

	N	R	1	2	3	4	5	6
Singing	<ul style="list-style-type: none"> <li>Remember and sing entire (simple) songs</li> <li>Sing the pitch of a tone sung by another person (match pitch)</li> <li>Sing the melodic shape of familiar songs</li> </ul>	<ul style="list-style-type: none"> <li>Sing in a group or on their own increasingly matching the pitch and following the melody</li> <li>Perform songs and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>Sing songs with a small range</li> <li>Sing simple chants and rhymes from memory, singing collectively and at the same pitch</li> <li>Respond to simple visual directions (e.g. start / stop)</li> </ul>	<ul style="list-style-type: none"> <li>Sing songs with a small pitch range, pitching accurately</li> <li>Know the meaning of dynamics and tempo and demonstrate these when singing</li> </ul>	<ul style="list-style-type: none"> <li>Sing a widening range of unison songs of varying styles and structures, tunefully and with expression.</li> <li>Perform actions confidently and in time.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to sing a range of unison songs with the range of an octave, pitching the voice accurately and following direction for getting louder and quieter.</li> <li>Sing rounds and partner songs in different time signatures.</li> <li>Begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony</li> </ul>	<ul style="list-style-type: none"> <li>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. Including with observing phrasing, accurate pitching and appropriate style.</li> <li>Sing 3-part rounds, partner songs and songs with a verse and a chorus</li> </ul>	<ul style="list-style-type: none"> <li>Sing a broad range of songs, including those that involve syncopated rhythms as part of a choir, with a sense of ensemble and performance Including with observing rhythm, phrasing, accurate pitching and appropriate style.</li> <li>Continue to sing 3- and 4-part rounds or partner songs, experimenting with positioning singers to develop greater listening skills, balance between parts and vocal independence</li> </ul>

	N	R	1	2	3	4	5	6
Listening	<ul style="list-style-type: none"> <li>• Listen with increased attention to sounds</li> <li>• Respond to what they have heard, expressing their thoughts and feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively</li> <li>• Listen to music and show the beat</li> <li>• Listen to music and respond creatively</li> <li>• Watch and talk about performance art, expressing their feelings and responses</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and move in time to a song</li> <li>• Listen actively by responding to musical signals and musical themes</li> <li>• Listen and copy patterns/call patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Listen with increased concentration to sounds and music</li> <li>• Listen and appraise, with focus and attention to the sound patterns</li> <li>• Listen to and analyse a range of music</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and identify where notes in a melody go up and down</li> <li>• Listen and compare how different composers structure word-based compositions</li> <li>• Develop active listening skills</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and recognise the elements that affect the mood of a piece</li> <li>• Listen and identify similarities and differences</li> <li>• Listen and appraise recognising musical characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise different instruments and voices by ear</li> <li>• Listen and identify key elements of music that give a genre its own sound</li> <li>• Listen and appraise, identifying the structure of a song</li> <li>• Develop listening skills and identify how different instrumental parts interact</li> <li>• Listen and match vocal and instrumental sounds to each other</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to an increasing range of genres of music</li> <li>• Listen and appraise recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments</li> </ul>

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composing	<ul style="list-style-type: none"> <li>• Create their own songs or improvise a song around one they know</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and engage in music making</li> <li>• Explore making sound with voices and percussion instruments</li> <li>• Make up lyrics and accompanying actions</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with sounds (timbre) around a given theme to create music</li> <li>• Compose music to march to</li> <li>• Compose word patterns and melodies with others</li> <li>• Create rhythm patterns</li> <li>• Improvise call and response using percussion instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise rhythms along to a backing track using the note C or G.</li> <li>• Compose call and response music</li> <li>• Invent simple patterns using voices, body percussion, and then instruments.</li> <li>• Improvise and compose, structuring short musical ideas to form a larger piece.</li> <li>• Compose music for a purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Compose a pentatonic ostinato.</li> <li>• Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment</li> <li>• Compose a 4-beat rhythm pattern</li> <li>• Explore ways to create word-based pieces of music</li> <li>• Invent simple patterns using rhythms and notes C-D-E</li> <li>• Working in small groups, sing a call-and-response song with an invented drone accompaniment.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one).</li> <li>• Improvise and compose, creating atmospheric music for a scene with a given set of instruments.</li> <li>• Structure musical ideas into a composition.</li> <li>• Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare.</li> <li>• Compose a fanfare using a small set of notes and short, repeated rhythms.</li> <li>• Invent a melody</li> <li>• Compose a pentatonic melody.</li> <li>• Improvise and create pentatonic patterns</li> <li>• Layer up different rhythms</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics, and tempo</li> <li>• Compose a simple accompaniment using tuned instruments</li> <li>• Compose body percussion patterns</li> <li>• Improvise and compose, ‘doodling’ with sound, playing around with pitch and rhythm to create a strong hook</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Compose a syncopated melody using the notes of the C major scale.</li> <li>• Write lyrics and melody to structure a complete song</li> <li>• Compose an 8-bar piece on percussion, in 3-time, and using chords F major and C major.</li> <li>• Create variations using a wide variety of composing techniques.</li> <li>• Create an extended melody with four distinct phrases.</li> <li>• Create a rhythmic piece for drums and percussion instruments</li> <li>• Experiment with harmony</li> </ul>

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Composing cont							<ul style="list-style-type: none"><li>• Compose drum patterns, basslines, and riffs on a variety of instruments as part of a group</li><li>• Understand techniques for creating a song, and develop a greater understanding of the songwriting process.</li><li>• Identify drum patterns, basslines, and riffs,</li><li>•</li></ul>	

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Musicianship/ performance	<ul style="list-style-type: none"> <li>• Respond to what they have heard, expressing their thought and feelings</li> <li>• Play instruments with increasing control to express their feelings and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and engage in making music, performing solo or in groups</li> <li>• Play a steady beat on percussion instruments</li> <li>• Develop a sense of beat by performing actions to music</li> <li>• Play along with percussion instruments</li> <li>• Play an accompaniment using tuned and untuned percussion and recognise a change in tempo</li> <li>• identify and describe contrasts in tempo and dynamics</li> <li>• Use appropriate hand actions to mark a changing pitch.</li> </ul>	<ul style="list-style-type: none"> <li>• Play classroom instruments on the beat</li> <li>• Play percussion instruments expressively</li> <li>• Play a simple ostinato on untuned percussion</li> <li>• Perform actions to music to reinforce a sense of beat</li> <li>• Play the response sections on tuned percussion using the correct beater hold</li> <li>• Recognise how graphic symbols can represent sound</li> <li>• Develop awareness of duration</li> </ul>	<ul style="list-style-type: none"> <li>• Play the melody on a tuned percussion instrument</li> <li>• Chant and play rhythms using the durations of ‘walk’ (crotchet), jogging’ (quavers), and ‘shh’ (crotchet rest) from stick notation.</li> <li>• Perform a simple pattern with tempo and volume changes</li> <li>• Follow signals from a conductor</li> <li>• Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern</li> <li>• Sing and play, performing composed pieces for an audience</li> <li>• Identify different qualities of sound (timbre) (e.g. smooth, scratchy, clicking, ringing, and how they are made).</li> </ul>	<ul style="list-style-type: none"> <li>• Play melodic and rhythmic accompaniments to a song.</li> <li>• Play a one-note part, contributing to the chords accompanying the verses.</li> <li>• Learn a part on tuned percussion and play as part of a whole-class performance.</li> <li>• Play repeating rhythmic patterns</li> <li>• Perform call-and-response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion/ instruments.</li> <li>• Perform vocal percussion as part of a group</li> <li>• Play chords on on tuned percussion as part of a whole-class performance</li> <li>• Respond to and recognise crotchets and quavers,</li> <li>• Identify how the pitch and melody of a song has been developed using symmetry.</li> </ul>	<ul style="list-style-type: none"> <li>• Play a bass part and rhythm ostinato</li> <li>• Play an instrumental part as part of a whole-class performance.</li> <li>• about the musical</li> <li>• recognise and discuss characteristics of music using music vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Play bass notes, chords, or rhythms to accompany singing</li> <li>• Develop and practise techniques for singing and performing</li> <li>• Play a drone and chords to accompany singing.</li> <li>• Sing and play a melody</li> <li>• Accompany themselves with a beat while singing</li> <li>• Sing in a 4-part round accompanied with a pitched ostinato.</li> <li>• Develop an understanding of how different instrumental parts interact (texture) by responding to each part through movement</li> </ul>	<ul style="list-style-type: none"> <li>• Sing and play a class arrangement of the song with a good sense of ensemble</li> <li>• Decipher a graphic score</li> <li>• Identify features of timbre, instrumentation, and expression in an extract of recorded music.</li> <li>• Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).</li> <li>• Identify ways songwriters convey meaning: through lyrics, the music, and the performance</li> <li>•</li> </ul>

