



## Laithes Primary School



### Music Intent

In their music lessons pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Assemblies will also provide an opportunity to practise singing. Pupils will also be taught to play a variety of instruments musically and encouraged to play together in ensemble groups. We encourage listening to a wide range of music with concentration and understanding. Music lessons are linked to topic work and music is used in a variety of lessons and activities to create, mood, atmosphere and to help thinking.

The Charanga programme will support our teaching of music across the school.

Colour							
Area of study	Listen and Appraise	Musical Activities- Games	Musical Activities- Singing	Musical Activities- Playing instruments	Musical Activities- Improvisation	Musical Activities- Composition	Perform

Developing, Securing, Mastering explained:

Depth of Learning	Cognitive challenge	Nature of progress	Typically, pupils will	Predominant teaching style
Developing	Low level cognitive demand. Involves following instructions.	Acquiring	name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.	Modelling Explaining
Securing	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Practising	apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.	Reminding Guiding
Mastering	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer.	Deepening Understanding	Requires justification of answers. solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.	Coaching Mentoring



# Music

## Progression and assessment Document



<p><b>Overarching Musical Aims</b></p> <ol style="list-style-type: none"> <li>Diversity-Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions.</li> <li>Performance and composition- Learn to sing with voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have opportunity to progress to the next level of musical excellence</li> <li>Appreciation- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> </ol>	<p><b>Questions to consider (when planning)</b></p> <p>How will we hook the children?          How will we sequence the learning, to maintain motivation?          What will the varied activities be?          Are we using rich resources?          How will the children communicate their understanding through an engaging end product?          How can we set challenging expectations for children of varying abilities?          How can I link it to other parts of the curriculum?          Are we introducing children to a variety of music that they may not have accessed previously?          Can we promote children's personal, social and emotional development through increased opportunity to perform and express themselves?</p>	<p><b>Useful Info</b></p> <p>Keystage objectives taken from Charanga Music school online resource. Lesson plans and resources are all available online, with an option to create new lesson plans through the freestyle mode. Here you can also find a list of keywords and vocabulary.  <a href="http://charanga.com/user/login">http://charanga.com/user/login</a></p> <p>Where text is purple, objectives can successfully be achieved through key stage singing assemblies.</p> <p><b>The Interrelated Dimension of Music</b> (Taken from Charanga Music School resource)</p> <p><b>Pulse (duration) - steady beat</b>  <b>Rhythm (duration) - long and short sounds over a steady beat</b>  <b>Pitch - high and low sounds</b> Tempo - fast and slow Dynamics - loud and quiet  <b>Timbre - the character of a sound</b>  <b>Texture - layers of sound, how thick or thin music is</b>  <b>Structure - how the sections of a song or piece of music are ordered</b></p>
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By the end of	Listen and Appraise	Musical Activities-Games	Musical Activities-Singing	Musical Activities-Playing instruments	Musical Activities-Improvisation	Musical Activities-Composition	Perform
FS	EAD 30-50 Explores and learns how sounds can be changed.	<b>ELG: Children sing songs, make music and dance, and experiment with ways of changing them.</b>	EAD 30-50 Sings a few familiar songs. EAD 30-50 Sings to self and makes up simple songs. EAD 30-50 Sings to self and makes up simple songs. <b>ELG: Children sing songs, make music and dance, and experiment with ways of changing them.</b>	EAD 30-50 Sings a few familiar songs. EAD 30-50 Sings to self and makes up simple songs.	EAD 30-50 Taps out simple repeated rhythms. EAD 30-50 Makes up rhythms.	EAD 30-50 Makes up rhythms. EAD 30-50 Explores and learns how sounds can be changed. <b>ELG: They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</b>	EAD 30-50 Creates movement in response to music.

KS1	<ul style="list-style-type: none"> <li>-Listen with direction.</li> <li>-Find the pulse whilst listening using movement - internalise the pulse.</li> <li>-Build an understanding of the pulse and its role as the foundation of music, every piece of music has a pulse, a different pulse.</li> <li>-Start to use the correct musical language to suit the style of music they are learning about.</li> <li>-Start to recognise different instruments.</li> <li>- Start to recognise and explore many varied musical styles and traditions and their basic style indicators.</li> <li>-Start to develop an understanding of the history and context of music.</li> <li>-Using the correct musical language, discuss feelings and emotions/like and dislikes, that are linked to music.</li> <li>-Gradually and appropriately discuss the other dimensions of music and build on the depth of their meaning as the Key Stage progresses.</li> </ul>	<ul style="list-style-type: none"> <li>-Play musical games and activities to build on an understanding of the interrelated dimensions of music through repetition.</li> <li>-Start to find the pulse within the context of different songs/pieces of music.</li> <li>-Build an understanding that the pulse is the foundation upon which all the other dimensions of music are built. The heartbeat of the music - the steady beat that never stops.</li> <li>-Internalise the pulse.</li> <li>-Begin to understand that rhythm is long and short sounds that happen over the pulse, the steady beat. The pulse doesn't change within the context of the song or piece of music but the rhythm does.</li> <li>-Learn this by copying until confidence is built.</li> <li>-Begin to understand that pitch is high and low sounds. In order to sing a song we have pulse as our steady foundation and the rhythm of the words that when spoken, sound like a rap! Add high and low sounds ie pitch and we can sing our song.</li> <li>-Start to understand how pulse, rhythm and pitch work together.</li> <li>-Start to understand how the other dimensions of music are sprinkled through songs and pieces of music.</li> <li>-Progress from keeping a steady pulse to clapping a</li> </ul>	<ul style="list-style-type: none"> <li>-Learn appropriate songs for their age group, difficulty of words increasing as they progress.</li> <li>-Learn rhymes, raps and songs.</li> <li>-Listen to a song, and learn it as instructed.</li> <li>-Have a good understanding of working together in an ensemble or as a group singing.</li> <li>-Understand the importance of warming up their voices, good posture and projecting their voices.</li> <li>-Sing songs and melodies musically.</li> <li>- Have an understanding of melody and words and their importance.</li> <li>-Start to sing in 2 parts.</li> <li>-Sing in an ensemble with the aim of producing a round sound, clear diction, control of pitch and a musical understanding of how two parts fit together.</li> </ul>	<ul style="list-style-type: none"> <li>-Use classroom percussion, tuned and un-tuned to play accompaniments and tunes and to improvise and compose ie explore and create musical sounds. Use band instruments if appropriate.</li> <li>-Play differentiated parts with a sound-before-symbol approach and according to ability. Progress as appropriate between the parts.</li> <li>- Learn to play together in a band or ensemble.</li> <li>-Learn to treat each instrument with respect and using the correct techniques to play them.</li> <li>-Start to understand the basics and foundations of formal notation - an introduction.</li> <li>-Play easy and medium parts by ear (without reading notation) or play the easy and medium parts with notation at the end of the KS as a learning progression and if appropriate - a differentiated option.</li> </ul>	<ul style="list-style-type: none"> <li>-Explore and create musical sound with their voices and instruments.</li> <li>-Understand that when you improvise, you make up your own tune within boundaries. That tune is not written down or notated. If written down in any way it becomes a composition.</li> <li>-Improvise within a group until they build confidence and knowledge to improvise on their own within the context of the song being learnt.</li> <li>-Make up their own rhythms and melodies and create their own rhythmic patterns that lead to melodies.</li> <li>-Start to perform their own rhythms and melodies using their voice and then an instrument.</li> <li>-Learn a differentiated approach to improvisation. Start to perform their own rhythms and melodies with confidence and understanding. Start improvising using two notes, increasing to three notes and beyond if required.</li> <li>-Improvise musically with a basic knowledge of the interrelated dimensions of music</li> </ul>	<ul style="list-style-type: none"> <li>-Begin to create their own tunes and melodies within the context of the song they are learning.</li> </ul> <p>Through games and exploration of ideas and basic knowledge of the interrelated dimensions of music, children will learn to:</p> <ul style="list-style-type: none"> <li>-Start to choose, combine and organise patterns and musical ideas within musical structures and do this with understanding.</li> <li>-Start composing using two notes, increasing to three notes and beyond if required.</li> <li>-Record their composition in any way appropriate.</li> <li>-Notate music in different ways, using graphic/pictorial notation, ICT, or with formal notation if appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>-Work together in an ensemble/band.</li> <li>-Appreciate the importance of starting and ending together by learning to follow the conductor/band leader.</li> <li>-Sing and rap – in one or two parts – to each other and to an audience; to sing/play simple rhythms with the beginnings of control and accuracy; to adopt a sound-before-symbol approach if appropriate. Perform with an understanding of an integrated approach where performance can include everything that has been undertaken during the learning process of the unit.</li> <li>-Play tuned and/or un-tuned instruments with some control and rhythmic accuracy and with realised progression.</li> <li>-Improvise simple patterns confidently as part of a performance.</li> <li>-Practise, rehearse and present performances with awareness of an audience.</li> <li>-Appreciate that performance can influence how music is presented.</li> <li>-Look at how music is notated in different ways, using graphic/pictorial notation, ICT or the traditional classical method if appropriate.</li> </ul>
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		rhythm; improvising a rhythm; using pitch; improvising using the voice.					
KPIs	<p><b>Year 1</b></p> <p>Can they listen for different types of sounds? • Do they know how sounds are made and changed? • Can they identify texture– one sound or several sounds? • Can they identify sounds that represent different things (ideas, thoughts, feelings, moods etc.)? • Can they identify and name classroom instruments? • Can they say what they like or dislike about a piece of music? • Can they listen to a piece of music, describing if it is fast or slow, happy or sad? • Can they listen to short, simple pieces of music and talk about when and why they may hear it e.g. a lullaby or Wedding march?</p> <p><b>Year 2</b></p> <p>Can they identify long and short sounds in music? • Can they recognise changes in timbre (sound quality smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low)? • Are they starting to recognise different instruments? • Do they listen carefully and recall short rhythmic and melodic patterns? • Can they describe basic elements of a piece of music (e.g. pace, volume, emotion)? • Can they describe how an instrument has been used to represent a sound or object (e.g. a flute for a bird or a drum for thunder)? • Can they explain what they like about a piece of music and why? • Do they know music can be played or listened to for a variety of purposes (in history/ different cultures)? • Can they listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary e.g. It's</p>				<p><b>Year 1</b></p> <p>Can they carefully choose sounds to achieve an effect (including use of ICT)? • Can they order sounds to create an effect (structure-beginnings/endings)? • Can they create short musical patterns? • Can they create sequences of long and short sounds-rhythmic patterns (duration) in different ways – e.g hitting, blowing, shaking, clapping? • Can they use pitch changes to communicate an idea? • Can they start to compose with two or three notes? • Can they make sounds with a slight difference, with help?</p> <p><b>Year 2</b></p> <p>Can they compose and perform melodies using two or three notes? • Can they use sound to create abstract effects (including using ICT)? • Can they effectively choose, order, combine and control sounds (texture/structure)? • Can they use changes in dynamics, timbre and pitch to organise music? • Can they change sounds to suit a situation? • Can they make own sounds and symbols to make and record music? • Can they create and choose sounds in response to a given stimulus?</p>	<p><b>Year 1</b></p> <p>Can they accompany a chant song by clapping the rhythm? • Can they take part in singing showing awareness of melody? • Can they sing a melody accurately at their own pitch? • Can they make and control long and short sounds (duration) in different ways including hitting, blowing and shaking? • Can they imitate changes in pitch– high and low? • Can they create long and short sounds using classroom instruments? • Can they create a simple rhythm by clapping or using percussion, playing untuned instruments with control? • Can they play instruments in different ways?</p> <p><b>Year 2</b></p> <p>Can they sing songs in ensemble following the tune (melody) well. • Can they use voice to good effect, understanding the importance of warming up first? • Can they recognise phrase length and know when to breathe. • Can they carefully choose instruments to combine layers of sound, showing awareness of the combined effect • Starting to look at basic formal notation, can they play by ear first? • Can they play and sing a notated phrase? • Can they make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration)? • Can they create/improvise repeated patterns (ostinati) with a range of instruments to create sound effects?</p>	

quiet and smooth so it would be good for a lullaby?						
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 <h1 style="margin: 0;">Music</h1> <h2 style="margin: 0;">Progression Planning Document</h2> 
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By the end of	Listen and Appraise	Musical Activities-Games	Musical Activities-Singing	Musical Activities-Playing instruments	Musical Activities-Improvisation	Musical Activities-Composition	Perform
LKS2	<ul style="list-style-type: none"> <li>- Listen with direction to a wide range of high-quality music.</li> <li>-Find the pulse whilst listening using movement</li> <li>- internalise the pulse.</li> <li>-Confidently recognise different instruments.</li> <li>-Confidently recognise and explore many varied musical styles and traditions and their basic style indicators.</li> <li>-Continue to develop an understanding of the history and context of music.</li> <li>-Using the correct musical language, discuss confidently feelings and emotions/like and dislikes, that are linked to music.</li> <li>-Appropriately discuss the other dimensions of music and build on the depth of their meaning as the Key Stage progresses.</li> </ul>	<ul style="list-style-type: none"> <li>-Find the pulse within the context of different songs/pieces of music with ease.</li> <li>-Internalise the pulse.</li> <li>-Understand that rhythm is long and short sounds that happen over the pulse, the steady beat. The pulse doesn't change within the context of the song or piece of music but the rhythm does.</li> <li>-Learn this by copying until confidence is built, then reproduce sounds from an increasing aural memory.</li> <li>-Understand that pitch is high and low sounds. In order to sing a song we have pulse as our steady foundation and the rhythm of the words that when spoken, sound like a rap! Add high and low sounds ie pitch and we can sing our song.</li> <li>-Understand how pulse, rhythm and pitch work together.</li> <li>-Build on their progress from keeping a steady pulse to clapping a rhythm</li> </ul>	<ul style="list-style-type: none"> <li>-Have a good understanding of working together in an ensemble or as a group singing.</li> <li>-Understand the importance of warming up their voices, good posture and projecting their voices.</li> <li>-Have a greater understanding of melody and words and their importance.</li> <li>-Sing together with confidence, melody and words increasing in difficulty.</li> </ul>	<ul style="list-style-type: none"> <li>-Use classroom percussion, mainly tuned, to play accompaniments and tunes and to improvise and compose ie explore and create musical sounds. Use band instruments if appropriate.</li> <li>-Play differentiated parts with a sound-before-symbol approach or using the notated scores. Choose parts according to ability and play them musically. Progress as appropriate between the parts.</li> <li>-Continue to treat each instrument with respect and using the correct techniques to play them</li> <li>-Build on understanding the basics and foundations of formal notation</li> </ul>	<ul style="list-style-type: none"> <li>-Explore and create musical sound with their voices and instruments.</li> <li>-Understand that when you improvise, you make up your own tune within boundaries. That tune is not written down or notated. If written down in any way it becomes a composition.</li> <li>-Confidently perform their own rhythms and melodies using their voice or an instrument.</li> <li>-Improvise and perform in solo and ensemble contexts.</li> <li>-Understand musical improvisation - a melody or tune that makes sense.</li> </ul>	<p>During this Key Stage children will:</p> <ul style="list-style-type: none"> <li>-Create their own tunes and melodies within the context of the song they are learning.</li> </ul> <p>With an understanding of the interrelated dimensions of music, children will learn to:</p> <ul style="list-style-type: none"> <li>-Choose, combine and organise patterns and musical ideas within musical structures with understanding.</li> <li>-Notate music in different ways, using graphic/pictorial notation, ICT, or with formal notation if appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>-Work together in an ensemble/band.</li> <li>-Appreciate the importance of starting and ending together.</li> <li>-Sing and rap – in one or two parts – to each other and to an audience; to sing/play simple rhythms with the beginnings of control and accuracy; to adopt a sound-before-symbol approach if appropriate.</li> <li>-Play tuned and/or un-tuned instruments with more control and rhythmic accuracy and with realised progression.</li> <li>-Appreciate that performance can influence how music is presented.</li> </ul>

UKS2	<p>- Listen with direction to a wide range of high-quality music and make comments about similarities and differences.</p> <p>-Understand the pulse and its role as the foundation of music, every piece of music has a pulse, a different pulse.</p> <p>-Confidently recognise different instruments and the styles of music that they are commonly used.</p> <p>-Build on using correct musical language to suit the style of music they are learning about.</p> <p>-Appropriately discuss the other dimensions of music and build on the depth of their meaning as the Key Stage progresses.</p>	<p>-Play musical games and activities to build on an understanding of the interrelated dimensions of music through repetition. As the learning deepens and progresses, less games are needed.</p> <p>-Find the pulse within the context of different songs/pieces of music with ease.</p> <p>-Understand that the pulse is the foundation upon which all the other dimensions of music are built. The heartbeat of the music - the steady beat that never stops.</p> <p>-Internalise the pulse.</p> <p>-Understand that rhythm is long and short sounds that happen over the pulse, the steady beat. The pulse doesn't change within the context of the song or piece of music but the rhythm does.</p> <p>-Learn this by copying until confidence is built, then reproduce sounds from an increasing aural memory.</p> <p>-Understand that pitch is high and low sounds. In order to sing a song we have pulse as our steady foundation and the rhythm of the words that when spoken, sound like a rap! Add high and low sounds ie pitch and we can sing our song.</p> <p>-Understand how pulse, rhythm and pitch work together.</p> <p>-Understand how the other dimensions of music are sprinkled through songs and pieces of music.</p> <p>-Build on their progress from keeping a steady pulse to clapping a rhythm; improvising a rhythm; using pitch; improvising using the voice.</p>	<p>-Have a good understanding of working together in an ensemble or as a group singing.</p> <p>-Understand the importance of warming up their voices, good posture and projecting their voices.</p> <p>-Sing songs and melodies musically.</p> <p>-Have a greater understanding of melody and words and their importance.</p> <p>-Sing together with confidence, melody and words increasing in difficulty.</p> <p>-Sing in two parts.</p> <p>-Listen to a song, and learn it as instructed.</p> <p>-Sing songs and melodies with greater musical understanding.</p> <p>-Sing in an ensemble with the aim of producing a round sound, clear diction, control of pitch and a musical understanding of how two parts fit together.</p>	<p>-Year 5 Barnsley Music Service – ukulele tuition.</p> <p>Use classroom percussion, mainly tuned, to play accompaniments and tunes and to improvise and compose ie explore and create musical sounds. Use band instruments if appropriate.</p> <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>-Play differentiated parts with a sound-before-symbol approach or using the notated scores. Choose parts according to ability and play them musically. Progress as appropriate between the parts.</p> <p>-Continue to learn to play together in a band or ensemble.</p> <p>-Continue to treat each instrument with respect and using the correct techniques to play them</p> <p>-Build on understanding the basics and foundations of formal notation - an introduction. Play easy and medium parts by ear (without reading notation) or play the easy and medium parts with notation as a learning progression and if appropriate.</p>	<p>-Explore and create musical sound with their voices and instruments.</p> <p>-Understand that when you improvise, you make up your own tune within boundaries. That tune is not written down or notated. If written down in any way it becomes a composition.</p> <p>-Improvise within a group until they build confidence and knowledge to improvise on their own within the context of the song being learnt, reproducing sounds from an increasing aural memory.</p> <p>-Learn a differentiated approach to improvisation starting with 2 notes and building to 3 then eventually 5 notes or a pentatonic scale.</p> <p>-Continue to make up their own rhythms and melodies and create their own rhythmic patterns that lead to melodies.</p> <p>-Confidently perform their own rhythms and melodies using their voice or an instrument.</p> <p>-Improvise and perform in solo and ensemble contexts.</p> <p>-Understand musical improvisation - a melody or tune that makes sense.</p>	<p>During this Key Stage children will:</p> <p>-Create their own tunes and melodies within the context of the song they are learning.</p> <p>With an understanding of the interrelated dimensions of music, children will learn to:</p> <p>-Choose, combine and organise patterns and musical ideas within musical structures with understanding.</p> <p>-Start composing using two notes, increasing to three notes then five notes, a differentiated approach.</p> <p>-Record their composition in any way appropriate.</p> <p>-Notate music in different ways, using graphic/pictorial notation, ICT, or with formal notation if appropriate.</p>	<p>-Work together in an ensemble/band.</p> <p>-Appreciate the importance of starting and ending together.</p> <p>-Sing and rap – in one or two parts – to each other and to an audience; to sing/play simple rhythms with the beginnings of control and accuracy; to adopt a sound-before-symbol approach if appropriate.</p> <p>-Perform with an understanding of an integrated approach where performance can include everything that has been undertaken during the learning process of the units.</p> <p>-Play tuned and/or un-tuned instruments with more control and rhythmic accuracy and with realised progression.</p> <p>-Improvise confidently as part of a performance, playing a solo or as part of a small group.</p> <p>-Practise, rehearse and present performances with awareness of an audience.</p> <p>-Appreciate that performance can influence how music is presented.</p> <p>-Read or understand music that is notated in different ways, using graphic/pictorial notation, ICT or formal notation.</p>
KPIs	<p><b>Year 3</b></p> <p>Can they internalise the pulse in music? • Do they know the difference between pulse and rhythm? • Can they start to use musical dimensions vocabulary to describe music–duration, timbre, pitch, dynamics, tempo, texture, structure? • Can they use relevant musical vocabulary (e.g. pitch, rhythm, tempo and pulse) when talking about the elements of music within a piece? • Can they recognise changes in the music using word like ‘pitch’ (high/low), ‘timbre’ (sound quality), ‘dynamics’ (loud or soft) and ‘tempo’ (fast or slow)? • Can they describe different</p>					<p><b>Year 3</b></p> <p>Can they compose and perform melodies using three or four notes? • Can they make creative use of the way sounds can be changed, organised and controlled (including ICT)? • Can they create accompaniments for tunes using drones or melodic ostinato (riffs)? • Can they create (dotted) rhythmic patterns with awareness of timbre and duration? • Can they use musical dimensions together to compose music?</p>	<p><b>Year 3</b></p> <p>Can they sing songs from memory with accurate pitch and in tune? • Do they show control in voice and pronounce the words in a song clearly (dictation)? • Can they sing songs confidently both solo and in groups? • Can they play notes on instrument clearly and including steps/ leaps and pitch? • Can they perform own part with increased control or accuracy when singing or playing both tuned and untuned percussion? • Do they know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration)? • Can they play with a sound-then-symbol approach? •</p>

<p>purposes of music in history/ other cultures?</p> <p><b>Year 4</b></p> <p>Do they know how pulse stays the same but rhythm changes in a piece of music? • Can they use more musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony? • Can they identify orchestral family timbres? • Can they identify cyclic patterns? • Can they recall sounds with increasing aural memory? • Can they describe and compare and then evaluate different kinds of music using appropriate musical vocabulary? • Can they listen to several layers of sound (texture) and talk about the effect on mood and feelings? • Do they know that sense of occasion affects performance? • Can they describe different purposes of music in history/ other cultures? • Can they describe how a piece of music makes them feel, making an attempt to explain why?</p> <p><b>Year 5</b></p> <p>Do they know how pulse, rhythm and pitch fit together, improvising rhythm patterns? • Can they use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo) • Can they use musical vocabulary to explain some of the reasons why a piece of music might have been composed? • Can they explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects? • Can they describe different purposes of music in history/ other cultures?</p> <p><b>Year 6</b></p> <p>Do they know how the other dimensions of music are sprinkled through songs and pieces of music? • Can they perform an independent part keeping to a steady beat? • Can they use musical vocabulary confidently to describe music? •</p>					<p><b>Year 4</b></p> <p>Can they compose and perform melodies using four or five notes? • Can they use a variety of different musical devices including melody, rhythms and chords? • Can they record own compositions? • Can they create own songs (rapsstructure)? • Can they identify where to place emphasis and accents in a song to create effects (duration)? • Can they combine sounds expressively (all dimensions) to create an accompaniment to a known song?</p> <p><b>Year 5</b></p> <p>Can they compose and perform melodies using five or more notes? • Do they show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea? • Can they create music reflecting given intentions and record using standard notation? • Can they use ICT to organise musical ideas (where appropriate), combine all musical dimensions? • Can they create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes and intervals)? • Can they create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure)?</p> <p><b>Year 6</b></p> <p>Can they make a sequence of long and short sounds with help (duration)? • Can they clap longer rhythms with help? • Can they make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.– timbre)? • Can they create complex rhythmic patterns using a variety of instrumentation with an awareness of timbre (quality of sound) and duration (length of notes and intervals)? • Can they use knowledge of musical dimensions to know how to best</p>	<p>Can they use silence for effect and know symbol for a rest (duration)? • Can they improvise (including call and response) within a group using 1 or 2 notes? • Can they create and repeat extended rhythmic patterns, vocally or by clapping?</p> <p><b>Year 4</b></p> <p>Can they sing in tune, breathe well, pronounce words, change pitch and dynamics? • Can they sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture)? • Can they perform significant parts from memory and notation, either on a musical instrument or vocally? • Can they read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests)? • Can they follow a basic melody line, using standard notation? • Can they improvise within a group using more than 2 notes? • Can they create and repeat extended rhythmical patterns, using a range of percussion and tuned instruments?</p> <p><b>Year 5</b></p> <p>Can they show control, phrasing and expression in singing? • Can they hold part in a round (pitch/structure)? • Can they perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune? • Can they maintain own part in a performance with confidence, accuracy and an awareness of what others are playing? • Can they maintain a more complex part within an ensemble (e.g. sing in a round or use harmony)? • Can they perform from simple notation on tuned/untuned instruments? • Can they read/ work out the musical stave (notes as Year 4)? • Can they improvise on own with increasing aural memory?</p> <p><b>Year 6</b></p>
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	<p>Can they work out how harmonies are used and how drones and melodic ostinati (riffs) are used to accompany singing? • Can they use increased aural memory to recall sounds accurately? • Can they identify and explore the relationship between sounds and how different meanings can be expressed through sound and music?</p>					<p>combine them selecting and combining a variety of different sounds to compose a soundscape?</p>	<p>Can they sing or play from memory with confidence? • Can they maintain own part in a round/sing a harmony/ play accurately with awareness of what others are playing? • Can they sing a round two parts and identify the melodic phrases and how they fit together? • Can they play more complex instrumental parts? • Can they take the lead in a performances and provide suggestions to others? • Can they identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performances? • Do they know and use standard musical notation to perform and record own music (adding dotted quavers)? • Can they sing songs using staff notation? • Can they improvise using 5 notes of the pentatonic scale? • Can they improvise using 5 or more notes to compose and perform melodies?</p>
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