



	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
Listen, appreciate, and appraise	<p>Children can...</p> <ul style="list-style-type: none"> Identify the style of some songs. Talk about a song Confidently and identify and move to the pulse Think about what the words of a song mean. Discuss how a song makes them feel. Listen carefully and respectfully to other people's thoughts about music. 	<p>Children can...</p> <ul style="list-style-type: none"> Discuss the musical dimensions of a song (dynamics) Begin to use musical vocabulary Identify some style indicators of a song. Identify musical dimensions feature in a song (texture, dynamics, tempo, rhythm and pitch) Name some of the instruments heard in a song 	<p>Children can...</p> <ul style="list-style-type: none"> Identify the pulse with ease. Think about the message of songs. Compare two songs in the same style and discuss their similarities and differences. Identify where musical dimension features are used in a song (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of a song (intro, verse, chorus) Discuss the historical context of the songs. 	<p>Children can...</p> <ul style="list-style-type: none"> Describe what stands out about two songs of the same style. Use musical vocabulary to describe music. Recall songs from memory discussing who sang them when they were written and why. Identify styles of songs and name other songs from same style. Discuss that we each have a musical identity Identify musical dimensions in a song and where they are (texture, dynamics, tempo, rhythm, pitch and timbre)
Playing, improvising and compose	<p>Children can...</p> <ul style="list-style-type: none"> Find the pulse Identify the difference between pulse and rhythm Sing in unison in simple two-parts. Demonstrate a good singing posture. Follow a leader when singing Explore singing solo Sing with awareness of being "in tune" Identify instruments used in class (glockenspiel, recorder) Play a one-note melody of a song Rehearse and perform their part of a song Listen to and follow musical instructions from a leader. Compose their own tunes Use one or two notes confidently Record compositions in different ways (letter names, symbols, audio) Plan and create a section of music Listen to and reflect upon their composition. 	<p>Children can...</p> <ul style="list-style-type: none"> Describe what the pulse, rhythm and pitch are and how they work together to create a song Create musical ideas for the group to copy and respond to. Listen to the group when singing. Describe the difference between a solo singer and a larger group. (texture) Identify other instruments they might play or be played in a band or orchestra Experience leading the playing by making sure everyone plays in the playing section of the song Use some of the riffs they have heard in their improvisations. Create a simple melody using one, three or all five different notes learnt. Record their own composition in any way recognising the connection between sound and symbol. 	<p>Children can...</p> <ul style="list-style-type: none"> Explain how to keep the internal pulse of a song Describe what the tempo, dynamics, texture and structure work together to connect a song. Identify the main features of a song including type of singing (solo/rapping/unison etc) Explain the meaning of the lyrics to a chosen song Join in with rapping Record music in different ways e.g. staff notation, symbols. Recognise and identify the notes C, D, E, F, G, A, B+, C on the treble stave Lead a rehearsal session Learn and play an instrumental part (a one-note, simple or medium part or the melody of the song from memory or using notation) Identify some well-known improvising musicians Improvise using one, two or three notes Explain the keynote or home note and the structure of the melody 	<p>Children can...</p> <ul style="list-style-type: none"> Sing in unison and sing backing vocals Copy back one-note riffs using simple and syncopated rhythm patterns Question and answer using three different notes with their partner Explain the importance of warming up your voice Explain the style of the song thinking about how the feeling and context is represented to the audience Play a musical instrument with the correct technique Rehearse and perform their part Improvise with a feeling for the style of music chosen. Improvise using the notes D, E, G, A+, B (pentatonic scale) Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song
Perform	<p>Children can...</p> <ul style="list-style-type: none"> Choose what to perform Communicate the meaning of the words Stand or sit correctly for their performance Record the performance Evaluate their performance by saying how they were feeling. 	<p>Children can...</p> <ul style="list-style-type: none"> Present a musical performance designed to capture the audience Discuss the best place to be when performing Evaluate their performance saying what they liked/would change to improve it. 	<p>Children can...</p> <ul style="list-style-type: none"> Choose a venue to perform in explaining how best to use it (classroom, hall, outside etc) Record their performance and compare it to a previous performance Use musical vocabulary to discuss what went well and what could be improved next time in their performance 	<p>Children can...</p> <ul style="list-style-type: none"> Sing or rap the words clearly and with confidence to their audience Explain that a performance involves communication ideas, thoughts and feelings about the song/music. Chose what to perform and create a programme Evaluate all performances and use musical vocabulary to describe improvements