

Subject Music

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Elements	<ul style="list-style-type: none"> • understand that rhythm describes the mixture of long and short sounds which are performed on top of the pulse • listen to, copy and repeat a simple rhythm or melody • understand that pitch describes how high or low a sounds are • understand that tempo describes how fast or slow the music is • understand that dynamics describe how loud or quiet the music is 	<ul style="list-style-type: none"> • Find the pulse and internalise • Improvise a simple rhythm using different instruments including the voice • Understand that timbre describes the character or quality of a sound • Understand that texture describes the layers within the music 	<ul style="list-style-type: none"> • Find the pulse of songs/music with confidence 	<ul style="list-style-type: none"> • Copy increasingly challenging rhythms using body percussion and unturned instruments 	<ul style="list-style-type: none"> • Understand how pulse, rhythm and pitch work together 	<ul style="list-style-type: none"> • Appropriately discuss the dimensions of music and recognise them in music heard
Listen and Appraise	<ul style="list-style-type: none"> • Concentrate and listen to a piece of music • Say what they like or dislike about a piece of music and describe how it makes them feel • Use musical words and phrases to describe a piece of music • Name different musical instruments 	<ul style="list-style-type: none"> • Listen to and understand different pieces of high quality live and recorded music • Recognise where music might come from, the people who might perform it and when it might be played • Show some understanding of how to recognise music from different points in history and know why music might have been composed and performed • Understand that structure describes how different sections of music are ordered • Describe a piece of music using musical language 	<ul style="list-style-type: none"> • Listen with direct to a range of high quality music • Confidently recognise a range of musical instruments • Begin to listen to and recall sounds with increasingly aural memory 	<ul style="list-style-type: none"> • Confidently recognise a range of musical instruments and different sounds they make • Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators • Use musical language to appraise a piece or style of music • Listen to a recall sounds with increasing aural memory 	<ul style="list-style-type: none"> • Develop an increasing understanding of the history of music and context of music • Listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> • Develop a deeper understanding of the history and context of music • Appropriately discuss the dimensions of music and recognise them in music heard • Listen with attention to detail and recall sounds with increasing aural memory and accuracy • Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians

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Singing	<ul style="list-style-type: none"> Follow the conductor or band leader Understand how to sing musically after warming up, sitting or standing well so that sounds can be confidently projected Perform rhymes, raps and songs Work and perform as part of an ensemble or as a group singing 	<ul style="list-style-type: none"> Confidently perform rhymes, raps and songs Understand that words in a song can affect its melody Sing a song in two parts 	<ul style="list-style-type: none"> Sing songs with multiple parts with confidence and precision 	<ul style="list-style-type: none"> Sing as part of an ensemble with confidence and precision 	<ul style="list-style-type: none"> Improvise with increasing confidence using my own voice, rhythms and varied pitch Sing as part of an ensemble with increasing confidence and precision 	<ul style="list-style-type: none"> Sing as part of an ensemble with full confidence and precision
Performing	<ul style="list-style-type: none"> Work and perform as part of an ensemble or as a group singing Perform rhymes, raps and songs 	<ul style="list-style-type: none"> Use tuned and untuned classroom percussion to play accompaniments and tunes Perform as an ensemble using different instruments Play instruments using the correct techniques with respect Practise, rehearse and perform music to an audience with confidence 	<ul style="list-style-type: none"> Play and perform in solo or ensemble contexts with confidence 	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts with increasing confidence 	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts with some accuracy, control, fluency and expression 	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts with increasing accuracy, control, fluency and expression
Composing	<ul style="list-style-type: none"> listen to, copy and repeat a simple rhythm or Melody 	<ul style="list-style-type: none"> use tuned and untuned classroom percussion to compose an improvise use pictures or formal musical notation to help compose or perform music choose, organise and combine musical patterns experiment with, create, select and combine sounds using the interrelated dimensions of music 	<ul style="list-style-type: none"> understand the improvisation is when a composer makes up a tune within boundaries understand that composition is when a composer writes down and records a musical idea understand some formal, written notation which includes crotchets and rests 	<ul style="list-style-type: none"> understand some formal, written notation which includes minims and quavers 	<ul style="list-style-type: none"> compose complex rhythms using my aural memory understand some formal written notation which includes semibreves and dotted crotchets and their position on a staff 	<ul style="list-style-type: none"> improvise and compose music for a range of purposes using the interrelated dimensions of music