

Music

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Listen to music with sustained concentration</li> <li>• Find the pulse whilst listening to music and using movement</li> <li>• Use the correct musical language to describe a piece of music</li> <li>• Recognise different instruments</li> <li>• Discuss feelings and emotions linked to different pieces of music</li> <li>• Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse</li> <li>• Listen to, copy and repeat a simple rhythm or melody</li> <li>• Understand that pitch describes how high or low sounds are</li> <li>• Understand that tempo describes how fast or slow the music is</li> <li>• Understand that dynamics describe how loud or quiet the music is</li> <li>• Learn and perform chants, rhythms, raps and songs</li> <li>• Learn to follow the conductor or band leader</li> <li>• Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture</li> </ul>	<ul style="list-style-type: none"> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• Build an understanding of the pulse and internalise it when listening to a piece of music</li> <li>• Improvise a simple rhythm using different instruments including the voice</li> <li>• Understand that timbre describes the character or quality of a sound</li> <li>• Understand that texture describes the layers within the music</li> <li>• Understand that structure describes how different sections of music are ordered</li> <li>• Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions</li> <li>• Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence</li> <li>• Develop an understanding of melody, the words and their importance in the music being listened to</li> <li>• Sing a song in two parts</li> <li>• Use tuned and untuned classroom percussion to play accompaniments and tunes</li> <li>• Use tuned and untuned classroom percussion to compose and improvise</li> <li>• Play instruments using the correct techniques with respect</li> <li>• Practise, rehearse and present performances to audiences with a growing awareness of the people watching</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>	<ul style="list-style-type: none"> <li>• Listen with direction to a range of high quality music</li> <li>• Confidently recognise a range of musical instruments</li> <li>• Find the pulse within the context of different songs/music with ease</li> <li>• Understand that improvisation is when a composer makes up a tune within boundaries</li> <li>• Understand that composition is when a composer writes down and records a musical idea</li> <li>• Sing songs with multiple parts with increasing confidence</li> <li>• Play and perform in solo or ensemble contexts with confidence</li> <li>• Develop an understanding of formal, written notation which includes crotchets and rests</li> <li>• Begin to listen to and recall sounds with increasing aural memory</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently recognise a range of musical instruments and the different sounds they make</li> <li>• Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators</li> <li>• Use musical language to appraise a piece or style of music</li> <li>• Copy increasingly challenging rhythms using body percussion and un-tuned instruments where appropriate</li> <li>• Sing as part of an ensemble with confidence and precision</li> <li>• Play and perform in solo or ensemble contexts with increasing confidence</li> <li>• Develop an understanding of formal, written notation which includes minims and quavers</li> <li>• Listen to and recall sounds with increasing aural memory</li> </ul>	<ul style="list-style-type: none"> <li>• Compose complex rhythms from an increasing aural memory</li> <li>• Understand how pulse, rhythm and pitch work together</li> <li>• Improvise with increasing confidence using own voice, rhythms and varied pitch</li> <li>• Sing as part of an ensemble with increasing confidence and precision</li> <li>• Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression</li> <li>• Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets</li> <li>• Develop an increasing understanding of the history and context of music</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> </ul>	<ul style="list-style-type: none"> <li>• Sing as part of an ensemble with full confidence and precision</li> <li>• Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression</li> <li>• Create a simple composition and record using formal notation</li> <li>• Develop a deeper understanding of the history and context of music</li> <li>• Appropriately discuss the dimensions of music and recognise them in music heard</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory and accuracy</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> </ul>