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| Music enquiry | Performing | Composing  | Appraising  | Vocabulary  |
| * perform with control and expression solo and in ensembles **(National Curriculum Objective)**
* improvise and compose using dimensions of music **(National Curriculum Objective)**
* listen to detail and recall aurally **(National Curriculum Objective)**
* use and understand basics of staff notation **(National Curriculum Objective)**
* develop an understanding of the history of music, including great musicians and composers **(National Curriculum Objective)**
* Pupils start to sing songs in parts.
* Play pieces with simple parts with developing control of pitch, duration, tempo and dynamics
* They improvise and compose melodic and rhythmic phrases through rehearsals
* They understand and start to use the staff and other musical notations.
* Compare and contrast a range of pieces showing awareness of dimensions, context and purpose.
* They suggest improvements to their own and others' work
 | * Do they breathe in the correct place when singing?
* Can they sing and use their understanding of meaning to add expression?
* Can they maintain their part whilst others are performing their part?
* Can they perform ‘by ear’ and from simple notations?
* Can they improvise within a group using melodic and rhythmic phrases?
* Can they recognise and use basic structural forms e.g. rounds, variations, rondo form?
 | * Can they change sounds or organise them differently to change the effect?
* Can they compose music which meets specific criteria?
* Can they use their notations to record groups of pitches (chords)?
* Can they use a music diary to record aspects of the composition process?
* Can they choose the most appropriate tempo for a piece of music?
 | * Can they describe, compare and evaluate music using musical vocabulary?
* Can they explain why they think their music is successful or unsuccessful?
* Can they suggest improvements to their own or others’ work?
* Can they choose the most appropriate tempo for a piece of music?
* Can they contrast the work of famous composers and show preferences?
 | Speak, sing, chant, singing, instruments, audience, perform, rhythmic, patterns, sound, pitch, duration, tuned, un-tuned, steady, beat, pulse, tempo, improvise, compose, listen, composition, accompaniments, melodic ostinato, simultaneously, harmony, breathe, Voice, repeat, melodic, notation, rhythm, beginning, middle and end, connections, accuracy, character, purpose, scales, rounds, variations, rondo formRespond, like/dislike, instructions, mood, appreciate, expression, composer, history, styles of composer, timbre, preferences, phase, accompany |
| Challenge  |
| Music enquiry | Performing | Composing | Appraisal  | Cultural Capital |
|  | * Can they use pitches simultaneously to produce harmony by building up simple chords?
* Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?
 | * Do they understand the relation between pulse and syncopated patterns?
* Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?
 | * Can they explain how tempo changes the character of music?
* Can they identify where a gradual change in dynamics has helped to shape a phrase of music?
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