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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 form  Respond, 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? |  |