

	<b>Listen, appraise &amp; respond incl. inter related dimensions of music</b>	<b>Singing</b>	<b>Reading Music: Notation</b>	<b>Creating: improvising &amp; composing</b>
<b>Year 1</b>	<p><b>Identify</b> sounds in the environment – indoors &amp; outdoors.</p> <p><b>Identify</b> the musical instruments in school</p> <p>Pulse - <b>Add movements</b> to key sections of a piece of music</p> <p>Dynamics – <b>discuss</b> sounds being loud and quiet.</p> <p>Tempo - <b>discuss</b> sounds being fast or slow</p> <p>Pitch – <b>discuss</b> sounds being high or low</p>	<p><b>Demonstrate</b> good singing posture</p> <p>Sing songs from memory</p> <p>Sing in unison</p> <p>Sing rap, rhyme, chant &amp; use spoken word</p>	<p><b>Exposure to:</b> Minim, crotchet, quaver</p> <p>Talk about a note being long or short</p>	<p><b>Begin to explore</b> improvising with untuned instruments and body percussion</p> <p><b>Create</b> musical sound effects and short sequences in response to music and video stimulus</p>
<b>Year 2</b>	<p><b>Identify</b> friends in class from the sound of their voice</p> <p><b>Identify</b> speaking vs singing voices</p> <p><b>Discuss</b> the:</p> <p>Dynamics – <b>identify</b> loud and quiet sounds</p> <p>Tempo - <b>identify</b> fast and slow rhythms</p> <p>Pitch – <b>identify</b> sounds that are high or low</p> <p>Talk about feelings created</p> <p><b>Begin to discuss</b> instruments in a piece of music</p>	<p><b>Demonstrate</b> good singing posture</p> <p>Sing songs from memory</p> <p>Sing in unison</p> <p>Sing with increasing pitch accuracy</p> <p><b>Add</b> actions to a song</p> <p><b>Move</b> to a steady pulse</p>	<p><b>Recognise:</b> Minim, crotchet, quaver</p>	<p>Work with a partner and in class to <b>improvise</b> simple ‘question &amp; answer’ phrases to be sung and played on untuned instruments</p> <p><b>Create</b> musical sound effects and short sequences in response to music and video stimulus</p>
<b>Year 3</b>	<p><b>Use the words</b> to identify <b>pitch, dynamics</b> and <b>tempo</b> to describe a piece of music.</p> <p>Texture – <b>discuss</b> thick and thin textures</p> <p>Timbre – <b>discuss</b> tones of the sounds</p> <p><b>Discuss</b> the feelings created by a piece of music</p> <p><b>Discuss</b> tuned &amp; untuned instruments</p> <p><b>Recognise</b> the instruments used in a piece of music; e.g. drums, piano, guitar, trumpet</p>	<p><b>Demonstrate</b> good singing posture</p> <p>Sing songs from memory</p> <p>Sing songs in unison or varying styles &amp; structures</p> <p>Sing with attention to clear diction</p> <p><b>Perform</b> actions confidently and time to the pulse</p> <p>Sing with attention to the meaning of words</p>	<p><b>Identify:</b> Minim, crotchet, quaver, semibreve</p> <p><b>Recognise:</b> stave, treble clef</p>	<p>Become more skilled in <b>improvising</b> using voices, untuned &amp; tuned instruments using a limited note range.</p> <p><b>Create</b> music in response to music or video stimulus</p> <p><b>Improvise</b> using voices and untuned instruments</p> <p>Use graphic symbols/dot notation/stick notation to keep a record of composed pieces</p> <p><b>Begin to explore</b> using music technology to capture, change and combine sounds</p>
<b>Year 4</b>	<p><b>Use the words pitch, dynamics, tempo, timbre &amp; texture</b> to describe a piece of music.</p> <p><b>Discuss</b> feelings created by a piece of music</p> <p><b>Discuss</b> the structure of a piece of music: verses, chorus, bridge, call &amp; response, improvisation, final chorus, instrumental break and the purposes of these</p>	<p><b>Demonstrate</b> good singing posture</p> <p><b>Rehearse &amp; learn</b> songs from memory</p> <p><b>Begin to explore</b> singing in smaller groups or as a solo</p>	<p><b>Identify:</b> Minim, crotchet, dotted crotchet, quaver, semi-quaver, semibreve, stave, treble clef</p>	<p><b>Improvise</b> over a simple groove and chord progression</p> <p><b>Create</b> music in response to music or video stimulus</p> <p><b>Improvise</b> on a limited range of pitches</p> <p>Start to make use of musical features in composing such as legato/staccato articulation</p>

	<p><b>Recognise</b> groups of instruments e.g. woodwind, percussion</p> <p><b>Begin to recognise</b> the instruments used in a piece of music: e.g. drums, piano, guitar, trumpet, steel pan, flute, trombone</p>	<p><b>Demonstrate</b> vowel sound, blended sounds &amp; consonants</p> <p>Sing on pitch &amp; in time</p> <p>Sing expressively with attention to breathing &amp; phrasing</p>	<p><b>Recognise:</b> where the note is on the staff relates to the pitch</p>	<p>Use graphic symbols/dot notation/stick notation to keep a record of composed pieces</p> <p><b>Use</b> music technology to capture, change and combine sounds</p>
<b>Year 5</b>	<p>Use the words pitch, dynamics, tempo &amp; texture to describe a piece of music. Use these to discuss the feel &amp; of a piece of music</p> <p><b>Discuss</b> the tonality of a piece – major/minor</p> <p><b>Identify</b> the structure of a song: verses, chorus, bridge, call &amp; response, improvisation, final chorus, instrumental break and the purposes of these</p> <p><b>Recognise</b> the different instruments used in a piece of music e.g. guitars (bass, electric, acoustic) saxophone, flute, clarinet, synthesizer, accordion, samba instruments</p>	<p><b>Demonstrate</b> good singing posture</p> <p><b>Rehearse &amp; learn</b> songs from memory</p> <p>Sing in unison and smaller parts</p> <p><b>Develop</b> singing in solo</p> <p>Sing a 2<sup>nd</sup> part of a song</p> <p>Sing expressively with attention to dynamics &amp; articulation</p> <p>Sing expressively with attention to breathing &amp; phrasing</p>	<p><b>Identify:</b> Minim, crotchet, dotted crotchet quaver, semi-quaver, semibreve, staff, treble clef</p> <p><b>Start to recognise</b> notes on a staff ABCDEFG, flat and sharp symbols</p>	<p><b>Improvise</b> over a simple groove, responding to the pulse</p> <p><b>Create</b> music in response to music or video stimulus</p> <p><b>Experiment</b> with using a wider range of dynamics</p> <p><b>Compose</b> song accompaniments on tuned and untuned instruments using known rhythms and note values</p> <p><b>Begin to explore</b> using chords to evoke specific mood or atmosphere</p> <p><b>Use</b> music technology to capture, change and combine sounds</p>
<b>Year 6</b>	<p>Use all year group technical vocabulary to <b>describe</b> different sections to <b>discuss</b> the effect that changes in a piece of music have on the mood &amp; feel</p> <p><b>Identify</b> styles of music and the associated structures of songs e.g. folk - verse &amp; chorus, pop - verses, chorus, bridge &amp; instrument break</p> <p><b>Recognise</b> the different instruments used in a song e.g. guitars (bass, electric, acoustic) saxophone, flute, clarinet, synthesizer, accordion, double bass, oboe, xylophone, French horn</p>	<p><b>Demonstrate</b> good singing posture and good breath control</p> <p><b>Rehearse &amp; learn</b> songs from memory</p> <p>Sing in unison and smaller parts</p> <p><b>Develop</b> singing in solo</p> <p>Sing expressively with attention to dynamics &amp; articulation</p> <p>Sing expressively with attention to breathing &amp; phrasing</p> <p>Sing with and without accompaniment</p>	<p><b>Identify:</b> Minim, crotchet, dotted crotchet quaver, semi-quaver, semibreve, staff, treble clef, notes on a staff ABCDEFG</p>	<p><b>Create</b> music in response to music or video stimulus</p> <p><b>Plan, compose &amp; notate</b> a melodic phrase on a tuned instrument</p> <p><b>Use</b> music technology to capture, change and combine sounds and discuss the decisions made in the process</p>

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