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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?
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