Year 3

Year 3

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to: \Box play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression \Box improvise and compose music for a range of purposes using the inter-related dimensions of music \Box listen with attention to detail and recall sounds with increasing aural memory \Box use and understand staff and other musical notations \Box appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians \Box develop an understanding of the history of music.

| Play and perform Create and compose Listen and appraise | | | | | Application of knowledge and understanding | | |
|---|---|--|---|---|--|---|---|
| Use voices expressively | To sing in unison, becoming aware of pitch. | Create musical patterns | To create simple rhythmical patterns | Explore and express feel- ings about music | To explore and comment on the ways sounds can be | To listen with concentration and recall sounds within increasing aural memory. | To listen with attention and begin to recall sounds. |
| Play tuned and un- tuned instru- ments | To perform simple rhythmic and musical parts, begin- ning to vary the pitch with a | Explore, choose and organ- ise musical ideas | that use a small range of notes. To begin to join simple layers of | To improve work | used expressively. To comment on the effectiveness of own work, identify- | To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple | To begin to understand how different musical elements are combined and used to create an effect. |
| Rehearse and perform with others | small range of notes To think about others while performing. | | sound, e.g. a back- ground rhythm and a solo mel- ody. | | ing and making improvements. | To understand that sounds can be made in different ways and described using given and invented signs and symbols. | To begin to recognise simple notations to represent music, including pitch and volume. To listen to and begin to re- |
| | | | | | | To know how music is used for particular purposes. | spond to music drawn from different traditions and great composers and musicians. |

Skills

I can sing in unison, becoming aware of pitch.

I can perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes

I think about others while performing.

I can create simple rhythmical patterns that use a small range of notes.

I can begin to join simple layers of sound, e.g. a background rhythm and a solo melody.

I can explore and comment on the ways sounds can be used expressively.

I can comment on the effectiveness of own work, identifying and making improvements.

I can listen with attention and begin to recall sounds.

I can begin to understand how different musical elements are combined and used to create an effect.

I can begin to recognise simple notations to represent music, including pitch and volume.

I can listen to and begin to respond to music drawn from different traditions and great composers and musicians.

Vocabulary

Pitch, rhythm, musical note, tune, melody, dynamics, tempo, timbre, texture, pulse, beat, silence, composer, musician, solo, ensemble, perform, chorus, verse, lyrics, style, R&B, reggae, freestyle, disco, glockenspiel, recorder, semibreves, minim, rest, minim rest, crotchet.

Year 4

Year 4

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to: \Box play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression \Box improvise and compose music for a range of purposes using the inter-related dimensions of music \Box listen with attention to detail and recall sounds with increasing aural memory \Box use and understand staff and other musical notations \Box appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicains \Box develop an understanding of the history of music.

| Play and perform | | Create and compose | | Listen and appraise | | Application of knowledge and understanding | |
|--|---|--|---|---|---|---|---|
| Use voices expressively | To sing in unison main- taining the cor- rect pitch and | Create musical patterns | To create rhythmical and simple melodic | Explore and express feel- ings about music | To recognise and explore the ways sounds can be com- | To listen with concentration and recall sounds within increasing aural memory. | To listen to and recall patterns of sounds with increasing ac- curacy. |
| | using increas- ing expression. | | patterns using an increased | | bined and used expressively and comment | To know how the combined musical elements of pitch, duration, dynamics, tempo, | To understand how different musical elements are com- bined and used expressively. |
| Play tuned and un- tuned instru- | To play and perform parts with an increas- | <u>.</u> | number of notes. | To improve | on this effect. To comment | timbre, texture and silence can be organised and used expressively within simple | |
| ments | ing number of notes, begin- ning to show musical expres- sion by chang- | Explore, choose and organ- ise musical ideas | To join lay- ers of sound, thinking about musi- | work | on the effec- tiveness of won work, identify- ing and making improvements | To understand that sounds can be made in different ways and described using given and invented signs | To understand and begin to use established and invented musical notations to represent music. |
| Rehearse and perform with others | To think about others while performing. | | cal dynamics of each layer and understanding the effect. | | based on its intended outcome. | and symbols. To know how music is used for particular purposes. | To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great com- posers and musicians. |

Skills

I can sing in unison maintaining the correct pitch and using increasing expression.

I can play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.

I can think about others while performing.

I can create rhythmical and simple melodic patterns using an increased number of notes.

I can join layers of sound, thinking about musical dynamics of each layer and understanding the effect.

I can recognise and explore the ways sounds can be combined and used expressively and comment on this effect.

I can comment on the effectiveness of won work, identifying and making improvements based on its intended outcome.

I can listen to and recall patterns of sounds with increasing accuracy.

I can understand how different musical elements are combined and used expressively.

I can understand and begin to use established and invented musical notations to represent music.

I can listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.

Vocabulary

Expression, changing dynamics, melodic pattern, layers of sound, sound pattern, notation, crochet, structure, improvisation, balance, rhythmical, pop, rap, soul, gospel, rock, keyboard, dotted minims.

Year 5

Year 5

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:
| 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 ircreasing 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 | develop an understanding of the history of music.

| Play and perform | | Create and compose | | Listen and appraise | | Application of knowledge and understanding | |
|---|---|--|---|---|--|--|---|
| Use voices expres- sively | To sing in unison with clear diction, con- trolled pitch and sense of phrase | Create musical patterns | To create increasingly complicated rhythmic and melodic phrases | Explore and express feel- ings about music | To describe, compare and evaluate differ- ent types of music begin- ning to use | To listen with concentration and recall sounds within increasing aural memory. To know how the combined musical elements of pitch. | To listen to and recall a range of sounds and patterns of sounds confidently. To begin to identify the relationship between sounds and |
| Play tuned and un- tuned in- struments | To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expres- | choose and organ- ise musical ideas | within given structures. | To improve work | musical words. To comment on the success of own and others work, suggesting improvements | duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple To understand that sounds can be made in different ways and described using | how music can reflect different meanings. To recognise and use a range of musical notations including staff notation. |
| Rehearse and per- form with others | To maintain my own part and be aware how the different parts fit together. | | | | based on in- tended out- comes. | given and invented signs and symbols. To know how music is used for particular purposes. | To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time. |

Skills

I can sing in unison with clear diction, controlled pitch and sense of phrase

I can play and perform parts in a range of sole and ensemble contexts with increasing accuracy and expression.

I can maintain my own part and be aware how the different parts fit together.

I can create increasingly complicated rhythmic and melodic phrases within given structures.

I can describe, compare and evaluate different types of music beginning to use musical words.

I can comment on the success of own and others work, suggesting improvements based on intended outcomes.

I can listen to and recall a range of sounds and patterns of sounds confidently.

I can begin to identify the relationship between sounds and how music can reflect different meanings.

I can recognise and use a range of musical notations including staff notation,

I can listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.

Vocabulary

Diction, controlled pitch, sense of phrase, rhythmic phrases, melodic phrases, staff notation, ballad, hip hop.

Year 6

Year 6

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to: \Box play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression \Box improvise and compose music for a range of purposes using the inter-related dimensions of music \Box listen with attention to detail and recall sounds with increasing aural memory \Box use and understand other musical notations \Box appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians \Box develop an understanding of the history of music.

| Play and perform | | Create and compose | | Listen and appraise | | Application of knowledge and understanding | |
|-----------------------|------------------|--------------------|----------------------|---------------------|--------------------------------------|---|---|
| Use voices | To sing in solo, | Create | To create | Explore and | To describe, com- | To listen with concentration | To listen to, internalise and recall |
| expressively | unison and in | musical | and impro- | express | pare and evaluate | and recall sounds within | sounds and patterns of sounds |
| | parts with clear | patterns | vise melod- | feelings | different types of | increasing aural memory. | with accuracy and confidence. |
| | diction, con- | | ic and | about music | music using a | To be a combined | To identify and analogy the male |
| Dischard | trolled pitch | Footon | rhythmic | | range of musical | To know how the combined | To identify and explore the rela- |
| Play tuned and un- | and with sense | Explore, choose | phrases as | | vocabulary in- | musical elements of pitch, | tionship between sounds and how music can reflect different mean- |
| tuned instru- | of phrase | and organ- | part of a group per- | | cluding the inter- related dimen- | duration, dynamics, tempo, timbre, texture and silence | ings. |
| ments | To play and | ise musical | formance | | sions of music*. | can be organised and used | iligs. |
| monto | perform with | ideas | and com- | To improve | Sions of masic . | expressively within simple | To use and apply a range of musi- |
| | accuracy, flu- | 10000 | pose by | work | To evaluate the | expressively water simple | cal notations including staff nota- |
| | ency, control | | developing | | success of own | To understand that sounds | tion, to plan, revise and refine mu- |
| | and expression | | ideas within | | and others work, | can be made in different | sical material. |
| | | | a range of | | suggesting spe- | ways and described using | |
| Rehearse | To think about | | given musi- | | cific improve- | given and invented signs | To develop an understanding of |
| and perform | the audience | | cal struc- | | ments based on | and symbols. | the history of music from different, |
| with others | when perform- | | tures. | | intended out- | | cultures, traditions, composers and |
| 111 | ing and how to | | | | comes and com- | To know how music is used | musicians evaluating how venue, |
| | create a specif- | | | | ment on how this | for particular purposes. | occasion and purpose effects the |
| | ic effect. | | | | could be | | way that music is created and per- |
| | | | | | achieved. | | formed. |

Skills

I can sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase

I can play and perform with accuracy, fluency, control and expression

I ca think about the audience when performing and how to create a specific effect.

I can create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.

I can describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music*

I can evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.

I can listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.

I can identify and explore the relationship between sounds and how music can reflect different meanings.

I can use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.

I can develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.

Vocabulary

Fluency, accuracy, internalise (sounds), plan, revise, refine, aural memory, quaver.