

	Listening	Improvising and Composing	Performing	Notation	Instruments	Voice	Musicianship including vocabulary
Year Three	Identify syncopation and off-beat rhythms Develop a sense of a timeline of musical history Know the main features of Western classical music, Indian music, African drumming, aboriginal music Recognise and identify musical features and elements and explain why the music uses those and what effect it achieves	Improvise over a drone, developing shape and character Improvise over a groove, responding to the beat, creating a satisfying melody Use musical features such as dynamics or varying the tempo when improvising and composing Use 5-8 pitched notes to develop melodies Create 4 bar melodies including off beat rhythms Compose pairs of phrases in Am and C and enhance with rhythmic or choral accompaniment Use chords to develop a sense of mood, atmosphere or environment e.g a film scene Compose a short ternary piece in pairs with contrasting sections Explore different tempos and time signatures in own compositions	Sing as a class with a sense of performance to a range of audiences Perform at 3 or more contrasting tempos Perform regularly and accurately Play tuned instruments using 5-8 notes Play from a score Play in parts including accompaniments with 2 chords per bar Perform as a class orchestra	Capture work with a score to return to at a later date or for others to follow  Use staff notation-lines and spaces for C-C Capture work using music technology-edit and use the piano roll in garage band	Play triads on tuned percussion or keyboards as accompaniments Play 4 ukulele chords and use them to accompany familiar songs Play melodies on tuned percussion, recorder and keyboard Play by reading notation Make choices about which instrument to play in a class orchestra Play simple familiar melodies by ear	Sing in 2 parts accurately holding their own part independently Pitch 8 notes Develop a sense of ensemble and performance in phrasing, pitching and style Sing a wider range of songs-e.g. pop, blues, music hall Sing 3 part rounds and partner songs Recognise and sing different structures e.g. verse chorus	Recognise and compose using ternary form Know and understand an octave on tuned percussion and keyboards Know what a scale is Recognise and play dotted rhythms, quaver rests and syncopated patterns Widen the range of dynamics, pp, mp, mf, ff < > Understand and play triads and chords on tuned instruments Play longer and familiar melodies by ear Play rhythms accurately by sight
Year Four	Describe key musical feature of the music they listen to using the musical elements Know and recognise the features of different historical periods, global traditions and genres of music Recognise and identify different sections in listened to music e.g. verse chorus, ternary form	Use 8 pitched notes to make longer pieces, incorporating rhythmic interest and variety Compose pieces using verse chorus structure Make decisions about time signature, dynamics and tempo Improvise 8 or 16 beat phrases on the spot Make decisions about the structure and texture of composed pieces-create music with multiple sections, repetition and contrast Invent pairs of phrases in Gmaj and Em Use chord changes to help sequence ideas Use music technology to create a piece with contrasting sections	Perform in a solo, group and larger ensemble maintaining parts accurately and keeping together Play with confidence and accuracy Perform from staff notation following musical instructions Have a sense of the melody and accompaniment Use a bass line, block chords and melody Have a sense of the balance of the whole sound knowing how your part fits with the whole Play to a public audience	Read from staff notation-cards and scores Read music in more than one part e.g a grid Write own compositions down Record dictated rhythms and pitches	Play with accuracy, control and expression Be confident on the recorder, ukulele and keyboard and use these skills in compositions Play composed melodies and rhythms accurately on a range of tuned and un-tuned percussion Play following staff and other notation Make decisions about dynamics to contribute to the balance of the piece	Respond to performance directions from the score or from a conductor Develop phrasing, tempo, dynamic and style appropriate to the piece and performance context Sing in 3 or 4 part harmony Sing round and partner songs in different positions to develop ear and sense of balance and maintain own part	Follow musical directions regarding time signature, tempo, dynamics and timbre Explore simple and compound time Explore key signatures in major and minor music Play with others and keep together in 3 and 4 parts in a range of contexts Know and be able to explain and describe the musical elements: Pitch Timbre Rhythm Structure Texture Tempo Dynamics Harmony in their own and others' music describe timbre of instruments e.g. pizzicato, tremolo