

	Listening	Improvising and Composing	Performing	Notation	Instruments	Voice	Musicianship including vocabulary
Year Three	Use musical language e.g texture, tempo, dynamics, structure to talk about music listened to Identify common orchestral or band instruments Listen with concentration for 5 minutes or more Recognise periods in music- 20th century, medieval, classical Listen to music from around the world-African drumming Sing and play melodies and rhythms from music heard Identify and listen to living composers Listen and order 3 dot patterns Identify features in their own composed music and discuss these	Invent a short “on the spot” response -4 beat rhythm and 3 note pitch pattern using voice and instruments Compose and write down simple rhythms (2 bars) Compose an accompaniment for a song on un-tuned percussion and write it down with standard notation Invent ideas within a musical structure: Echo Question and answer Call and response Beginning-middle-end	Play phrases longer than 2 bars pitched and unpitched Perform to a range of audiences-class, teacher, worship, church, parents Perform a solo, a duet, in a group and as a class	Move and place dots to show high/low and changes in pitch Put word chants to rhythms-one syllable per note Follow and write down rhythm notes:  Combine rhythms and letter names Invent and write do re mi patterns rising and falling using staff notation-lines and spaces	Play rising and falling patterns on tuned percussion Play 3 pitched notes with rhythms using stick notation and letter names Play following staff notation CDE	Sing action songs with accuracy Copy, create and sing 3 note patterns do re mi matching pitch accurately Sing in two parts with an ostinato Sing in wider range of styles e.g. sea shanty, folk song, hymn, pop Improvise short responses using 3 notes	Keep a steady beat/pulse alone and with others WITHOUT accompaniment Follow different tempo (allegro, adagio) and different time signatures Emphasise the downbeat and conduct 2, 3 and 4 beats Use echo and ostinato in compositions and performance Understand, recognise and play different textures: solo, unison, layers, drone, ostinato Recognise and use call and response, question and answer Copy 3 note phrases by ear vocally and on instruments Recognise high, low, rising and falling phrases Recognise and use dynamics f and p
Year Four	Compare music from different traditions and countries Recognise and talk about parts in music Recognise major and minor Know the major periods in music: Medieval baroque classical romantic 20th century Recognise styles: pop, blues, funk, reggae, opera	Use pentatonic scale to invent short melodies Develop 4 bar rhythm patterns Make decisions about structure-sections Compose music for 2 contrasting moods Improvise patterns on the recorder	Keep to a steady beat when performing in a group or as a class without a backing track or guiding beat Perform in 2 parts- melody and accompaniment Perform 2 rhythms together on a steady beat Play 5 pitched notes along with a chord using more complex rhythms Recognise and play static or moving parts Maintain and play part accurately from notation including pitch and rhythm	Play from staff notation C-G on tuned percussion and B A G E D C' D' on recorder Record compositions using graphic scores, staff notation and time signatures <i>Record ideas using music technology</i>	Use a wider range of instruments in own compositions and arrangements incorporating outside lessons Learn the recorder as a whole class Follow staff notation: C-G tuned percussion B, A, G, E, D, C', D' on recorder Copy short melodic phrases on tuned percussion and recorders Keep together and to the beat or backing track when playing as a class	Pitch correctly from do-do Use numbers 1-8 to support pitching Sing in unison following dynamics instruction cresc. and dim Sing in 2 parts with a simple 2nd part Sing round and partner songs in 2/4, ¾, 4/4 Incorporate steps, small and larger leaps in the melodies	Copy pentatonic phrases CDEGA Recognise and clap back rhythm patterns with quaver rests Arrange individual notation cards to create sequences in 2,3 and 4 bar phrases and add pitches Recognise and use major and minor chords Recognise musical features: staccato/legato crescendo/diminuendo accelerando/ rallentando legato/staccato Recognise and talk about texture: Melody and accompaniment Ostinato Drone Keep a steady pulse in 2,3 and 4 time along with others and play ostinato and accomp in time with the melody Vary the tempo when performing and stay together (metre) Recognise repetition and contrast Explain round and partner songs Recognise a static or moving part Explain solo, duet