter, faster/slower, higher/lower). • Begin to articulate how changes in speed, pitch and dynamics effect the mood. 	<ul style="list-style-type: none"> • Listen to different musical styles from different parts of the world. • Recognise / identify where in the world they are from. • Recognise / identify what the different styles of music are and some of the different instruments. • Start to use musical words when talking about music. • Pay attention and concentrate when others talk about the music listened to. • Understand how pulse, rhythm, pitch and tempo and dynamics fit into the music listened to. 	<p>structure – phrases of a song, overall plan of a piece</p>







Year 2

National Curriculum End Points Key Stage 1:	Key Learning – what children must know, do and remember:	Possible evidence to demonstrate working at the Expected Standard for KS1:	Vocabulary:
<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the interrelated dimensions of music. 	<p>Perform (Singing/Playing)</p> <p>Using their voices: </p> <ul style="list-style-type: none"> Sing a variety of songs with more accuracy of pitch. Sing words clearly and breathing at the end of phrases. Convey the mood or meaning of the song. Sing with sense of control of dynamics (volume) and tempo (speed). Echo sing a short melodic phrase. Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices. Follow a leader (teacher) starting and stopping together. <p>Using classroom instruments:</p> <ul style="list-style-type: none"> Play with control: <ol style="list-style-type: none"> Maintaining steady beat Getting faster or slower Getting louder or quieter Perform a repeated two note melodic ostinato to accompany a song. Perform a rhythm accompaniment to a song. Perform a sequence of sounds using a graphic score. Work and perform in smaller groups. Follow a leader (teacher) starting and stopping together. Demonstrate some confidence in performing as a group and as an individual. 	<ul style="list-style-type: none"> Find and keep the pulse, individually or with a group, to a games track or piece of music- a musical heartbeat. Clap a simple rhythm over the pulse – rhythm is different to pulse, it changes, where pulse stays the same. Know that if you sing you use pitch – high and low sounds. Make up simple rhythm. Explain how tempo and dynamics can be used in a piece of music. Sing with friends in a group / ensemble. Warm up voices to keep them safe. Stand up straight to produce a quality sound. Breathe properly and pronounce words in the correct style of the song being sung. Understand the meaning of songs to perform them properly. Use feelings when singing songs. Keep the pulse inside when singing, listen to friends to make sure they are singing the same tune and they are singing together. Follow a leader when singing. Perform to other people, the audience with confidence. Watch a recording of performance. Talk about what went well and what they could do better. 	<p>phrase, sequence, ostinato, drone, graphic score, steady beat, rhythm, pattern.</p>
	<p>Explore and Compose</p> <p>Exploring: </p> <ul style="list-style-type: none"> Ways in which sounds are made (tapped, blown, scraped, shaken) and can be changed. Long and short sounds (rhythm – duration). The rhythm patterns of words and sentences. Changes in pitch (higher and lower). Sequences of sound (structure). Sounds in response to a stimulus (visual or aural). How sounds can be manipulated to convey different effects and moods. <p>Composing:</p> <ul style="list-style-type: none"> Short melodic phrases. Short repeated rhythmic patterns (ostinato). Rhythm patterns from words. A piece of music that has a beginning, middle and end (structure). Music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups. Music that conveys different moods. 	<ul style="list-style-type: none"> Enjoy playing an instrument. Play ‘by ear’ or ‘by heart’. Play in a band / ensemble. Start and stop or join in when directed. Know there is a language that represents music. Sometimes write music down using colours, shapes or pictures. Create and explore musical sounds with an instrument. Make up simple rhythms / melodies / tunes. Use two notes/ three notes to compose tune. Record compositions. Evaluate. 	<p>pitch – high, low, getting higher, getting lower dynamics – loud, quiet, getting louder, getting quieter tempo – Fast, slow, getting faster, getting slower structure – phrases of a song, overall plan of a piece of music timbre – The tone quality of the sound, i.e. smooth, heavy, light, cold, warm, dull, bright duration – Long and short sounds, beat, rhythm</p>
	<p>Listen, Reflect and Appraise </p> <ul style="list-style-type: none"> Listen with increased concentration. Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds. Recognise how sounds are made – tapping, rattling, scraping, blowing etc. Identify different qualities of sound such as smooth, scratchy, ringing (timbre). Recognise and respond to different changes of speed (tempo)/volume (dynamics) and pitch. Respond through movement/dance to different musical characteristics and moods (angrily, sadly, cheerfully, daintily, etc.). Recognise and respond to the mood of a piece of music. Begin to use music terminology when describing how the mood is created (i.e. the mood is sad because the music is played very slowly and quietly). 	<ul style="list-style-type: none"> Listen to different musical styles from different parts of the world. Recognise / identify where in the world they are from. Recognise / identify what the different styles of music are and some of the different instruments. Start to use musical words when talking about music. Pay attention and concentrate when others talk about the music listened to. Understand how pulse, rhythm, pitch and tempo and dynamics fit into the music listened to. 	





National Curriculum End Points for Key Stage 2:	Key Learning – what children must know, do and remember:	Possible evidence to demonstrate working at the Expected Standard for KS2:	Vocabulary:
<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>• Improve and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>• Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Perform (Singing/Playing)</p> <p>Using their voices: </p> <ul style="list-style-type: none"> • Sing songs in a variety of styles with confidence, singing an increasing number from memory. • Show increasing accuracy of pitch and awareness of the shape of a melody. • Imitate increasingly longer phrases with accuracy with an awareness of phrases in a song. • Understand that posture, breathing and diction are important. • Demonstrate an awareness of character or style in performance. • Chant or sing a round in two parts. • Sing songs with a recognized structure (verse and chorus/call and response). <p>Using classroom instruments:</p> <ul style="list-style-type: none"> • Keep a steady beat on an instrument in a group or individually. • Maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and/or steady beat. • Use tuned percussion with increasing confidence. • Copy a short melodic phrase by ear on a pitched instrument. • Play using symbols including graphic and/or simple traditional notation. • Follow simple hand directions from a leader. • Perform with an awareness of others. • Combine musical sounds with narrative and movement. • Perform a composed piece to a friendly audience, as a member of a group or class. 	<ul style="list-style-type: none"> • Sing with friends in a group / ensemble / choir and understand what is needed to work together. • Understand why we warm up our voices. Stand up straight to produce a quality sound. Breathe properly and pronounce words in the correct style of the song being sung. • Know words of the songs mean something - understand their meaning so that they can be performed properly. Show feelings when singing to express the mood of the song. • Keep the pulse inside when singing and realise the need to sing together as an ensemble. • Follow a leader when singing. • Play tunes and improvise. Compose some/a simple melodies/melody. • Play 'by ear'. • Play in a band/ensemble. Start and stop or join in when directed. • Look after their instrument and play it thoughtfully. • Know that sometimes music is written down in the form of notation. Use simple notation to record own music in form of drawings, symbols etc. • Perform confidently to an audience. Sing/play an instrument and improvise. • Watch recording of performance and evaluate. 	<p>steady beat, rhythm, ostinato, pitch, phrase, repetition.</p>
<p>• Use and understand staff and other musical notations.</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>• Develop an understanding of the history of music.</p>	<p>Explore and Compose</p> <p>Exploring:  </p> <ul style="list-style-type: none"> • Longer – shorter/faster – slower/higher – lower/louder – quieter sounds on tuned and untuned percussion and voices. • Pitch notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them). • Symbols to represent sound (graphic scores/traditional notation). • The sounds of different instruments – Timbre and how they can represent pictures/stories/moods. • The different sounds (timbres) that one instrument can make. • How the musical elements can be combined to compose descriptive music. <p>Composing:</p> <ul style="list-style-type: none"> • Words and actions to go with songs. • A simple rhythmic accompaniment to go with a song, using ostinato patterns. • Music that has a recognisable structure; Beginning, Middle and End or verse/chorus. • Music that tells a story, paints a picture or creates a mood. • Music that uses repetition/echo. 	<ul style="list-style-type: none"> • Make up/compose simple tunes as part of the song they are learning individually and as a group. • Record compositions and evaluate. • Know about music notation and begin to understand basics. 	<p>duration – beat, pulse, rhythm, longer, sustained.</p> <p>texture – layering of sounds</p> <p>tempo – steady, faster, slower</p> <p>dynamics – louder, quieter</p> <p>structure – beginning, middle, end, repetition</p> <p>pitch – notes moving by step/leap</p> <p>timbre – sound quality of individual instruments</p>
	<p>Listen, Reflect and Appraise  </p> <ul style="list-style-type: none"> • Listen with concentration to longer pieces/extracts of music • Listen to live/recorded extracts of different kinds of music and identify where appropriate <ul style="list-style-type: none"> ○ A steady beat/no steady beat ○ A specific rhythm pattern or event ○ The speed (tempo) of the music ○ The volume (dynamics) ○ The melody <p>Using appropriate musical terms/language.</p> <ul style="list-style-type: none"> • Identify common characteristics. • Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar, drums etc.) 	<ul style="list-style-type: none"> • Enjoy listening to a variety of music from all over the world, different times and traditions and place them in their historical context. • Find the pulse through movement when listening to music. Explain that the pulse is the musical heartbeat and that it is the foundation of a piece of music. Every piece of music has a pulse but it is different. • Find the pulse on their own when listening to a piece of music or with a games track. • Explain / demonstrate how pulse, rhythm and pitch work together to create a song. • Make up/improvise own rhythm and simple melody using voice. • Explain how some of the other dimensions of music are sprinkled through using examples such as tempo, dynamics, timbre, texture, structure. • Use more musical words / language to describe the music they listen to and their feelings towards it. • Pay attention and concentrate when their friends talk about the music they have listened to. 	

	<ul style="list-style-type: none">• Identify repetition in music i.e. a song with a chorus.• Recognise aurally wooden, metal, skin percussion instruments and begin to know their names.	<p>They can comment and discuss respectfully. Understand how pulse, rhythm, pitch and also tempo, dynamics, timbre, texture and structure fit into the music they listen to.</p>	
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Year 4

National Curriculum End Points for Key Stage 2: 	Key Learning – what children must know, do and remember:	Possible evidence to demonstrate working at the Expected Standard for KS2:	Vocabulary:
<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand staff and other musical notations. 	<p>Perform (Singing/Playing)</p> <p>Using their voices: </p> <ul style="list-style-type: none"> • Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody. • Sing songs showing musical expression (phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context). • Sing two/three part rounds with more confidence and increasing pitch accuracy. • Sing confidently as part of a small group or solo being aware of posture and good diction. • Copy short phrases and be able to sing up and down in step independently. <p>Using classroom instruments:</p> <ul style="list-style-type: none"> • Maintain two or more different ostinato patterns in a small instrumental group against a steady beat. • Play music that includes rests. • Use tuned percussion instruments with increasing confidence to accompany songs and improvise. • Play by ear – find known phrases or short melodies using tuned instruments. • Play music in a metre of two or three time. • Read and play from some conventional music symbols. • Combine instrumental playing with narrative and movement. • Follow a leader, stopping/starting, playing faster/slower and louder/quieter. • Perform to an audience of adults, an assembly or other classes with increasing confidence. 	<ul style="list-style-type: none"> • Sing with friends in a group / ensemble / choir and understand what is needed to work together. • Understand why we warm up our voices. Stand up straight to produce a quality sound. Breathe properly and pronounce words in the correct style of the song being sung. • Know words of the songs mean something - understand their meaning so that they can be performed properly. Show feelings when singing to express the mood of the song. • Keep the pulse inside when singing and realise the need to sing together as an ensemble. • Follow a leader when singing. • Play tunes and improvise. Compose some/a simple melodies/melody. • Play 'by ear'. • Play in a band/ensemble. Start and stop or join in when directed. • Look after their instrument and play it thoughtfully. • Know that sometimes music is written down in the form of notation. Use simple notation to record own music in form of drawings, symbols etc. • Perform confidently to an audience. Sing/play an instrument and improvise. • Watch recording of performance and evaluate. 	<p>ostinato, drone, repetition, metre, rest, leap, phrase, melody, pentatonic, tuned percussion, untuned percussion</p>
<ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Develop an understanding of the history of music. 	<p>Explore and Compose</p> <p>Explore:  </p> <ul style="list-style-type: none"> • Sounds to create particular effects (timbre). • Rhythm patterns in music from different times and places (duration). • The pentatonic scale. • Pitched notes that move by steps and/or leaps to make short phrases/melodies. • Music that describes feelings or moods using 'tense' or 'calm' sounds using dynamics, different tempi, different timbres etc. • Combining and controlling sounds to achieve a desired effect. • Music that incorporates effective silences (rests). • Different groupings of beats (metre of 2/3). <p>Compose:</p> <ul style="list-style-type: none"> • A simple rhythmic accompaniment to a song using ostinato patterns and drones. • A simple melody from a selected group of notes (i.e. a pentatonic scale). • Music that has a recognisable structure. • A piece of music that reflects images/and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect. • Arrange a song using tuned and untuned accompaniments developed from the song and perform to a friendly audience. 	<ul style="list-style-type: none"> • Make up/compose simple tunes as part of the song they are learning individually and as a group. • Record compositions and evaluate. • Know about music notation and begin to understand basics. 	<p>duration – Metre – the organisation of beats texture – layers of sounds timbre – different instruments/tone quality pitch – pentatonic scales structure – repetition, verse chorus/call and response, plan metre – the organisation of beats into groups tempo – the speed of the music</p>
	<p>Listen, Reflect and Appraise  </p> <ul style="list-style-type: none"> • Recognise aurally the range of percussion (tuned and untuned) used in school and some individual orchestral instruments taught in school. • Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language (the tempo, dynamics, metre, texture, timbre). • Recognise music from different times and countries identifying key elements that give it its unique sound. • Identify repeated rhythmic or melodic phrases in live or recorded music. 	<ul style="list-style-type: none"> • Enjoy listening to a variety of music from all over the world, different times and traditions and place them in their historical context. • Find the pulse through movement when listening to music. Explain that the pulse is the musical heartbeat and that it is the foundation of a piece of music. Every piece of music has a pulse but it is different. • Find the pulse on their own when listening to a piece of music or with a games track. • Explain / demonstrate how pulse, rhythm and pitch work together to create a song. • Make up/improvise own rhythm and simple melody using voice. • Explain how some of the other dimensions of music are sprinkled through using examples such as tempo, dynamics, timbre, texture, structure. 	

	<ul style="list-style-type: none">• Identify whether a song has a verse/chorus or call and response structure.• Identify the use of metre in 2 or 3 in a piece of recorded or live music.• Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings.	<ul style="list-style-type: none">• Use more musical words / language to describe the music they listen to and their feelings towards it.• Pay attention and concentrate when their friends talk about the music they have listened to. They can comment and discuss respectfully.• Understand how pulse, rhythm, pitch and also tempo, dynamics, timbre, texture and structure fit into the music they listen to.	
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National Curriculum End Points for Key Stage 2: 	Key Learning – what children must know, do and remember:	Possible evidence to demonstrate working at the Expected Standard for KS2:	Vocabulary:
<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand staff and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. 	<p>Perform (Singing/Playing) </p> <p>Using their voices:</p> <ul style="list-style-type: none"> • Sing confidently in a wide variety of styles with expression. • Communicate the meaning and mood of the song. • Sing a simple second part of a two part song with confidence. • Maintain own part in a round. • Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion. <p>Using classroom instruments:</p> <ul style="list-style-type: none"> • Perform on a range of instruments in mixed groups to an audience, with confidence. • Read and play with confidence from conventional or graphic notation. • Continue to play by ear on pitched instruments, extending the length of phrases, melodies played. • Perform with sensitivity to different dynamics, tempi. • Lead/conduct a group of instrumental performers. • Maintain a rhythmic or melodic accompaniment to a song. • Maintain own part on a pitched instrument in a small ensemble. • Perform own compositions to an audience. • Use an MP3 recorder/video recorder to keep a record of work in progress and record performances. 	<ul style="list-style-type: none"> • Enjoy singing in an ensemble / group. Think about pronouncing words correctly, singing in tune and how the whole song fits together. • Understand the importance of warming up voice to keep it safe. • Understand that when you sing, you need to know what the song is about and how the melody and words work together, as this enables you to perform musically. • Feel the pulse when singing, understand how important it is to work together as an ensemble. • Lead a group. Stop and start the group and help them to keep the pulse. • Enjoy playing an instrument, play tunes and improvise and compose using instrument. • Play different parts by ear and sometimes with notation. • Play in a group / ensemble and solo. • Play a different part to others and keep it going within the ensemble. • Understand that music has a language and it is called notation. Read and understand some notes. • Explain why we work together in an ensemble and what it means to do so. • Understand watching audience is important to evaluate performance. 	<p>rhythm, phrase, melody, harmony, ostinato, metre, repetition, scale, accompaniment, style, expression, record, ICT</p>
<ul style="list-style-type: none"> • Develop an understanding of the history of music. 	<p>Explore and Compose  </p> <p>Explore:</p> <ul style="list-style-type: none"> • Chords/harmony – concord and discord. • Scales, such as pentatonic, rag, blues. • Texture created by layering rhythmic and/or melodic ostinatos. • Developing ideas, using musical devices such as repetition, question and answer, ostinato. • Characteristics of various styles, for example, Blues, Rap, Gospel, Folk, African etc. • Improvising in a variety of styles. <p>Compose:</p> <ul style="list-style-type: none"> • Create own simple songs reflecting the meaning of words. • Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment. • Arrange a song for class performance with an appropriate pitched and unpitched accompaniment. • Refine own compositions after discussion. • Use a range of symbols (conventional or graphic) to record compositions. • Use ICT (computers/iPads/tablets/MP3 recorders etc.) to record, sample, sequence, loop and manipulate sound to create soundscape/compositions. 	<ul style="list-style-type: none"> • Create improvised melodies with voice and instrument. • Explain what improvisation is. • Improvise individually and in group/ensemble. • Use harder rhythms that lead to harder melodies. • Use up to 5 notes. • Use notes when composing. • Record compositions. • Experiment with ways to make compositions sound more interesting. • Find the pulse of any piece of music with ease and confidence, internally or externally, with body movement. • Understand and demonstrate how pulse, rhythm and pitch work together over a music track and explain how they work together to create a song. • Create own rhythms and short improvised melodies with voice. • Understand how other interrelated dimensions of music are sprinkled through songs and pieces of music and why that makes music more interesting when we listen to it. 	<p>duration – metre – the organisation of beats texture – layers of sounds timbre – different instruments/tone quality pitch – pentatonic scales structure – repetition, verse chorus/call and response, plan metre – the organisation of beats into groups tempo – the speed of the music</p>

Listen, Reflect and Appraise



- Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation.
- Identify and discuss 'what happens when' with simple musical structures.
- Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music.
- Compare two pieces of instrumental music from different countries/times and discuss the similarities and differences.
- Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions.

- Listen to a variety of music from all over the world, different times and traditions. Place them in their historical context. Recognise / identify different style indicators and different instruments and their sounds.
- Find the pulse easily when listening. Explain that the pulse is the musical heartbeat and that it is the foundation of a piece of music; every piece of music has a pulse, but it is different.
- Use musical words / language to describe the music we listen to and describe feelings towards it.
- Listen to others discussing their ideas about the music listened to. Comment and discuss respectfully and share ideas.
- Discuss other dimensions of music and how they fit into the music listened to.

National Curriculum End Points for Key Stage 2: 	Key Learning – what children must know, do and remember:	Possible evidence to demonstrate working at the Expected Standard for KS2:	Vocabulary:
<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand staff and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. 	<p>Perform (Singing/Playing)</p> <p>Using their voices:</p> <ul style="list-style-type: none"> • Sing confidently in a wide variety of styles with expression. • Communicate the meaning and mood of the song. • Sing a simple second part of a two-part song with confidence. • Maintain own part in a round. • Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion. <p>Using classroom instruments:</p> <ul style="list-style-type: none"> • Perform on a range of instruments in mixed groups to an audience, with confidence. • Read and play with confidence from conventional or graphic notation. • Continue to play by ear on pitched instruments, extending the length of phrases, melodies played. • Perform with sensitivity to different dynamics, tempi. • Lead/conduct a group of instrumental performers. • Maintain a rhythmic or melodic accompaniment to a song. • Maintain own part on a pitched instrument in a small ensemble. • Perform own compositions to an audience. • Use an MP3 recorder/video recorder to keep a record of work in progress and record performances. • Know what makes a good performance. 	<ul style="list-style-type: none"> • Enjoy singing in an ensemble / group. Think about pronouncing words correctly, singing in tune and how the whole song fits together. • Understand the importance of warming up voice to keep it safe. • Understand that when you sing, you need to know what the song is about and how the melody and words work together, as this enables you to perform musically. • Feel the pulse when singing, understand how important it is to work together as an ensemble. • Lead a group. Stop and start the group and help them to keep the pulse. • Enjoy playing an instrument, play tunes and improvise and compose using instrument. • Play different parts by ear and sometimes with notation. • Play in a group / ensemble and solo. • Play a different part to others and keep it going within the ensemble. • Understand that music has a language and it is called notation. Read and understand some notes. • Explain why we work together in an ensemble and what it means to do so. • Understand watching audience is important to evaluate performance. 	<p>rhythm, phrase, melody, harmony, ostinato, metre, accompaniment, style, expression, record, ICT</p>
<ul style="list-style-type: none"> • Develop an understanding of the history of music. 	<p>Explore and Compose</p> <p>Explore:</p> <ul style="list-style-type: none"> • Chords/harmony – concord and discord. • Scales, such as pentatonic, rag, blues. • Texture created by layering rhythmic and/or melodic ostinatos. • Developing ideas, using musical devices such as repetition, question and answer, ostinato. • Characteristics of various styles, for example, Blues, Rap, Gospel, Folk, African etc. • Improvising in a variety of styles. <p>Compose:</p> <ul style="list-style-type: none"> • Create own simple songs reflecting the meaning of the words. • Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment. • Arrange a song for class performance with an appropriate pitched and unpitched accompaniment. • Refine own compositions after discussion. • Use a range of symbols (conventional or graphic) to record compositions • Use ICT (computers/iPads/tablets/MP3 recorders etc.) to record, sample, sequence, loop and manipulate sound to create soundscapes/compositions.  	<ul style="list-style-type: none"> • Create improvised melodies with voice and instrument. • Explain what improvisation is. • Improvise individually and in group/ensemble. • Use harder rhythms that lead to harder melodies. • Use up to 5 notes. • Use notes when composing. • Record compositions. • Experiment with ways to make compositions sound more interesting. • Find the pulse of any piece of music with ease and confidence, internally or externally, with body movement. • Understand and demonstrate how pulse, rhythm and pitch work together over a music track and explain how they work together to create a song. • Create own rhythms and short improvised melodies with voice. <p>Understand how other interrelated dimensions of music are sprinkled through songs and pieces of music and why that makes music more interesting when we listen to it.</p>	<p>Duration – beat, rhythm, metre. Pitch – melody, harmony. Texture, timbre, dynamics, structure, tempo</p>

Listen, Reflect and Appraise



- Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation.
- Identify and discuss 'what happens when' with simple musical structures.
- Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music.
- Compare two pieces of instrumental music from different countries/times and discuss the similarities and differences.
- Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions.
- Use musical vocabulary and knowledge to help identify areas for development or refinement when composing.

- Listen to a variety of music from all over the world, different times and traditions. Place them in their historical context. Recognise / identify different style indicators and different instruments and their sounds.
- Find the pulse easily when listening. Explain that the pulse is the musical heartbeat and that it is the foundation of a piece of music; every piece of music has a pulse, but it is different.
- Use musical words / language to describe the music we listen to and describe feelings towards it.
- Listen to others discussing their ideas about the music listened to. Comment and discuss respectfully and share ideas.
Discuss other dimensions of music and how they fit into the music listened to.