







## Music Skills and Progression Document



MUSIC						
BIG IDEAS	Perform		Compose		Transcribe	
Building Blocks	Singing	Playing instruments	Compose	Digital music	Symbols-Musical notation	Musical Vocabulary
						
	Singing	Playing instruments	Compose	Digital music	Symbols- Musical notation	Vocabulary

Early Years Music		
Performing	Composing	Appraising
<ul style="list-style-type: none"> <li>• Can they use their voice to speak/sing/chant?</li> <li>• Do they join in with singing?</li> <li>• Can they clap short rhythmic patterns?</li> <li>• Can they experiment with creating sounds with different instruments?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they make a range of sounds with their voice?</li> <li>• Can they make a range of sounds with instruments?</li> <li>• Can they represent sounds pictorially?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they say if they like or dislike a piece of music?</li> <li>• Can they identify and distinguish sounds in the environment?</li> <li>• Can they begin to describe the sounds? (e.g. loud, quiet, high, low, fast, slow).</li> <li>• Can they begin to express how music makes them feel?</li> </ul>
Early Years – Exceeding (Greater Depth)		
<ul style="list-style-type: none"> <li>• Can they perform a rhythm?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they begin to sequence sounds to create a rhythm or beat?</li> <li>• Can they repeat (short rhythmic patterns and melodic) patterns?</li> <li>• Can they begin to read pictorial representations of music? (e.g. colour coded bells, music story maps)</li> </ul>	<ul style="list-style-type: none"> <li>• Can they identify reasons why they like some music more than others?</li> </ul>

Wrens Class (see above for Reception)

<b>Wrens Class (Year 1)</b>		
<b>Performing</b>	<b>Composing</b>	<b>Appraising</b>
<ul style="list-style-type: none"> <li>• Can they use their voice to speak/sing/chant?</li> <li>• Do they join in with singing?</li> <li>• Can they clap short rhythmic patterns?</li> <li>• Can they use instruments to perform a simple piece?</li> <li>• Can they respond to musical indications about when to play or sing?</li> <li>• Can they respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse?</li> </ul> <p style="text-align: center;"><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Respond to different moods of music in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Can they make a range of sounds with their voice?</li> <li>• Can they make a range of sounds with instruments?</li> <li>• Can they identify changes in sounds?</li> <li>• Can they tell the difference between long and short sounds?</li> <li>• Can they represent sounds pictorially?</li> <li>• Can they make a sequence of sounds for a purpose?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they form an opinion to express how they feel about a piece of music?</li> <li>• Can they recognise repeated patterns?</li> <li>• Can they tell the difference between a fast/slow tempo, loud and quiet, high/low sounds?</li> <li>• Can they hear the pulse in a piece of music?</li> <li>• Can they tell the difference between loud and quiet sounds?</li> <li>• Can they describe how sounds are made and changed?</li> <li>• Can they respond to different moods in music and say how a piece of music makes them feel?</li> </ul>
<b>Greater Depth</b>		
<ul style="list-style-type: none"> <li>• Can they perform a rhythm to a steady beat?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they repeat (short rhythmic patterns and melodic) patterns?</li> <li>• Can they give a reason for choosing an instrument?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they identify what different sounds could represent and give a reason why?</li> <li>• Can they identify texture – listening for whether there is more than one sound at the same time?</li> <li>• Can they identify musical structure in a piece of music (verse, chorus etc)?</li> </ul>

<b>Robins Class (Year 1 and 2)</b>		
<b>Performing</b>	<b>Composing</b>	<b>Appraising</b>
<p><b><u>Year 1</u></b></p> <ul style="list-style-type: none"> <li>• Can they use their voice to speak/sing/chant?</li> <li>• Do they join in with singing?</li> <li>• Can they clap short rhythmic patterns?</li> <li>• Can they use instruments to perform a simple piece?</li> <li>• Can they respond to musical indications about when to play or sing?</li> <li>• Can they respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse?</li> </ul> <p align="center"><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Respond to different moods of music in different ways.</li> </ul> <p><b><u>Year 2</u></b></p> <ul style="list-style-type: none"> <li>• Can they follow the melody using their voice or an instrument?</li> <li>• Can they sing songs as an ensemble following the tune (melody) well?</li> <li>• Can they perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes)?</li> <li>• Can they play simple rhythmic patterns on an instrument?</li> <li>• Can they sing/clap a pulse increasing or decreasing in tempo?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they make a range of sounds with their voice?</li> <li>• Can they make a range of sounds with instruments?</li> <li>• Can they identify changes in sounds?</li> <li>• Can they tell the difference between long and short sounds?</li> <li>• Can they represent sounds pictorially?</li> <li>• Can they make a sequence of sounds for a purpose?</li> </ul> <p><b><u>Year 2</u></b></p> <ul style="list-style-type: none"> <li>• Can they order sounds to create a beginning, middle and end?</li> <li>• Can they represent sounds pictorially with increasing relevance?</li> <li>• Can they choose sounds to achieve an effect (including use of technology)?                             <ul style="list-style-type: none"> <li>• Can they begin to compose short melodic patterns using two or three notes (tuned instruments/voice)?</li> </ul> </li> <li>• Can they create short, rhythmic patterns – sequences of long and short sounds?</li> <li>• Are they selective in the control used on an instrument in order to create an intended effect?</li> <li>• Can they create their own symbols to represent sounds?</li> <li>• Can they choose sounds to create an effect on the listener?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they form an opinion to express how they feel about a piece of music?</li> <li>• Can they recognise repeated patterns?</li> <li>• Can they tell the difference between a fast/slow tempo, loud and quiet, high/low sounds?</li> <li>• Can they hear the pulse in a piece of music?</li> <li>• Can they tell the difference between loud and quiet sounds?</li> <li>• Can they describe how sounds are made and changed?</li> <li>• Can they respond to different moods in music and say how a piece of music makes them feel?</li> </ul> <p><b><u>Year 2</u></b></p> <ul style="list-style-type: none"> <li>• Can they identify particular features when listening to music?</li> <li>• Can they begin to associate sounds they hear with instruments?</li> <li>• Can they independently identify the pulse in a piece of music and tap along?</li> <li>• Can they listen carefully to recall short rhythmic patterns?</li> </ul>

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<ul style="list-style-type: none"> <li>• Do they have control when playing instruments?</li> <li>• Can they perform musical patterns keeping a steady pulse?</li> </ul>		<ul style="list-style-type: none"> <li>• Can they begin to recognise changes in timbre, dynamics and pitch?</li> <li>• Are they able to recognise and name different instruments by sight?</li> <li>• Can they evaluate and improve their own work and give reasons?</li> </ul> <p style="text-align: center;"><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Listen to simple inter-related dimensions of music</li> <li>• Verbally recall what they have heard with simple vocabulary – loud, soft, high, low</li> <li>• Begin to say what they like and dislike</li> </ul>
<b>Greater Depth</b>		
<ul style="list-style-type: none"> <li>• Can they perform a rhythm to a steady beat?</li> </ul> <p><b><u>Year 2</u></b></p> <ul style="list-style-type: none"> <li>• Can they understand the importance of a warm up?</li> <li>• Can they sing/play rhythmic patterns in contrasting dynamics; keeping the pulse?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they repeat (short rhythmic patterns and melodic) patterns?</li> <li>• Can they give a reason for choosing an instrument?</li> </ul> <p><b><u>Year 2</u></b></p> <ul style="list-style-type: none"> <li>• Can they use simple structures (e.g. repetition and order) in a piece of music?</li> <li>• Do they know that phrases are where we breathe in a song?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they identify what different sounds could represent and give a reason why?</li> <li>• Can they identify texture – listening for whether there is more than one sound at the same time?</li> <li>• Can they identify musical structure in a piece of music (verse, chorus etc)?</li> </ul> <p><b><u>Year 2</u></b></p> <ul style="list-style-type: none"> <li>• Can they tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect?</li> </ul>

<b>Woodpeckers Class (Years 3 and 4)</b>		
<b>Performing</b>	<b>Composing</b>	<b>Appraising</b>
<p><b><u>Year 3</u></b></p> <ul style="list-style-type: none"> <li>Do they sing songs from memory with increasing expression, accuracy and fluency?</li> <li>Do they maintain a simple part within an ensemble?</li> <li>Do they modulate and control their voice when singing and pronounce the words clearly?</li> <li>Can they play notes on tuned and un-tuned instruments with increasing clarity and accuracy?</li> <li>Can they improvise (including call and response) within a group using the voice?</li> <li>Can they collaborate to create a piece of music?</li> </ul> <p align="center"><b>Listening</b></p> <ul style="list-style-type: none"> <li>Describe music using appropriate vocabulary</li> <li>Begin to compare different kinds of music</li> <li>Recognise differences between music of different times and cultures.</li> </ul> <p><b><u>Year 4</u></b></p> <ul style="list-style-type: none"> <li>Can they perform a simple part of an ensemble rhythmically?</li> <li>Can they sing songs from memory with increasing expression, accuracy and fluency?</li> <li>Can they improvise using repeated patterns with increasing accuracy and fluency?</li> </ul>	<p><b><u>Year 3</u></b></p> <ul style="list-style-type: none"> <li>Can they create repeated patterns using a range of instruments?</li> <li>Can they combine different sounds to create a specific mood or feeling?</li> <li>Do they understand how the use of tempo can provide contrast within a piece of music?</li> <li>Can they begin to read and write musical notation?</li> <li>Can they effectively choose, order, combine and control sounds to create different textures?</li> <li>Can they use silent beats for effect (rests)?</li> <li>Can they combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in their composition?</li> </ul> <p><b><u>Year 4</u></b></p> <ul style="list-style-type: none"> <li>Can they use notations to record and interpret sequences of pitches?</li> <li>Can they use notations to record compositions in a small group or on their own?</li> <li>Can they use notation in a performance?</li> </ul>	<p><b><u>Year 3</u></b></p> <ul style="list-style-type: none"> <li>Can they use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music?</li> <li>Can they evaluate and improve their work, explaining how it has improved using a success criterion?</li> <li>Do they know that music can be played or listened to for a variety of purposes (including different cultures and periods in history)?</li> <li>Are they able to recognise a range of instruments by ear?</li> <li>Can they internalise the pulse in a piece of music?</li> <li>Can they identify the features within a piece of music?</li> </ul> <p><b><u>Year 4</u></b></p> <ul style="list-style-type: none"> <li>Can they explain why silence is used in a piece of music and say what effect it has?</li> <li>Can they start to identify the character of a piece of music?</li> <li>Can they describe and identify the different purposes of music?</li> <li>Can they use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition?</li> </ul>

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<p style="text-align: center;"><b>Listening</b></p> <ul style="list-style-type: none"> <li>● Describe what they hear using a wider range of musical vocabulary</li> <li>● Recognise how the inter-related dimensions of music are used by composers to create different moods and effects</li> <li>● Understand the cultural and social meaning of lyrics</li> <li>● Appreciate harmonies, drone and ostinato</li> <li>● Explore ways the way in which sounds are combined towards certain effects</li> <li>● Understand the relationship between lyrics and melody</li> </ul>		
<b>Greater Depth</b>		
<p>Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?</p> <p><b><u>Year 4</u></b> Can they use selected pitches simultaneously to produce simple harmony?</p>	<p>Can they create accompaniments for melodies? Can they compose a simple piece of music that they can recall to use again? Do they understand metre in 4 beats; then 3 beats?</p> <p><b><u>Year 4</u></b> Can they explore and use sets of pitches, e.g. 4 or 5 note scales? Can they show how they can use dynamics to provide contrast?</p>	<p>Can they recognise changes in sounds that move incrementally and more dramatically? Can they compare repetition, contrast and variation within a piece of music?</p> <p><b><u>Year 4</u></b> Can they identify how a change in timbre can change the effect of a piece of music?</p>

<b>Owls Class (Years 4 and 5)</b>		
<b>Performing</b>	<b>Composing</b>	<b>Appraising</b>
<p><b><u>Year 4</u></b></p> <ul style="list-style-type: none"> <li>• Can they perform a simple part of an ensemble rhythmically?</li> <li>• Can they sing songs from memory with increasing expression, accuracy and fluency?</li> <li>• Can they improvise using repeated patterns with increasing accuracy and fluency?</li> </ul> <p align="center"><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Describe what they hear using a wider range of musical vocabulary</li> <li>• Recognise how the inter-related dimensions of music are used by composers to create different moods and effects</li> <li>• Understand the cultural and social meaning of lyrics</li> <li>• Appreciate harmonies, drone and ostinato</li> <li>• Explore ways the way in which sounds are combined towards certain effects</li> <li>• Understand the relationship between lyrics and melody</li> </ul> <p><b><u>Year 5</u></b></p> <ul style="list-style-type: none"> <li>• Can they sing and use their understanding of meaning to add expression?</li> </ul>	<p><b><u>Year 4</u></b></p> <ul style="list-style-type: none"> <li>• Can they use notations to record and interpret sequences of pitches?</li> <li>• Can they use notations to record compositions in a small group or on their own?</li> <li>• Can they use notation in a performance?</li> </ul> <p><b><u>Year 5</u></b></p> <ul style="list-style-type: none"> <li>• Can they begin to use standard notation?</li> <li>• Can they use their notations to record groups of pitches (chords)?</li> <li>• Can they choose the most appropriate tempo for a piece of music?</li> <li>• Can they use technology to compose music which meets a specific criterion?</li> </ul> <p align="center"><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Identify cyclic patterns – verse and chorus, coda</li> <li>• Recognise how different inter-related dimensions of music are combined and used expressively in many different types of music</li> </ul>	<p><b><u>Year 4</u></b></p> <ul style="list-style-type: none"> <li>• Can they explain why silence is used in a piece of music and say what effect it has?</li> <li>• Can they start to identify the character of a piece of music?</li> <li>• Can they describe and identify the different purposes of music?</li> <li>• Can they use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition?</li> </ul> <p><b><u>Year 5</u></b></p> <ul style="list-style-type: none"> <li>• Can they describe, compare and evaluate music using musical vocabulary?</li> <li>• Can they suggest improvements to their own or others' work?</li> <li>• Can they choose the most appropriate tempo for a piece of music?</li> <li>• Can they identify and begin to evaluate the features within different pieces of music?</li> <li>• Can they contrast the work of established composers and show preferences?</li> </ul>

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<ul style="list-style-type: none"> <li>• Can they perform 'by ear' and from simple notations?</li> <li>• Can they improvise within a group using melodic and rhythmic phrases?</li> <li>• Can they recognise and use basic structural forms e.g. rounds, variations, rondo form?</li> <li>• Can they maintain their part whilst others are performing their part?</li> </ul> <p style="text-align: center;"><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary</li> <li>• Analyse and compare features from a wide range of music</li> <li>• Discern and distinguish layers of sound and understand their combined effect.</li> </ul>		
<b>Greater Depth</b>		
<p><b><u>Year 4</u></b> Can they use selected pitches simultaneously to produce simple harmony?</p> <p><b><u>Year 5</u></b></p> <ul style="list-style-type: none"> <li>• Can they use pitches simultaneously to produce harmony by building up simple chords?</li> <li>• Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?</li> </ul>	<p><b><u>Year 4</u></b> Can they explore and use sets of pitches, e.g. 4 or 5 note scales? Can they show how they can use dynamics to provide contrast?</p> <p><b><u>Year 5</u></b> Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?</p>	<p><b><u>Year 4</u></b> Can they identify how a change in timbre can change the effect of a piece of music?</p> <p><b><u>Year 5</u></b></p> <ul style="list-style-type: none"> <li>• Can they explain how tempo changes the character of music? Can they identify where a gradual change in dynamics has helped to shape a phrase of music?</li> </ul>



<b>Peregrines Class (Years 5 and 6)</b>		
<b>Performing</b>	<b>Composing</b>	<b>Appraising</b>
<p><b><u>Year 5</u></b></p> <ul style="list-style-type: none"> <li>• Can they sing and use their understanding of meaning to add expression?</li> <li>• Can they perform ‘by ear’ and from simple notations?</li> <li>• Can they improvise within a group using melodic and rhythmic phrases?</li> <li>• Can they recognise and use basic structural forms e.g. rounds, variations, rondo form?</li> <li>• Can they maintain their part whilst others are performing their part?</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary</li> <li>• Analyse and compare features from a wide range of music</li> <li>• Discern and distinguish layers of sound and understand their combined effect.</li> </ul> <p><b><u>Year 6</u></b></p> <ul style="list-style-type: none"> <li>• Can they begin to sing a harmony part?</li> <li>• Can they begin to perform using notations?</li> <li>• Can they take the lead in a performance?</li> <li>• Can they take on a solo part?</li> <li>• Can they provide rhythmic support?</li> <li>• Can they perform parts from memory?</li> </ul>	<p><b><u>Year 5</u></b></p> <ul style="list-style-type: none"> <li>• Can they begin to use standard notation?</li> <li>• Can they use their notations to record groups of pitches (chords)?</li> <li>• Can they choose the most appropriate tempo for a piece of music?</li> <li>• Can they use technology to compose music which meets a specific criterion?</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Identify cyclic patterns – verse and chorus, coda</li> <li>• Recognise how different inter-related dimensions of music are combined and used expressively in many different types of music</li> </ul> <p><b><u>Year 6</u></b></p> <ul style="list-style-type: none"> <li>• Do they recognise that different forms of notation serve different purposes?</li> <li>• Can they combine groups of beats?</li> <li>• Can they use a variety of different musical devices in their composition? (e.g. melody, rhythms and chords)</li> </ul>	<p><b><u>Year 5</u></b></p> <ul style="list-style-type: none"> <li>• Can they describe, compare and evaluate music using musical vocabulary?</li> <li>• Can they suggest improvements to their own or others’ work?</li> <li>• Can they choose the most appropriate tempo for a piece of music?</li> <li>• Can they identify and begin to evaluate the features within different pieces of music?</li> <li>• Can they contrast the work of established composers and show preferences?</li> </ul> <p><b><u>Year 6</u></b></p> <ul style="list-style-type: none"> <li>• Can they refine and improve their work?</li> <li>• Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created?</li> <li>• Can they compare and contrast the impact that different composers from different times will have had on the people of the time?</li> <li>• Can they analyse features within different pieces of music?</li> </ul>

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<p style="text-align: center;"><b>Listening</b></p> <p>Evaluate differences in live and recorded performances Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion</p>		
<b>Greater Depth</b>		
<p><b><u>Year 5</u></b></p> <ul style="list-style-type: none"><li>• Can they use pitches simultaneously to produce harmony by building up simple chords?</li><li>• Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?</li></ul> <p><b><u>Year 6</u></b></p> <p>Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?</p>	<p><b><u>Year 5</u></b></p> <p>Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?</p> <p><b><u>Year 6</u></b></p> <ul style="list-style-type: none"><li>• Can they show how a small change of tempo can make a piece of music more effective?</li><li>• Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?</li></ul>	<p><b><u>Year 5</u></b></p> <ul style="list-style-type: none"><li>• Can they explain how tempo changes the character of music? Can they identify where a gradual change in dynamics has helped to shape a phrase of music?</li></ul> <p><b><u>Year 6</u></b></p> <p>Can they appraise the introductions, interludes and endings for songs and compositions they have created?</p>

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Key Stage 2 Children will also use the Encore Wider Opportunities Progression Skills based on playing an instrument with our Music Specialist teachers.

	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Playing and performing</b>	<ul style="list-style-type: none"> <li>Learn to hold the <b>instrument</b> with correct posture, produce a good tone and tongue notes</li> <li>Learn to play the notes B, A, G, E and may extend to D</li> <li>Learn to perform pieces from memory and by reading musical notation with support from onscreen fingering charts</li> <li>Learn to play with increasing accuracy (pitch and rhythm), fluency, control and expression following musical instructions such as fast (allegro), slow (adagio) loud (forte), quiet (piano)</li> <li>Suggest ways to improve their performances Demonstrate concert etiquette when performing i.e. staying focussed when waiting for the performance to begin</li> </ul>		<ul style="list-style-type: none"> <li>Learn to hold the <b>instrument</b> with correct posture, produce a good tone and tongue notes 'cleanly'</li> <li>Learn to play the notes B, A, G, E and D, possibly extending to more notes. Word chants may be used to aid understanding</li> <li>Learn to play with increasing accuracy (pitch and rhythm), fluency, control and expression following musical instructions such as fast (allegro), slow (adagio) loud (forte), quiet (piano)</li> <li>Peer-assess performances, understanding qualities of a good performance and giving relevant feedback</li> <li>Demonstrate concert etiquette when performing i.e. staying focussed when waiting for the performance to begin</li> </ul>	
<b>Understanding notation</b>	<ul style="list-style-type: none"> <li>Understand stave, lines and spaces, and the treble clef</li> <li>Play melodies following musical notation (with support from onscreen fingering charts) using a small range (3 notes B, A, G). Pitch range may extend to 4/5 notes and include E/D. Rhythm notation will include crotchets, paired quavers, minims. Word</li> </ul>	<ul style="list-style-type: none"> <li>Copy short melodic phrases (5 notes) by ear</li> <li>Play melodies following musical notation (sometimes with support from onscreen fingering charts) using a small range of 5 notes.</li> </ul>	<ul style="list-style-type: none"> <li>Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</li> <li>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</li> <li>Read and perform musical notation within an octave</li> </ul>	<ul style="list-style-type: none"> <li>Understand the differences between semibreves, minims, crotchets, quavers and semiquavers, some dotted notes, and their equivalent rests.</li> <li>Develop the skills to read and perform pitch notation within an octave</li> <li>Read and play confidently from rhythm notation</li> </ul>

**Music Skills and Progression Document**



	<p>chants may be applied to aid understanding of rhythm notation.</p> <ul style="list-style-type: none"> <li>• Understand corresponding rests</li> </ul>		<ul style="list-style-type: none"> <li>• Read and play short rhythmic phrases at sight from prepared cards/online resources, using conventional symbols for known rhythms and note durations.</li> </ul>	<p>cards/online resources and rhythmic scores in 2 parts that contain known rhythms and note durations.</p> <ul style="list-style-type: none"> <li>• Read and play from notation a four-bar phrase, confidently identifying note names and durations.</li> </ul>
<p><b>Composing and Improvising</b></p>	<ul style="list-style-type: none"> <li>• Invent short 'on-the-spot' responses/short phrases using a limited note-range (e.g 3 notes)</li> <li>• Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi)</li> <li>• Copy stepwise melodic phrases with accuracy at different speeds, extending to question-and-answer phrases</li> <li>• Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine known rhythmic notation with letter names to create short phrases using a limited range of 5 pitches and play these phrases as self-standing compositions.</li> <li>• Record creative ideas using any of graphic symbols, rhythm notation and time signatures, staff notation, technology</li> <li>• Create a simple melody using up to 5 notes</li> </ul>	<ul style="list-style-type: none"> <li>• Compose melodies made from pairs of phrases in a suitable key. These melodies can be enhanced with rhythmic or chordal accompaniment.</li> <li>• Create a simple melody (up to 5 or more notes) that works musically</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and compose an 8- or 16-beat melodic phrase using the notes learnt so far and incorporate rhythmic variety and interest. Play this melody. Notate this melody.</li> <li>• Compose melodies made from pairs of phrases in a suitable key.</li> </ul>

## **Listening and Appraising**

- Listen to high-quality recorded music from great composers and musicians from different traditions
- Explore the inter-related dimensions of music to promote appreciate and understanding of music listened to in lessons
- Develop knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.
- Year 3 - pupils will learn to describe a piece of music using music vocabulary.
- Year 4 - pupils will learn to use musical vocabulary to describe how a musical element is used to a create mood/feeling effect in a piece or song
- Year 5 - pupils will use musical vocabulary with confidence to explain how musical elements create mood/feeling/effect in a piece or song
- Year 6 - pupils will use musical vocabulary with confidence to explain how musical elements are combined to create a mood/feeling/effect in a piece or song.