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| **National Curriculum Subject Content** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Play and perform | Know that a conductor is a person who the choir or group follow.  Know why you must warm up your voice.  Sing in unison and in simple two-parts.  Demonstrate a good singing posture.  Follow a leader when singing.  Enjoy exploring singing solo.  Sing with awareness of being ‘in tune’.  Have an awareness of the pulse internally when singing.  Know that a glockenspiel is a musical percussion instrument with a set of tuned metal keys.  Name some other instruments that are played in a band or orchestra.  Treat instruments carefully and with respect.  Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.  Rehearse and perform their part of the song.  Listen to and follow musical instructions from a leader. | Know that a conductor is a person who the choir or group follow.  Know why you must warm up your voice.  Know that a solo singer makes a thinner texture than a large group.  Sing in unison and in simple two-parts.  Demonstrate a good singing posture.  Follow a leader when singing.  Enjoy exploring singing solo.  Sing with awareness of being ‘in tune’.  Rejoin the song if lost.  Listen to the group when singing.  Know that a glockenspiel is a musical percussion instrument with a set of tuned metal keys.  Name some other instruments that are played in a band or orchestra.  Treat instruments carefully and with respect.  Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.  Rehearse and perform their part of the song.  Listen to and follow musical instructions from a leader.  Experience leading the playing by making sure everyone plays in the playing section of the song. | Sing confidently from memory with a strong internal pulse.  Sing in unison, the solo, lead vocal, backing vocals or rapping.  Know what the song is about and the meaning of the lyrics.  Know and explain the importance of warming up your voice.  Enjoy exploring singing solo.  Listen to the group when singing. Demonstrate a good singing posture.  Follow a leader when singing.  Listen to each other and be aware of how you fit into the group.  Sing with awareness of being ‘in tune’.  Know the names of some instruments that are played in a band or orchestra.  Play a musical instrument with the correct technique within the context of the song.  Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.  Rehearse and perform their part within the context of the song.  Listen to and follow musical instructions from a leader.  Lead a rehearsal session. | Sing confidently from memory with a strong internal pulse.  Know about the style of the songs and represent the feeling and context to an audience.  Sing in unison, the solo, lead vocal, backing vocals or rapping.  Know what the song is about and the meaning of the lyrics.  Know and explain the importance of warming up your voice.  Demonstrate a good singing posture.  Follow a leader when singing.  Listen to each other and be aware of how you fit into the group.  Sing with awareness of being ‘in tune’.  Know the names of some instruments that are played in a band or orchestra.  Play a musical instrument with the correct technique within the context of the song.  Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.  Rehearse and perform their part within the context of the song.  Listen to and follow musical instructions from a leader.  Lead a rehearsal session. |
| Improvise and compose music  Use and understand staff and other musical notation | Take it in turns to improvise using up to three different notes.  Know about different ways of recording compositions e.g. letter names, symbols, audio etc.  Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song.  Talk about how the composition was created.  Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.  Record the composition in any way appropriate that recognises the connection between sound and symbol e.g. graphic/pictorial notation. | Take it in turns to improvise using up to three different notes.  Know about different ways of recording compositions e.g. letter names, symbols, audio etc.  Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song.  Talk about how the composition was created.  Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.  Record the composition in any way appropriate that recognises the connection between sound and symbol e.g. graphic/pictorial notation. | Know a well-known improvising musician.  Improvise using instruments in the context of the song to be performed.  Understand that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.  Know and talk about the different ways of writing music down e.g. staff notation and symbols.  Know the notes C, D, E, F, G, A, B and C on the treble stave.  Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song.  Explain the keynote or home note and the structure of the melody.  Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.  Record the composition in any way appropriate that recognises the connection between sound and symbol e.g. graphic/pictorial notation. | Know a well-known improvising musician.  Improvise using instruments in the context of the song to be performed.  Understand that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.  Know and talk about the different ways of writing music down e.g. staff notation and symbols.  Know the notes C, D, E, F, G, A, B and C on the treble stave.  Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song.  Explain the keynote or home note and the structure of the melody.  Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.  Record the composition in any way appropriate that recognises the connection between sound and symbol e.g. graphic/pictorial notation. |
| Listen with attention to detail and recall sounds | Confidently identify and move to the pulse.  Know the difference between pulse and rhythm.  Know how pulse, rhythm and pitch work together to create a song.  Know the difference between a musical question and an answer.  Think about what the words of a song mean.  Take it in turn to discuss how the song makes them feel.  Listen carefully and respectfully to other people’s thoughts about the music. | Confidently identify and move to the pulse.  Know the difference between pulse and rhythm.  Know how pulse, rhythm and pitch work together to create a song.  Create musical ideas for the group to copy and respond to.  Talk about the music and how it makes them feel.  Listen carefully and respectfully to other people’s thoughts about the music.  Try to use some musical words when talking about the songs. | Identify and move to the pulse with ease.  Know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.  Create musical ideas for the group to copy and respond to.  Think about the message of the song.  Compare two songs in the same style, talking about what stands out musically in each of them and their similarities and differences.  Listen carefully and respectfully to other people’s thoughts about the music.  Try to use some musical words when talking about the songs.  Talk about the musical dimensions working together in the song.  Talk about the music and how it makes you feel. | Identify and move to the pulse with ease.  Know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.  Create musical ideas for the group to copy and respond to.  Think about the message of the song.  Compare two songs in the same style, talking about what stands out musically in each of them and their similarities and differences.  Listen carefully and respectfully to other people’s thoughts about the music.  Use musical words when talking about the songs.  Talk about the musical dimensions working together in the song.  Talk about the music and how it makes you feel, using musical language to describe the music. |
| Appreciate and understand a wide range of live and recorded music  Develop an understanding of the history of music | Know three songs from memory and who sang them or wrote them (songs from different traditions, composers and musicians).  Know the style of a song.  Choose one song and be able to talk about the lyrics, any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).  Identify the main sections of the song e.g. intro, verse, chorus.  Name some of the instruments they heard in the song.  Understand the historical context of the song e.g. what else what happening at this time? | Know three songs from memory and who sang them or wrote them (songs from different traditions, composers and musicians).  Know the style of a song.  Choose one song and be able to talk about the lyrics, any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).  Identify the main sections of the song e.g. intro, verse, chorus.  Name some of the instruments they heard in the song.  Understand the historical context of the song e.g. what else what happening at this time? | Know five songs from memory, who sang or wrote them, when they were written and why (songs from different traditions, composers and musicians).  Know the style of a song and name other songs in the same style.  Choose one or two songs and be able to talk about the style indicators of the song, the lyrics, any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre).  Identify the main sections of the song e.g. intro, verse, chorus.  Name some instruments they heard in the song.  Understand the historical context of the song e.g. what else was going on at this time musically and historically? | Know five songs from memory, who sang or wrote them, when they were written and why (songs from different traditions, composers and musicians).  Know the style of a song and name other songs in the same style.  Choose two or three songs and be able to talk about the style indicators of the song, the lyrics, any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre).  Identify the structure of the song e.g. intro, verse, chorus.  Name some of the instruments used in the song.  Understand the historical context of the song e.g. what else was going on at this time musically and historically?  Know and talk about the fact that we each have a musical identity. |