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| Music enquiry | Performing | Composing | Appraising | Vocabulary |
| * sings songs **(National Curriculum Objective)** * play tuned and un-tuned instruments musically **(National Curriculum Objective)** * listen and understand live and recorded music**(National Curriculum Objective)** * make and combine sounds musically **(National Curriculum Objective)** * Develop their control of pitch and duration when singing with accompaniments. * Performs simple patterns and accompaniments on tuned and un-tuned instruments keeping to a steady beat. * Respond to graphic notation for pitch, duration and rhythm * Recognises changes in mood, character and contrasts in pieces. | * Do they sing and follow the melody (tune)? * Do they sing accurately at a given pitch? * Can they perform simple patterns and accompaniments keeping a steady pulse? * Can they perform with others? * Can they play simple rhythmic patterns on an instrument? * Can they sing/clap a pulse increasing or decreasing in tempo? | * Can they order sounds to create a beginning, middle and end? * Can they create music in response to different starting points? * Can they choose sounds which create an effect? * Can they use symbols to represent sounds? * Can they make connections between notations and musical sounds? | * Can they improve their own work? * Can they listen out for particular things when listening to music? | Speak, sing, chant, singing, instruments, audience, perform, rhythmic, patterns, sound, pitch, duration, tuned, un-tuned, steady, beat, pulse, tempo  Voice, repeat, melodic, notation, rhythm, beginning, middle and end, connections.  Respond, like/dislike, instructions, mood |
| Challenge | | | | |
| Music enquiry | Performing | Composing | Appraisal | Cultural Capital |
|  | * Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse? | * Can they use simple structures in a piece of music? * Do they know that phrases are where we breathe in a song? | * Do they recognise sounds that move by steps and by leaps? |  |