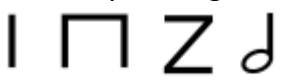

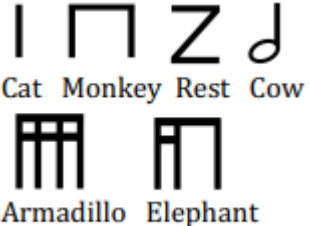
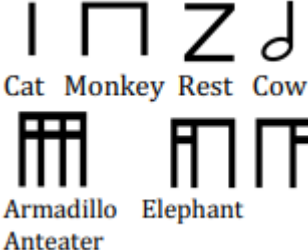


Skills	Year 3	Year 4	Year 5	Year 6
Performing	<p>Pupils can sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Pupils can sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Pupils can perform from basic staff notation, incorporating rhythm and pitch and are able to identify these symbols using musical terminology.</p>	<p>Pupils can sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>Pupils can sing and play in time with peers with accuracy and awareness of their part in the group performance.</p> <p>Pupils can play melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>Pupils can play syncopated rhythms with accuracy, control and fluency.</p>	<p>Pupils can sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>Pupils can work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <p>Pupils can perform with accuracy and fluency from graphic and simple staff notation.</p> <p>Pupils can play a simple chord progression with accuracy and fluency.</p>	<p>Pupils can sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>Pupils can work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</p> <p>Pupils can perform a solo or taking a leadership role within a performance.</p> <p>Pupils can perform with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p>Pupils can perform by following a conductor's cues and directions.</p>
Composing	<p>Pupils can improvise using all known rhythm tags</p> <p>  Cat Monkey Rest Cow </p> <p>  Armadillo </p>	<p>Pupils can improvise using all known rhythm tags</p>	<p>Pupils can improvise and then develop a composition from all known rhythm tags</p>	<p>Pupils can use the correct names for all note values from a semiquaver to a semibreve. Learn the correct names for all note values from a semiquaver to a semibreve.</p>




	<p>Pupils can compose a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).</p> <p>Pupils can combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>Pupils can use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>Pupils can suggest and implement improvements to their own work, using musical vocabulary.</p>	 <p>Cat Monkey Rest Cow Armadillo Elephant</p> <p>Pupils can compose a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Pupils are beginning to improvise musically within a given style.</p> <p>Pupils can develop melodies using rhythmic variation, transposition, inversion, and looping.</p> <p>Pupils can create a piece of music with at least four different layers and a clear structure.</p> <p>Pupils can use letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.</p> <p>Pupils can suggest improvements to others' work, using musical vocabulary.</p>	 <p>Cat Monkey Rest Cow Armadillo Elephant Anteater</p> <p>Pupils can compose a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</p> <p>Pupils can improvise coherently within a given style.</p> <p>Pupils can combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p>Pupils can use staff notation to record rhythms and melodies.</p> <p>Pupils can select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Pupils can suggest and demonstrate improvements to own and others' work.</p>	<p>Pupils can improvise coherently and creatively within a given style, incorporating given features.</p> <p>Pupils can compose a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</p> <p>Pupils can compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</p> <p>Pupils can develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Pupils can record their own composition using appropriate forms of notation and/or technology and incorporating.</p> <p>Pupils can constructively critique their own and others' work, using musical vocabulary</p>
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Listening				
	<p>Pupils can discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Pupils understand that music from different parts of the world has different features.</p> <p>Pupils can recognise and explain the changes within a piece of music using musical vocabulary.</p> <p>Pupils can describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Pupils are beginning to show an awareness of metre.</p> <p>Pupils are beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>Pupils can recognise use and development of motifs in music.</p> <p>Pupils can identify gradual dynamic and tempo changes within a piece of music.</p> <p>Pupils can recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Pupils can Identify common features between different genres, styles and traditions of music.</p> <p>Pupils can recognise, name and explain the effect of the interrelated dimensions of music.</p> <p>Pupils can Identify scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>Pupils can use musical vocabulary to discuss the purpose of a piece of music.</p> <p>Pupils can use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>Pupils can recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Pupils can recognise the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>Pupils can compare, discuss and evaluate music using detailed musical vocabulary.</p> <p>Pupils are developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p>	<p>Pupils can discuss musical eras in context, identify how they have influenced each other, and discuss the impact of different composers on the development of musical styles.</p> <p>Pupils recognise and can confidently discuss the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).</p> <p>Pupils can represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Pupils can Identify the way that features of a song can complement one another to create a coherent overall effect.</p> <p>Pupils can use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Pupils can evaluate how the venue, occasion and purpose affects the way a piece of music sounds.</p>

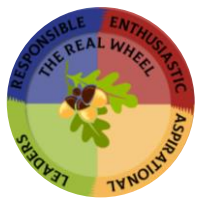
Pupils can confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work

The interrelated dimensions of music

<p>Pitch <i>High and low notes.</i></p>	<p>Pupils know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.</p> <p>Pupils know that some traditional music around the world is based on five-notes called a 'pentatonic' scale.</p> <p>Pupils understand that a pentatonic melody uses only the five notes C D E G A.</p>	<p>Pupils know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.</p> <p>Pupils know that a glissando in music means a sliding effect played on instruments or made by your voice.</p> <p>Pupils know that 'transposing' a melody means changing its key, making it higher or lower pitched.</p>	<p>Pupils understand that a minor key (pitch) can be used to make music sound sad.</p> <p>Pupils understand that major chords create a bright, happy sound.</p> <p>Pupils know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down.</p> <p>Pupils understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p>	<p>Pupils know that the Solfa syllables represent the pitches in an octave.</p>  <p>Pupils understand that 'major' key signatures use note pitches that sound cheerful and upbeat.</p> <p>Pupils understand that 'minor' key signatures use note pitches that can suggest sadness and tension.</p> <p>Pupils know that a melody can be adapted by changing its pitch.</p>
<p>Duration <i>How long a note is held for.</i></p>	<p>Pupils know that different notes have different durations, and that crotchets are worth one whole beat.</p> <p>Pupils know that written music tells you how long to play a note for.</p>	<p>Pupils know that combining different instruments playing different rhythms creates layers of sound called 'texture'.</p> <p>Pupils know that playing 'in time' requires playing the notes for the</p>	<p>Pupils know that 'poly-rhythms' means many different rhythms played at once.</p> <p>Pupils know that the duration of a note or phrase in music can be shown using a repeated symbol or</p>	<p>Pupils understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms.</p> <p>Pupils understand that representing beats of silence or 'rests' in written</p>

MUSIC

KNOWLEDGE AND SKILLS PROGRESSION



		<p>correct duration as well as at the correct speed.</p> <p>Pupils know that a motif in music can be a repeated rhythm.</p>	<p>the size of a symbol on a graphic score.</p>	<p>music is important as it helps us play rhythms correctly.</p> <p>Pupils know that a quaver is worth half a beat</p>
<p>Dynamics <i>Loud or quiet sounds; variation in volume.</i></p>	<p>Pupils know that the word 'crescendo' means a sound getting gradually louder.</p>	<p>Pupils know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</p>	<p>Pupils understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p>	<p>Pupils know that a melody can be adapted by changing its dynamics.</p>
<p>Tempo <i>Fast or slow: the speed of a piece.</i></p>	<p>Pupils know that tempo relates to how fast or slow a piece is and that this can change throughout a piece.</p>	<p>Pupils know that playing in time means all performers playing together at the same speed.</p>	<p>Pupils understand that a slow tempo can be used to make music sound sad.</p> <p>Pupils understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p>	<p>Pupils know that a melody can be adapted by changing its dynamics, pitch or tempo.</p>
<p>Timbre <i>The character or sound quality of an instrument, sound or voice.</i></p>	<p>Pupils understand that the timbre of instruments played affect the mood and style of a piece of music</p>	<p>Pupils know that grouping instruments according to their timbre can create contrasting 'textures' in music.</p> <p>Pupils understand that both instruments and voices can create audio effects that describe something you can see.</p>	<p>Pupils understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</p>	<p>Pupils know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright</p>
<p>Texture <i>The layers of sound.</i></p>	<p>Pupils know that many types of music from around the world consist of more than one layer</p>	<p>To know that combining different instruments and different rhythms when we compose can create layers</p>	<p>Pupils understand that a chord is the layering of several pitches played at the same time.</p>	<p>Pupils understand that texture can be created by adding or removing instruments in a piece and can</p>



	of sound; for example a 'tala' and 'rag' in traditional Indian music.	of sound we call 'texture'. To understand that harmony means playing two notes at the same time, which usually sound good together.	Pupils know that poly-rhythms means many rhythms played at once.	create the effect of dynamic change. Pupils know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.
Structure <i>The organisation or sections of a piece.</i>	Pupils know that in a ballad, a 'stanza' means a verse. Pupils know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale.	Pupils know that deciding the structure of music when composing can help us create interesting music with contrasting sections. Pupils know that an ostinato is a musical pattern that is repeated; a vocal ostinato is a pattern created with your voice. Pupils understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music	Pupils know that a loop is a repeated rhythm or melody, and is another word for ostinato. Pupils know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.	Pupils know that a chord progression is a sequence of chords that repeats throughout a song. Pupils know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way.
Notation <i>The symbols used to represent music.</i>	Pupils understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.	Pupils know that 'performance directions' are words added to music notation to tell the performers how to play	Pupils know that simple pictures can be used to represent the structure (organisation) of music. Pupils understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.	Pupils know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. Pupils know that chord progressions are represented in music by Roman numerals.