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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?
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