

Singing	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Working at the expected standard</p>	<p>Sing simple folk tunes in unison both with and without accompaniment or backing tracks. 1.1</p>	<p>Sing simple songs and folk songs in rounds. 1.1</p>	<p>Sing songs and folk rounds whilst accompanied by ostinatos from the groups. 2.1</p>	<p>Sing pieces in two parts that have contrasting melodies and counter-melodies. 2.1</p>	<p>Sing pieces, including those from the western classical tradition, with a range of at least 8 notes and pieces with at least 2 different parts. 2.1</p>	<p>Sing musically, responding to the performance directions of the piece e.g. phrasing; sing more extended harmony parts. 2.1/2.4</p>
<p>Working above the expected standard</p>	<ul style="list-style-type: none"> • Can they sing with an open mouth and clear pronunciation? 	<ul style="list-style-type: none"> • Do they show accuracy of pitch and use clear words? 	<ul style="list-style-type: none"> • Can they control pitch and tuning accurately within an octave; understand why posture, breathing and dictation are important? 	<ul style="list-style-type: none"> • Can they sing with gradual changes in dynamics; an awareness of breathing in order to support the voice in longer phrases; with music expression? 	<ul style="list-style-type: none"> • Do they have a range of an octave; sing confidently in a wide variety of styles with increased control of longer phrases through breath support and good diction; follow conducting for accurate starts? 	<ul style="list-style-type: none"> • Do they sing with a clear and consistent, well projected tone; show awareness of blending and balancing with other performers; follow hand signals from a conductor, responding with accurate timing, entries and expression?

Active Listening	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Working at the expected standard</p>	<p>Identify musical features in a range of high-quality live and recorded music; replicate basic rhythms heard. 1.3/1.4</p>	<ul style="list-style-type: none"> Identify where elements change (e.g. music gets faster or louder); replicate these changes in a simple performance 1.3/1.4 	<ul style="list-style-type: none"> Identify and describe musical features in pieces from different traditions; sing or play back simple melodies that are heard. 2.3/2.5/2.6 	<ul style="list-style-type: none"> Compare pieces of music in different traditions; perform music heard aurally that contains 2+ different parts at the same time. 2.1/2.3/2.5/2.6 	<p>Whilst listening, pick out and perform syncopated and off-beat rhythms; be able to explain why the music uses those types of rhythms. 2.2/2.5/2.6</p> <ul style="list-style-type: none"> 	<p>Talk about the key features including:</p> <ul style="list-style-type: none"> Tempo Metre Instrumentation Melody <p>Understand the key features of at least four different types/genres of music. 2.1/2.3/2.5/2.6</p>
<p>Working above the expected standard</p>	<ul style="list-style-type: none"> Can they respond to the mood of the piece through art and dance and say how a range of music makes them feel? 	<ul style="list-style-type: none"> Can they pick out and clap along with the pulse in music from different styles; listen with concentration to recorded or live music, recognising where musical ideas are repeated? 	<ul style="list-style-type: none"> Can they recognise common instruments in recorded music, and identify them as belonging to a specific family eg violin (strings); drum kit (percussion); guitar (plucked strings); flute (woodwind); trumpet (brass); piano (keyboard); and memorise musical ideas (eg a melody, a chorus, a rhythmic idea) and identify when, or how many times it is heard in a piece of recorded music? 	<ul style="list-style-type: none"> Can they identify, across a range of music, some key musical features of that time period or tradition (eg instruments used, style of performing); and listen attentively to live or recorded music, using aural memory to identify details eg when a memorised musical idea comes back; which instruments play a specific feature? 	<ul style="list-style-type: none"> Can they show a basic understanding of the history of western classical music by distinguishing between music from 17th/18th century; 19th century; 20/21st century; and identify how developments in musical instrument design and technology have influenced how composers create music; and recognise types of ensembles from different countries and traditions, identifying instruments combinations and key features that give them their unique sounds eg samba band, jazz 	<ul style="list-style-type: none"> Can they use musical vocabulary confidently and accurately to identify key features of music from a wide range of different genres, cultures and traditions; and select a piece of music that they identify with and listen attentively to identify unique musical features to justify why it is special; and memorise simple phrases by ear and work out how to play them on an instrument?

Sheringdale music objectives (with GD)

					quartet, djembe group?	
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Pulse and Rhythm	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working at the expected standard	Keep a steady pulse and be able to pick out two different tempos in music 1.3/1.4	Keep a steady pulse in a group and solo with musical accompaniment; demonstrate at least 2 different time signatures (3/4 and 4/4) 1.3/1.4	Keep a steady pulse in a group and solo without musical accompaniment; demonstrate 2/4, 3/4 and 4/4 using at least 3 tempos. 2.1/2.3	On a tuned instrument, keep a steady pulse in 2/4, 3/4 and 4/4 time signatures and using different tempos with other pupils playing another ostinato to accompany. 2.1/2.3	On a tuned instrument, regularly and accurately perform pieces using at least 3 contrasting tempos and time signatures. 2.1	When performing solo and in an ensemble, follow direction to change tempo accurately within pieces of music. 2.1/2.3
Working above the expected standard	<ul style="list-style-type: none"> Can they repeat back short basic rhythms? 	<ul style="list-style-type: none"> Can they repeat back longer basic rhythms (at least 2 bars); performing notation (using crotchets, quavers and minims)? 	<ul style="list-style-type: none"> Can they perform rhythms that are longer than 2 bars using crotchets, quavers, minims and their rests? 	<ul style="list-style-type: none"> Can they perform pieces with at least 2 rhythms happening together; recognise and clap back rhythms using single quaver rests? 	<ul style="list-style-type: none"> Can they perform pieces which use off-beat and dotted rhythms and single quaver rests? 	<ul style="list-style-type: none"> Can they perform pieces which use off-beat and syncopated rhythms in: 3 different time signatures and 3 different tempos?

Melody (and notation)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working at the expected standard	Sing back short melodies that use 2 pitched notes and develop the concept of pattern work in music using rhythm grids. 1.1/1.2/1.4	Sing back short melodies that use around 3 pitched notes; Perform from rhythmic notation including crotchets and minims. 1.1/1.2/1.4	Perform from and compose using at least 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests). 2.1/2.2/2.3/2.4	Perform from and compose using 5 pitched notes (or 4 chords). 2.1/2.3	Perform from and compose using 5-8 pitched notes; capture the work in different formats so it can be recreated. 2.1	Perform pieces which use off-beat and syncopated rhythms in: 3 different time signatures and 3 different tempos. 2.1
Working above the expected standard	<ul style="list-style-type: none"> Can they sit or stand with basic posture with relaxed shoulders? 	<ul style="list-style-type: none"> Do they know that phrases are where we breathe in a song? 	<ul style="list-style-type: none"> Can they create accompaniments for melodies? 	<ul style="list-style-type: none"> Does it have a discernible form, such as a verse and chorus, or beginning, middle and end? 	<ul style="list-style-type: none"> Can they make adaptations to their compositions to better suit the different formats? 	<ul style="list-style-type: none"> Can they apply to this the written word - whether it is their own writing or to enhance dramatic poetry?

Composition and Improvising	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working at the expected standard	Improvise simple rhythms based on a given stimuli (e.g. rhythm grids). 1.4	Repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the rhythms. 1.4	Create 3 basic note tunes and simple rhythms using crotchets, quavers, minims and their rests. 2.2	Improvise and compose tunes using 5 notes. Create more developed rhythmic patterns (around 4 bars). 2.2	Create four bar melodies (in different tempos and time signatures) that can be performed and include some off-beat rhythms. 2.2/2.5/2.6	Improvise and compose extended pieces of music using up to 8 notes and a variety of rhythms, tempos and time signatures. 2.2/2.5/2.6
Working above the expected standard	<ul style="list-style-type: none"> Can they experiment with more than one sound at once: voice, body, instrument? 	<ul style="list-style-type: none"> Can they use a simple structure (e.g. repetition and order) in a piece of music? 	<ul style="list-style-type: none"> Can they compose a simple piece of music that they can recall to use again? 	<ul style="list-style-type: none"> Can they show how they can use dynamics to provide contrast? 	<ul style="list-style-type: none"> Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre? 	<ul style="list-style-type: none"> Do they use a full range of chromatic pitches to build up chords, melodic lines and bass lines?

Performance Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working at the expected standard	Play basic rhythms on untuned percussion instruments and body percussion. 1.2	Play longer phrases on untuned percussion instruments and body percussion. 1.2	Use tuned percussion/melodic instruments as well as the voice to perform 3+ note melodies and simple rhythms. 2.1	Perform 5+ note melodies (or 4+ chords) and more complex rhythms on tuned instruments. 2.1	Perform 5-8 note melodies or developed chord progressions (e.g. 2+ chords per bar) and more complex rhythms. 2.1	Perform confidently and accurately individually and as a part of a group. 2.1/2.4
Working above the expected standard	<ul style="list-style-type: none"> Can they play in time to a changing beat? Can they follow hand signals for start/stop and quieter/louder? 	<ul style="list-style-type: none"> Can they understand the importance of a warm up? Can they copy back an accented rhythm pattern? 	<ul style="list-style-type: none"> Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse? 	<ul style="list-style-type: none"> Can they use selected pitches simultaneously to produce simple harmony? 	<ul style="list-style-type: none"> Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song? 	<ul style="list-style-type: none"> Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?

Evaluating and Appraising	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working at the expected standard	Choose sounds and instruments carefully and make improvements to their own and others' work. 1.3/1.4		Recognise how music can reflect different intentions. 2.5/2.6		Improve their work through analysis, evaluation and comparison. 2.1/2.2/2.3	
Working above the expected standard	<ul style="list-style-type: none"> Can they tell whether a change (e.g. pitch, tempo, dynamics, texture and timbre) is gradual or sudden and describe its effect? 		<ul style="list-style-type: none"> Can they recognise changes in sounds that incrementally and more dramatically? Can they compare repetition, contrast and variation within a piece of music? Can they identify how a change in timbre can change the effect of a piece of music? 		<ul style="list-style-type: none"> Can they explain how tempo changes the character of music? Can they identify where a gradual change in dynamics has helped to shape a phrase of music? Can they appraise the introductions, interludes and endings for songs and compositions they have created? 	

	1	2	3	4	5	6
Pitch	High/low	High/low	Simple repeated patterns and pentatonic patterns.	Pentatonic Patterns	Pentatonic Patterns and chromatic melodies.	Major & minor
Duration	Long/short Steady beat	Rhythmic patterns	Strong beats/Weak beats	Metre/Crotchets/Quavers	2, 3, 4	5, 6, 9 Dotted and swung rhythms
Dynamics	Loud/quiet	Graduation	Graduation	Strong contrasts	Strong contrasts	Accents & articulation
Tempo	Fast/slow	Graduation	Graduation	Comparing tempi	Comparing tempi	Tempo for mood effects
Timbre	Exploring	Wood, metal, strings	Wood, metal, strings	Orchestral family timbres	Orchestral family timbres	Electronic sounds
Texture	One sound Several sounds	Layers	Melody/Accompaniment	Melody/Accompaniment and syncopated rhythms	Weaving parts	Chords
Structure	Beginnings Endings	Simple repeated patterns	Question & answer	Ostinato	Rounds	Ternary Forms

Subject content – Key Stage 1

- 1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes**
- 1.2 play tuned and untuned instruments musically**
- 1.3 listen with concentration and understanding to a range of high-quality live and recorded music**
- 1.4 experiment with, create, select, and combine sounds using the inter-related dimensions of music**

Subject content – Key Stage 2

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