

## Foundation Stage MINIMUM EXPECTED STANDARDS

By the end of the Reception Year most pupils should be able to:

| <b>PERFORM (Singing / Playing)</b><br><b>Active learning</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>EXPLORE and COMPOSE</b><br><b>Playing and exploring</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>LISTEN, REFLECT and APPRAISE</b><br><b>Creating and thinking critically</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>• Speak and chant short phases together</li> <li>• Find their singing voice and begin to develop an awareness of pitch over a small range of notes</li> <li>• Make changes in their voices to express different moods /feelings</li> <li>• Co-ordinate actions to go with a song</li> <li>• Sing short phrases or responses on their own</li> <li>• Sing a variety of songs both accompanied and unaccompanied.</li> </ul> <p><b>Using Classroom Instruments:</b></p> <ul style="list-style-type: none"> <li>• Play instruments by shaking, scraping, rattling, tapping etc.</li> <li>• Start and stop together</li> <li>• Begin to develop a sense of beat, using instruments or body sounds</li> <li>• Respond to symbols or hand signs</li> <li>• Play loudly, quietly, fast, slow</li> <li>• Copy a simple rhythm pattern or number of beats played on an instrument.</li> <li>• Play along to music showing a developing awareness of the beat</li> <li>• Play with a sense of purpose and enjoyment.</li> </ul> | <p><b>Exploring:</b></p> <ul style="list-style-type: none"> <li>• Different sounds made by the voice, hands, found objects and conventional instruments (<b>timbre</b>)</li> <li>• High and low sounds (<b>pitch</b>)</li> <li>• Long and short sounds (<b>duration</b>)</li> <li>• Loud and quiet sounds (<b>dynamics</b>)</li> <li>• Fast and slow sounds (<b>tempo</b>)</li> <li>• Begin to be aware of the effect that different sounds have to convey mood or meaning</li> </ul> <p><b>Composing:</b></p> <ul style="list-style-type: none"> <li>• Begin to create and manipulate different effects on a sound source or instrument</li> <li>• Add chosen sound effects at an appropriate moment in a story or song</li> <li>• Sort and name different sounds</li> <li>• Create a sequence of different sounds in response to given stimuli</li> </ul> <div data-bbox="770 1027 1420 1375" style="border: 2px solid black; padding: 5px;"> <p><b>KEY WORDS</b></p> <p><b>FOUND OBJECTS</b> Pots and pans, material, paper or anything that can be manipulated to create sound</p> <p><b>SINGING VOICE</b> The musical quality of the voice, unlike the speaking voice uses tonality or pitch and rhythm</p> <p><b>STEADY BEAT</b> Regular pulse (in time)</p> </div> | <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Listen to sounds and respond by talking about them or physically with movement and dance</li> <li>• Recognise the sounds of the percussion instruments used in the classroom and identify and name them</li> <li>• Respond appropriately to a range of classroom songs, e.g. tidy up songs, circle time songs, line-up songs.</li> </ul> <p><b>Appraising:</b></p> <ul style="list-style-type: none"> <li>• Begin to identify and describe key features or extreme contrasts within a piece of music</li> <li>• Begin to use musical terms (louder/quieter, faster/slower, higher/lower)</li> </ul> <div data-bbox="1456 922 2128 1350" style="border: 2px solid black; padding: 5px;"> <p><b>MUSICAL ELEMENTS</b></p> <p><b>DURATION</b> Steady beat, short and long sounds</p> <p><b>PITCH</b> High and low</p> <p><b>TEMPO</b> Fast and slow</p> <p><b>DYNAMICS</b> Loud and quiet</p> <p><b>TIMBRE</b> The tone quality of the sound – rough, smooth, scratch, etc.</p> <p><b>STRUCTURE</b> Phrases of a song, overall plan of a piece</p> </div> |

## YEAR 1 MINIMUM EXPECTED STANDARDS

By the end of Year 1 most pupils should be able to:

| PERFORM (Singing / Playing)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | EXPLORE and COMPOSE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | LISTEN, REFLECT and APPRAISE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>• Speak and chant together</li> <li>• Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly)</li> <li>• Sing songs in different styles conveying different moods (happy, sad, angry etc.) and with sense of enjoyment</li> <li>• Co-ordinate actions to go with a song</li> <li>• Sing in time to a steady beat</li> <li>• Perform an action or a sound (clapping, stamping, etc.) on the steady beat whilst singing</li> </ul> <p><b>Using Classroom Instruments:</b></p> <ul style="list-style-type: none"> <li>• Play instruments by shaking, scraping, rattling, tapping etc.</li> <li>• Play in time to a steady beat, using instruments or body sounds</li> <li>• Play loudly, quietly, fast, slow</li> <li>• Imitate a rhythm pattern on an instrument</li> <li>• Play a repeated rhythmic pattern (<b>rhythmic ostinato</b>) to accompany a song</li> <li>• Play a single pitched note to accompany a song (<b>drone</b>)</li> <li>• Play with help the rhythmic pattern of a spoken sentence, e.g. 'Hungry caterpillar'</li> <li>• Follow simple hand signals indicating: loud/quiet and start/stop</li> </ul> | <p><b>Exploring:</b></p> <ul style="list-style-type: none"> <li>• Different sounds made by the voice and hands (<b>timbre</b>)</li> <li>• High and low sounds (<b>pitch</b>)</li> <li>• Long and short sounds (<b>duration</b>)</li> <li>• Loud and quiet sounds (<b>dynamics</b>)</li> <li>• Fast and slow sounds (<b>tempo</b>)</li> <li>• Pitch shapes (moving up and down) and rhythmic patterns</li> </ul> <p><b>Composing:</b></p> <ul style="list-style-type: none"> <li>• Add sound effects to a story</li> <li>• Choose musical sound effects to follow a story line or match a picture</li> <li>• Use graphics/symbols to portray the sounds they have made</li> <li>• Sequence these symbols to make a simple structure (<b>score</b>)</li> <li>• Compose own sequence of sounds without help and perform.</li> </ul> <div> <p><b>KEY WORDS</b></p> <p><b>OSTINATO</b> Repeated rhythmic pattern or melodic shape</p> <p><b>DRONE</b> Pitched note played continuously throughout a piece of music</p> <p><b>STEADY BEAT</b> Regular pulse (in time)</p> <p><b>SCORE</b> A written form of musical composition</p> </div> | <p><b>Listening:</b></p> <ul style="list-style-type: none"> <li>• Listen to a piece of music and move in time to its steady beat.</li> <li>• Recognise and respond through movement /dance to the different musical characteristics and moods of music</li> <li>• Recognise the sounds of the percussion instruments used in the classroom and identify and name them</li> </ul> <p><b>Appraising:</b></p> <ul style="list-style-type: none"> <li>• Begin to use musical terms (louder/quieter, faster/slower, higher/lower)</li> <li>• Begin to articulate how changes in speed, pitch and dynamics effect the mood</li> </ul> <div> <p><b>MUSICAL ELEMENTS</b></p> <p><b>DURATION</b> Steady beat, short and long sounds</p> <p><b>PITCH</b> High and low</p> <p><b>TEMPO</b> Fast and slow</p> <p><b>DYNAMICS</b> Loud and quiet</p> <p><b>TIMBRE</b> The tone quality of the sound – rough, smooth, scratch, etc.</p> <p><b>STRUCTURE</b> Phrases of a song, overall plan of a piece</p> </div> |

## YEAR 2 MINIMUM EXPECTED STANDARDS

By the end of Year 2 most pupils should be able to:

| PERFORM (Singing/Playing)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | EXPLORE and COMPOSE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | LISTEN, REFLECT and APPRAISE |  |        |                           |          |                   |          |                                                   |       |                                         |               |                                    |             |               |                |                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                  |  |       |                                          |          |                                        |       |                                      |           |                                                     |        |                                                                                             |          |                                     |
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| <p><b>Using their voices:</b></p> <ul style="list-style-type: none"><li>Sing a variety of songs with more accuracy of pitch</li><li>Sing words clearly and breathing at the end of phrases</li><li>Convey the mood or meaning of the song</li><li>Sing with a sense of control of <b>dynamics</b>(volume) and <b>tempo</b> (speed)</li><li>Echo sing a short melodic phrases</li><li>Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices</li><li>Follow a leader (teacher)starting and stopping together</li></ul> <p><b>Using Instruments:</b></p> <ul style="list-style-type: none"><li>Play with control: a) maintaining steady beat<br/>b) getting faster or slower<br/>c) getting louder or quieter</li><li>Perform a repeated two note melodic ostinato to accompany a song</li><li>Perform a rhythm accompaniment to a song</li><li>Perform a sequence of sounds using a graphic score</li><li>Work and perform in smaller groups</li><li>Follow a leader (teacher)starting and stopping together</li><li>Demonstrate some confidence in performing as a group and as an individual</li></ul> | <p><b>Explore:</b></p> <ul style="list-style-type: none"><li>Ways in which sounds are made (<i>tapped, blown, scraped, shaken</i>), and can be changed</li><li>Long and short sounds (<b>rhythm – duration</b>)</li><li>The rhythm patterns of words and sentences</li><li>Changes in <b>pitch</b> (higher and lower)</li><li>Sequences of sound (<b>structure</b>)</li><li>Sounds in response to a stimulus (<b>visual or aural</b>)</li><li>How sounds can be manipulated to convey different effects and moods</li></ul> <p><b>Compose:</b></p> <ul style="list-style-type: none"><li>Short melodic phrases</li><li>Short repeated rhythmic patterns (<b>ostinati</b>)</li><li>Rhythm patterns from words</li><li>A piece of music that has a beginning, middle and end (<b>structure</b>)</li><li>Music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups</li><li>Music that conveys different moods</li></ul> <table><tr><th colspan="2">KEY WORDS</th></tr><tr><td>PHRASE</td><td>Short section of a melody</td></tr><tr><td>SEQUENCE</td><td>One after another</td></tr><tr><td>OSTINATO</td><td>Short repeated rhythmic pattern or melodic shapes</td></tr><tr><td>DRONE</td><td>Continuous or repeated pitch or pitches</td></tr><tr><td>GRAPHIC SCORE</td><td>Notation using pictures or symbols</td></tr><tr><td>STEADY BEAT</td><td>Regular pulse</td></tr><tr><td>RHYTHM PATTERN</td><td>A group of long and short sounds</td></tr></table> | KEY WORDS                    |  | PHRASE | Short section of a melody | SEQUENCE | One after another | OSTINATO | Short repeated rhythmic pattern or melodic shapes | DRONE | Continuous or repeated pitch or pitches | GRAPHIC SCORE | Notation using pictures or symbols | STEADY BEAT | Regular pulse | RHYTHM PATTERN | A group of long and short sounds | <p><b>Listening and appraising</b></p> <ul style="list-style-type: none"><li>Listen with increased concentration</li><li>Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds</li><li>Recognise how sounds are made – tapping, rattling, scraping, blowing etc.</li><li>Identify different qualities of sound such as smooth, scratchy, clicking, ringing (<b>timbre</b>)</li><li>Recognise and respond to different changes of speed (<b>tempo</b>)/volume (<b>dynamics</b>) and <b>pitch</b></li><li>Respond through movement/dance to different musical characteristics and moods (angrily, sadly, cheerfully, daintily etc.)</li><li>Recognise and respond to the mood of a piece of music. Begin to use music terminology when describing how the mood is created (i.e. the mood is sad because the music is played very slowly and quietly)</li></ul> <table><tr><th colspan="2">MUSICAL ELEMENTS</th></tr><tr><td>PITCH</td><td>High, low, getting higher, getting lower</td></tr><tr><td>DYNAMICS</td><td>Loud, quiet, getting louder or quieter</td></tr><tr><td>TEMPO</td><td>Fast, slow, getting faster or slower</td></tr><tr><td>STRUCTURE</td><td>Phrases of a song, overall plan of a piece of music</td></tr><tr><td>TIMBRE</td><td>The tone quality of the sound i.e. smooth scratchy, heavy, light, cold, warm, dull, bright.</td></tr><tr><td>DURATION</td><td>Long and short sounds, beat, rhythm</td></tr></table> | MUSICAL ELEMENTS |  | PITCH | High, low, getting higher, getting lower | DYNAMICS | Loud, quiet, getting louder or quieter | TEMPO | Fast, slow, getting faster or slower | STRUCTURE | Phrases of a song, overall plan of a piece of music | TIMBRE | The tone quality of the sound i.e. smooth scratchy, heavy, light, cold, warm, dull, bright. | DURATION | Long and short sounds, beat, rhythm |
| KEY WORDS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                              |  |        |                           |          |                   |          |                                                   |       |                                         |               |                                    |             |               |                |                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                  |  |       |                                          |          |                                        |       |                                      |           |                                                     |        |                                                                                             |          |                                     |
| PHRASE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Short section of a melody                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                              |  |        |                           |          |                   |          |                                                   |       |                                         |               |                                    |             |               |                |                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                  |  |       |                                          |          |                                        |       |                                      |           |                                                     |        |                                                                                             |          |                                     |
| SEQUENCE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | One after another                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                              |  |        |                           |          |                   |          |                                                   |       |                                         |               |                                    |             |               |                |                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                  |  |       |                                          |          |                                        |       |                                      |           |                                                     |        |                                                                                             |          |                                     |
| OSTINATO                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Short repeated rhythmic pattern or melodic shapes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                              |  |        |                           |          |                   |          |                                                   |       |                                         |               |                                    |             |               |                |                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                  |  |       |                                          |          |                                        |       |                                      |           |                                                     |        |                                                                                             |          |                                     |
| DRONE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Continuous or repeated pitch or pitches                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                              |  |        |                           |          |                   |          |                                                   |       |                                         |               |                                    |             |               |                |                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                  |  |       |                                          |          |                                        |       |                                      |           |                                                     |        |                                                                                             |          |                                     |
| GRAPHIC SCORE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Notation using pictures or symbols                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                              |  |        |                           |          |                   |          |                                                   |       |                                         |               |                                    |             |               |                |                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                  |  |       |                                          |          |                                        |       |                                      |           |                                                     |        |                                                                                             |          |                                     |
| STEADY BEAT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Regular pulse                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                              |  |        |                           |          |                   |          |                                                   |       |                                         |               |                                    |             |               |                |                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                  |  |       |                                          |          |                                        |       |                                      |           |                                                     |        |                                                                                             |          |                                     |
| RHYTHM PATTERN                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | A group of long and short sounds                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                              |  |        |                           |          |                   |          |                                                   |       |                                         |               |                                    |             |               |                |                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                  |  |       |                                          |          |                                        |       |                                      |           |                                                     |        |                                                                                             |          |                                     |
| MUSICAL ELEMENTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                              |  |        |                           |          |                   |          |                                                   |       |                                         |               |                                    |             |               |                |                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                  |  |       |                                          |          |                                        |       |                                      |           |                                                     |        |                                                                                             |          |                                     |
| PITCH                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | High, low, getting higher, getting lower                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                              |  |        |                           |          |                   |          |                                                   |       |                                         |               |                                    |             |               |                |                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                  |  |       |                                          |          |                                        |       |                                      |           |                                                     |        |                                                                                             |          |                                     |
| DYNAMICS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Loud, quiet, getting louder or quieter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                              |  |        |                           |          |                   |          |                                                   |       |                                         |               |                                    |             |               |                |                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                  |  |       |                                          |          |                                        |       |                                      |           |                                                     |        |                                                                                             |          |                                     |
| TEMPO                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Fast, slow, getting faster or slower                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                              |  |        |                           |          |                   |          |                                                   |       |                                         |               |                                    |             |               |                |                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                  |  |       |                                          |          |                                        |       |                                      |           |                                                     |        |                                                                                             |          |                                     |
| STRUCTURE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Phrases of a song, overall plan of a piece of music                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                              |  |        |                           |          |                   |          |                                                   |       |                                         |               |                                    |             |               |                |                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                  |  |       |                                          |          |                                        |       |                                      |           |                                                     |        |                                                                                             |          |                                     |
| TIMBRE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | The tone quality of the sound i.e. smooth scratchy, heavy, light, cold, warm, dull, bright.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                              |  |        |                           |          |                   |          |                                                   |       |                                         |               |                                    |             |               |                |                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                  |  |       |                                          |          |                                        |       |                                      |           |                                                     |        |                                                                                             |          |                                     |
| DURATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Long and short sounds, beat, rhythm                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                              |  |        |                           |          |                   |          |                                                   |       |                                         |               |                                    |             |               |                |                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                  |  |       |                                          |          |                                        |       |                                      |           |                                                     |        |                                                                                             |          |                                     |

## YEAR 3 MINIMUM EXPECTED STANDARDS

By the end of year 3 most pupils should be able to:

| PERFORM (Singing /Playing)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | EXPLORE and COMPOSE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | LISTEN, REFLECT and APPRAISE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <b>Using their voices:</b> <ul style="list-style-type: none"> <li>Sing songs in a variety of styles with confidence, singing an increasing number from memory</li> <li>Show increasing accuracy of pitch and awareness of the shape of a melody.</li> <li>Imitate increasingly longer phrases with accuracy</li> <li>With an awareness of the phrases in a song</li> <li>Understand that posture, breathing and diction are important.</li> <li>Demonstrate an awareness of character or style in performance.</li> <li>Chant or sing a round in two parts</li> <li>Sing songs with a recognised structure (verse and chorus/ call and response)</li> </ul><br><b>Using instruments:</b> <ul style="list-style-type: none"> <li>Keep a steady beat on an instrument in a group or individually</li> <li>Maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and/or steady beat</li> <li>Use tuned percussion with increasing confidence</li> <li>Copy a short melodic phrase by ear on a pitched instrument</li> <li>Play using symbols including graphic and / or simple traditional notation</li> <li>Follow simple hand directions from a leader</li> <li>Perform with an awareness of others</li> <li>Combine musical sounds with narrative and movement</li> </ul> <p>Perform a composed piece to a friendly audience, as a member of a group or class</p> | <b>Explore:</b> <ul style="list-style-type: none"> <li>Longer – shorter / faster - slower / higher - lower / louder - quieter sounds on tuned and untuned percussion and voices.</li> <li>Pitch notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them)</li> <li>Symbols to represent sound (graphic scores / traditional notation)</li> <li>The sounds of different instruments - TIMBRE and how they can represent pictures/ stories/ moods</li> <li>The different sounds (timbres) that one instrument can make</li> <li>How the musical elements can be combined to compose descriptive music</li> </ul><br><b>Compose:</b> <ul style="list-style-type: none"> <li>Words and actions to go with songs</li> <li>A simple rhythmic accompaniment to go with a song, using ostinato patterns</li> <li>Music that has a recognisable structure; Beginning, Middle and End or verse/chorus</li> <li>Music that tells a story, paints a picture or creates a mood</li> <li>Music that uses repetition / echo</li> </ul><br><b>KEY WORDS</b><br><br><b>STEADY BEAT    RHYTHM    OSTINATO</b><br><b>PITCH            PHRASE            REPETITION</b><br><b>MUSICAL SYMBOLS</b> | <b>Listening, reflecting and appraising:</b> <ul style="list-style-type: none"> <li>Listen with concentration to longer pieces / extracts of music</li> <li>Listen to live/recorded extracts of different kinds of music and identify where appropriate               <ul style="list-style-type: none"> <li>a steady beat / no steady beat</li> <li>a specific rhythm pattern or event</li> <li>the speed (TEMPO) of the music</li> <li>the volume (DYNAMICS)</li> <li>the melody</li> </ul> </li> <li>using appropriate musical terms/language</li> <li>Identify common characteristics</li> <li>Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar drums etc.)</li> <li>Identify repetition in music i.e. a song with a chorus</li> <li>Recognise aurally wooden, metal, skin percussion instruments and begin to know their names</li> <li>Listen to their own compositions and use musical language to describe what happens in them</li> </ul><br><b>MUSICAL ELEMENTS</b><br><b>DURATION</b> Beat (pulse), rhythm, longer, shorter, sustained<br><b>TEXTURE</b> Layering of sounds<br><b>TEMPO</b> Steady, faster, slower<br><b>DYNAMICS</b> Louder, quieter<br><b>STRUCTURE</b> Beginning, middle, end, repetition<br><b>PITCH</b> Notes moving by step/leap<br><b>TIMBRE</b> Sound quality of individual instruments |

# YEAR 4 MINIMUM EXPECTED STANDARDS

By the end of Year 4 most pupils should be able to:

| PERFORM (Singing/Playing)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | EXPLORE and COMPOSE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | LISTEN, REFLECT and APPRAISE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                 |                                          |                |                        |               |                                            |              |                          |                  |                                                           |              |                                              |              |                               |
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| <p><b>Using their voices:</b></p> <ul style="list-style-type: none"><li>Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody</li><li>Sing songs showing musical expression (phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context)</li><li>Sing two/three part rounds with more confidence and increasing pitch accuracy</li><li>Sing confidently as part of a small group or solo being aware of posture and good diction.</li><li>Copy short phrases and be able to sing up and down in step independently.</li></ul> <p><b>Using instruments:</b></p> <ul style="list-style-type: none"><li>Maintain two or more different ostinato patterns in a small instrumental group against a steady beat</li><li>Play music that includes RESTS</li><li>Use tuned percussion instruments with increasing confidence to accompany songs and improvise</li><li>Play by ear – find known phrases or short melodies using tuned instruments</li><li>Play music in a metre of two or three time</li><li>Read and play from some conventional music symbols</li><li>Combine instrumental playing with narrative and movement</li><li>Follow a leader, stopping / starting, playing faster/ slower and louder / quieter.</li><li>Perform to an audience of adults, an assembly or other classes with increasing confidence.</li></ul> | <p><b>Explore:</b></p> <ul style="list-style-type: none"><li>Sounds to create particular effects (<b>timbre</b>)</li><li>Rhythm patterns in music from different times and places (<b>duration</b>)</li><li>The <b>pentatonic scale</b></li><li>Pitched notes that move by steps and/ or leaps to make short phrases/melodies</li><li>Music that describes feelings or moods using ‘tense’ or ‘calm’ sounds using <b>dynamics</b>, different <b>tempi</b>, different <b>timbres</b> etc.</li><li>Combining and controlling sounds to achieve a desired effect</li><li>Music that incorporates effective silences (rests)</li><li>Different groupings of beats (metre of 2/3)</li></ul> <p><b>Compose:</b></p> <ul style="list-style-type: none"><li>A simple rhythmic accompaniment to a song using <b>ostinato</b> patterns and <b>drones</b></li><li>A simple melody from a selected group of notes (i.e. a pentatonic scale)</li><li>Music that has a recognisable structure</li><li>A piece of music that reflects images/ and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect</li><li>Arrange a song using tuned and untuned accompaniments developed from the song and perform to a friendly audience</li></ul> <p>• Use a range of ICT to sequence, compose, record and share work</p> <p>KEY WORDS</p> <p><b>OSTINATO DRONE REPETITION METRE RESTSTEP LEAP PHRASE MELODY PENTATONIC TUNED PERCUSSION UNTUNED PERCUSSION</b></p> | <p><b>Listening, Reflecting and Appraising:</b></p> <ul style="list-style-type: none"><li>Recognise aurally the range of percussion (tuned and untuned) used in school and some individual orchestral instruments taught in school.</li><li>Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language (the <b>tempo</b>, <b>dynamics</b>, <b>metre</b>, <b>texture</b>, <b>timbre</b>)</li><li>Recognise music from different times and countries identifying key elements that give it its unique sound.</li><li>Identify repeated rhythmic or melodic phrases in live or recorded music</li><li>Identify whether a song has a verse/chorus or call and response structure</li><li>Identify the use of metre in 2 or 3 in a piece of recorded or live music</li><li>Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings.</li></ul> <p><b>MUSICAL ELEMENTS</b></p> <table><tr><td><b>DURATION</b></td><td><b>Metre – the organisation of beats</b></td></tr><tr><td><b>TEXTURE</b></td><td><b>Layers of sound</b></td></tr><tr><td><b>TIMBRE</b></td><td><b>Different instruments/ tone quality</b></td></tr><tr><td><b>PITCH</b></td><td><b>Pentatonic scales</b></td></tr><tr><td><b>STRUCTURE</b></td><td><b>Repetition, verse chorus / call and response, plan</b></td></tr><tr><td><b>METRE</b></td><td><b>The organisation of beats into groups</b></td></tr><tr><td><b>TEMPO</b></td><td><b>The speed of the music</b></td></tr></table> | <b>DURATION</b> | <b>Metre – the organisation of beats</b> | <b>TEXTURE</b> | <b>Layers of sound</b> | <b>TIMBRE</b> | <b>Different instruments/ tone quality</b> | <b>PITCH</b> | <b>Pentatonic scales</b> | <b>STRUCTURE</b> | <b>Repetition, verse chorus / call and response, plan</b> | <b>METRE</b> | <b>The organisation of beats into groups</b> | <b>TEMPO</b> | <b>The speed of the music</b> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>DURATION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Metre – the organisation of beats</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                 |                                          |                |                        |               |                                            |              |                          |                  |                                                           |              |                                              |              |                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>TEXTURE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Layers of sound</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                 |                                          |                |                        |               |                                            |              |                          |                  |                                                           |              |                                              |              |                               |
| <b>TIMBRE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Different instruments/ tone quality</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                 |                                          |                |                        |               |                                            |              |                          |                  |                                                           |              |                                              |              |                               |
| <b>PITCH</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Pentatonic scales</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                 |                                          |                |                        |               |                                            |              |                          |                  |                                                           |              |                                              |              |                               |
| <b>STRUCTURE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Repetition, verse chorus / call and response, plan</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                 |                                          |                |                        |               |                                            |              |                          |                  |                                                           |              |                                              |              |                               |
| <b>METRE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>The organisation of beats into groups</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                 |                                          |                |                        |               |                                            |              |                          |                  |                                                           |              |                                              |              |                               |
| <b>TEMPO</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>The speed of the music</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                 |                                          |                |                        |               |                                            |              |                          |                  |                                                           |              |                                              |              |                               |

## YEAR 5 MINIMUM EXPECTED STANDARDS

By the end of year 5 most pupils should be able to:

| PERFORM(Singing/Playing)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | EXPLORE and COMPOSE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | LISTEN, REFLECT and APPRAISE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>Sing confidently in a wide variety of styles with expression</li> <li>Communicate the meaning and mood of the song</li> <li>Sing a simple second part of a two-part song with confidence</li> <li>Maintain own part in a round</li> <li>Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion</li> </ul> <p><b>Using instruments:</b></p> <ul style="list-style-type: none"> <li>Perform on a range of instruments in mixed groups to an audience, with confidence</li> <li>Read and play with confidence from conventional or graphic notation</li> <li>Continue to play by ear on pitched instruments, extending the length of phrases, melodies played.</li> <li>Perform with sensitivity to different dynamics, tempi</li> <li>Lead/conduct a group of instrumental performers</li> <li>Maintain a rhythmic or melodic accompaniment to a song</li> <li>Maintain own part on a pitched instrument in a small ensemble</li> <li>Perform own compositions to an audience</li> <li>Use an mp3 recorder/video recorder to keep a record of work in progress and record performances.</li> </ul> <p><b>Know what makes a good performance</b></p> | <p><b>Explore:</b></p> <ul style="list-style-type: none"> <li>Chords / harmony – concord and discord</li> <li>Scales, such as PENTATONIC, RAG, BLUES</li> <li>Texture created by layering rhythmic and/or melodic ostinatos</li> <li>Developing ideas, using musical devices such as repetition, question and answer, ostinato.</li> <li>Characteristics of various styles, for example, Blues, Rap, Gospel, Folk, African <b>etc.</b></li> <li>Improvising in a variety of styles</li> </ul> <p><b>Compose / Arrange:</b><br/>(Always considering the musical elements)</p> <ul style="list-style-type: none"> <li>Create own simple songs reflecting the meaning of the words</li> <li>Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment</li> <li>Arrange a song for class performance with an appropriate pitched and unpitched accompaniment</li> <li>Refine own compositions after discussion</li> <li>Use a range of symbols (conventional or graphic) to record compositions.</li> <li>Use ICT (computers/iPads/tablets/MP3 recorders etc.) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions</li> </ul> <div> <p><b>KEY WORDS</b></p> <p>RHYTHM, PHRASE, MELODY, HARMONY, OSTINATO, METRE, REPETITION, SCALE, ACCOMPANIMENT, STYLE, EXPRESSION, RECORD, ICT</p> </div> | <p><b>Listening, Reflecting and Appraising</b></p> <ul style="list-style-type: none"> <li>Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation</li> <li>Identify and discuss ‘what happens when’ within simple musical structures</li> <li>Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music</li> <li>Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences</li> <li>Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others’ compositions</li> <li>Use musical vocabulary and knowledge to help identify areas for development or refinement when composing</li> </ul> <div> <p><b>MUSICAL ELEMENTS</b></p> <p><b>DURATION (beat, rhythm, metre) PITCH (melody, harmony), TEXTURE, TIMBRE, DYNAMICS, STRUCTURE, TEMPO</b></p> </div> |

# YEAR 6 MINIMUM EXPECTED STANDARDS

By the end of Year 6 most pupils should be able to:

| PERFORM(Singing/Playing)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | EXPLORE and COMPOSE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | LISTEN, REFLECT and APPRAISE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p><b>Using their voices:</b></p> <ul style="list-style-type: none"> <li>Sing confidently in a wide variety of styles with expression</li> <li>Communicate the meaning and mood of the song</li> <li>Sing a simple second part of a two-part song with confidence</li> <li>Maintain own part in a round</li> <li>Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion</li> </ul> <p><b>Using instruments:</b></p> <ul style="list-style-type: none"> <li>Perform on a range of instruments in mixed groups to an audience, with confidence</li> <li>Read and play with confidence from conventional or graphic notation</li> <li>Continue to play by ear on pitched instruments, extending the length of phrases, melodies played.</li> <li>Perform with sensitivity to different dynamics, tempi</li> <li>Lead/conduct a group of instrumental performers</li> <li>Maintain a rhythmic or melodic accompaniment to a song</li> <li>Maintain own part on a pitched instrument in a small ensemble</li> <li>Perform own compositions to an audience</li> <li>Use an mp3 recorder/video recorder to keep a record of work in progress and record performances.</li> <li><b>Know what makes a good performance</b></li> </ul> | <p><b>Explore:</b></p> <ul style="list-style-type: none"> <li>Chords / harmony – concord and discord</li> <li>Scales, such as PENTATONIC, RAG, BLUES</li> <li>Texture created by layering rhythmic and/or melodic ostinatos</li> <li>Developing ideas, using musical devices such as repetition, question and answer, ostinato.</li> <li>Characteristics of various styles, for example, Blues, Rap, Gospel, Folk, African <b>etc.</b></li> <li>Improvising in a variety of styles</li> </ul> <p><b>Compose / Arrange:</b><br/>(Always considering the musical elements)</p> <ul style="list-style-type: none"> <li>Create own simple songs reflecting the meaning of the words</li> <li>Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment</li> <li>Arrange a song for class performance with an appropriate pitched and unpitched accompaniment</li> <li>Refine own compositions after discussion</li> <li>Use a range of symbols (conventional or graphic) to record compositions.</li> <li>Use ICT (computers/iPads/tablets/MP3 recorders etc.) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions</li> </ul> <div> <p><b>KEY WORDS</b></p> <p>RHYTHM, PHRASE, MELODY, HARMONY, OSTINATO, METRE, REPETITION, SCALE, ACCOMPANIMENT, STYLE, EXPRESSION, RECORD, ICT</p> </div> | <p><b>Listening, Reflecting and Appraising</b></p> <ul style="list-style-type: none"> <li>Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation</li> <li>Identify and discuss ‘what happens when’ within simple musical structures</li> <li>Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music</li> <li>Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences</li> <li>Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others’ compositions</li> <li>Use musical vocabulary and knowledge to help identify areas for development or refinement when composing</li> </ul> <div> <p><b>MUSICAL ELEMENTS</b></p> <p>DURATION (beat, rhythm, metre) PITCH (melody, harmony), TEXTURE, TIMBRE, DYNAMICS, STRUCTURE, TEMPO</p> </div> |

