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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 sing songs in parts with increasing control and expression.
* Play pieces with parts with accurate control of pitch, duration, tempo and dynamics
* They improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures
* They understand and use the staff and other musical notations.
* Compare and contrast a range of pieces explaining opinions referring to dimensions, context and purpose.
* They suggest improvements to their own and others' work, commenting on how intentions have been achieved.
* Pupils discuss their views on a range of live and recorded music from different traditions and from great composers and musicians
 | * Can they sing a harmony part confidently and accurately?
* Can they perform parts from memory?
* Can they perform using notations?
* Can they take the lead in a performance?
* Can they take on a solo part?
* Can they provide rhythmic support?
 | * Can they use a variety of different musical devices in their composition? (including melody, rhythms and chords)
* Do they recognise that different forms of notation serve different purposes?
* Can they use different forms of notation?
* Can they combine groups of beats?
 | * Can they refine and improve their work?
* Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created?
* Can they analyse features within different pieces of music?
* Can they compare and contrast the impact that different composers from different times will have had on the people of the time?
 | Speak, sing, chant, singing, instruments, audience, melody, perform, rhythmic, patterns, sound, pitch, duration, tuned, un-tuned, steady, beat, pulse, tempo, improvise, compose, listen, composition, accompaniments, melodic ostinato, simultaneously, harmony, breathe, solo, memory, chords, Voice, repeat, melodic, notation, rhythm, beginning, middle and end, connections, accuracy, character, purpose, scales, rounds, variations, rondo form, chromatic pitches, Respond, like/dislike, instructions, mood, appreciate, expression, composer, history, styles of composer, timbre, preferences, phase, accompany, interludes |
| Challenge  |
| Music enquiry | Performing | Composing | Appraisal  | Cultural Capital |
|  | * Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?
 | * Can they show how a small change of tempo can make a piece of music more effective?
* Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?
 | * Can they appraise the introductions, interludes and endings for songs and compositions they have created?
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