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| Music enquiry | Performing | Composing | Appraising | Vocabulary |
| * Use voice and instruments with increasing accuracy, control and expression **(National Curriculum Objective)** * Improvise and compose music **(National Curriculum Objective)** * Listen with attention to detail **(National Curriculum Objective)** * Appreciate wide range of live and recorded music **(National Curriculum Objective)** * Begin to develop understanding of history **(National Curriculum Objective)** * Sing Rounds and Partner songs in tune with increasing expression, accuracy and fluency. * Recognise and explore the ways sounds can be combined expressively, using rhythmic and melodic ostinato. * Pupils improvise repeated patterns and combine several textures of sound. * Create graphic notation for pitch, duration and rhythm * Compare and contrast different pieces recognising how different musical elements are combined and used expressively. * Pupils can listen with increasing attention to detail and recall sounds with growing aural memory * Pupils recognise how the different musical elements are combined and used expressively | * Can they perform a simple part rhythmically? * Can they sing songs from memory with accurate pitch? * Can they improvise using repeated patterns? | * Can they use notations to record and interpret sequences of pitches? * Can they use standard notation? * Can they use notations to record compositions in a small group or on their own? * Can they use their notation in a performance? | * Can they explain the place of silence and say what effect it has? * Can they start to identify the character of a piece of music? * Can they describe and identify the different purposes of music? * Can they begin to identify with the style of work of Beethoven, Mozart and Elgar? | 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  Voice, repeat, melodic, notation, rhythm, beginning, middle and end, connections, accuracy, character, purpose, scales,  Respond, like/dislike, instructions, mood, appreciate, expression, composer, history, styles of composer, timbre |
| Challenge | | | | |
| Music enquiry | Performing | Composing | Appraisal | Cultural Capital |
|  | * Can they use selected pitches simultaneously to produce simple harmony? | * Can they explore and use sets of pitches, e.g. 4 or 5 note scales? * Can they show how they can use dynamics to provide contrast? | * Can they identify how a change in timbre can change the effect of a piece of music? |  |