|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Year Group** | **Performing** | | | | | | | | | **Composing** | | | | | | | **Notation** | | | | | | **Listening, Appraising**  **And Understanding** | | | | | |
|  | WT | | | MET | | | | GD | | WT | | MET | | | GD | | WT | MET | | | GD | | WT | MET | | | GD | |
| Working beyond year 6  expectations | Fluently perform simple melodies and rhythm patterns from simple notations, on own and in a group, using voice and instruments, in time, with control. | | | | | | | | | To compose melodies using modulation effectively, moving to the relative minor or dominant key and home again to the tonic key within balanced and clearly structured melodies.  To indicate performance directions using a range of Italian terms to indicate dynamics and tempo. | | | | | | | To be able to notate pieces which include accidental notes and modulate to a different key.  To understand about the Bass Clef.  To indicate performance directions using a range of Italian terms to indicate dynamics and tempo | | | | | | To experience listening to a wide range of live and recorded music.  To be able to recognise different genres and styles of music.  To describe some of the features of music they hear using musical vocabulary to describe pitch, dynamics, structure, tempo and rhythm patterns. To be able to articulate the effect on the listener of changes in key/tempo/dynamics/timbre, etc. To recognise chord progressions and cadences. | | | | | |
| DEPTH | WT | | MET | | | GD | | | | WT | MET | | | GD | | | WT | | MET | GD | | | WT | | MET | GD | | |
| End of year 6  expectations | To be able to perform on a pitched instrument in more than one key, playing either a melody line or an accompaniment whilst being able to listen and fit in as part of a group performance, adjusting playing where necessary, following and giving performance cues. | | | | | | | | | To be able to compose melodies and accompaniments in a variety of styles and to suit different occasions and purposes. Including classical, pop and jazz style pieces and using a variety of chord sequences and a full octave range. | | | | | | | To be able to notate compositions covering a full octave range in C major, using conventional notations accurately, including knowing the meaning and symbols for a flattened or a sharpened note and how to notate a triad chord in root position.  To use Italian terms for dynamic contrast, including crescendo and diminuendo | | | | | | To experience listening to a wide range of live and recorded music.  To be able to recognise different genres and styles of music.  To describe some of the features of music they hear using musical vocabulary to describe pitch, dynamics, structure, tempo and rhythm patterns and timbre.  To use a wider range of musical vocabulary such as describing ostinato accompaniments/block or broken chords/ a coda, etc. | | | | | |
| DEPTH | WT | | MET | | | GD | | | | WT | MET | | | GD | | | WT | | MET | GD | | | WT | | MET | GD | | |
| End of year 5  expectations | To sing a wide range of songs in two part harmony and with a good sense of pitch, tempo, dynamics.  To perform on a keyboard or other tuned instrument with accuracy and control and being able to perform a melody line or an accompaniment steadily and accurately. | | | | | | | | | To be able to create a theme and variations, showing an understanding of the use of different ways of accompanying a melody and ways of varying the melody by changing rhythms/inverting a bar/etc.  To create compositions with a sense of style and purpose using structure, texture, pitch range, rhythms and dynamics effectively, using the terms ‘piano’ and‘ forte’ | | | | | | | To be able to notate melodies covering a full octave range in C major, identifying the notes by letter name and adding a notated accompaniment line, using symbols for repeat.  Some children will be able to notate a bass accompaniment using bass clef. | | | | | | To experience listening to pieces/extracts of music from a variety of genres, including live performances.  To describe some of the features of music they hear using musical vocabulary to describe pitch, dynamics, structure, tempo and rhythm patterns and timbre.  To use a wider range of musical vocabulary such as describing ostinato accompaniments/block or broken chords/ a coda, etc. | | | | | |
| DEPTH | WT | | MET | | | | GD | | | WT | | | MET | GD | | | WT | | MET | GD | | | WT | | MET | GD | | |
| End of year 4  expectations | To perform a wide range of songs, including those with syncopated rhythms and more complex melodies.  To be able to play a pitched instrument as soloist or as part of a group, following directions for starting/stopping/dynamics and tempo with accuracy and control | | | | | | | | | To create balanced, well-structured melodies with 2, 3 or 4 beats in each bar. Understanding how to use repetition and sequences, to good effect.  To understand how to create and use a melodic ostinato or chords to accompany a melody.  To create compositions with a sense of style and purpose. | | | | | | | To be able to record rhythm patterns (in simple time) accurately, using crotchets, quavers, minims and semi-breves correctly to fill bars in 4/4 time.  2/4, or 3/4 time and melodies on a 5 line stave, using letter names for the steps of the scale. | | | | | | To be given the opportunity to listen to short pieces/extracts of music from a variety of genres, in To be able to talk about music listened to and composed, in musical terms which describe pitch, duration and the structure of simple melodies such as the use of repetition, introduction, coda, etc.  To be able to use the terms PIANO, FORTE, CRES/ DIM, RALLENTANDO. | | | | | |
| DEPTH | WT | | MET | | | | GD | | | WT | | | MET | GD | | | WT | | MET | GD | | | WT | | MET | | | GD |
| End of year 3 expectations | To sing a wide range of more complex songs, including songs in at least two parts and with a wider pitch range.  To perform on tuned instruments with control (i.e. glockenspiel, chime bars) as a soloist and as part of a group. | | | | | | | | | To be able to compose a melody with 4 beats in each bar using the first five notes of a major scale using crotchets, quavers, minims and crotchet rests. | | | | | | | To be able to record rhythm patterns accurately, using crotchets, quavers, minims and semi-breves correctly to fill bars in 4/4 time.  To be able to notate a melody accurately using a five line stave and a range of five notes using conventional notation. | | | | | | To be given the opportunity to listen to short pieces/extracts of music from a variety of genres, including live performances. To be able to talk about music listened to and composed, in musical terms which describe pitch, duration and the structure of simple melodies such as the use of repetition, introduction, coda, etc.  accompaniment. | | | | | |
| DEPTH | WT | | MET | | | | GD | | | WT | | | MET | GD | | | WT | | MET | GD | | | WT | | MET | GD | | |
| End of year 2  expectations | To be able to follow pitch patterning to perform songs with an accurate sense of pitch.  To sing songs in a ‘round’ or in two parts, maintaining accurate timing and tuning.  To perform on a range of percussion instruments with good control and accuracy, including tuned percussion instruments. | | | | | | | | | To use pitched percussion instruments to create simple melodies of at least four bars in length using the first three notes of a major scale, adding a rhythmic or melodic ostinato line.  To create and perform melodies and rhythms to create sound stories and poems. | | | | | | | To be able to record crotchets, quavers, a crotchet rest and a minim, using conventional notation.  To be able to notate a melody line using the first three notes of a major scale, using one line stave and/or multilink or squared paper. | | | | | | To be given the opportunity to listen to short pieces/extracts of music from a variety of genres, including live performances. To be able to talk about music listened to and composed, in musical terms which describe pitch, duration and the structure of simple melodies such as the use of repetition, introduction, coda, etc. | | | | | |
| DEPTH | WT | MET | | | | | GD | | | WT | | | MET | GD | | | WT | | MET | | | GD | WT | | MET | GD | | |
| End of year 1  expectations | To perform a range of songs showing a good sense of pitch, timing and dynamic control.  To use instruments to keep a steady beat, to perform an ostinato accompaniment and to perform sound poems, with control and care, including the use of dynamic control and following performance signals. | | | | | | | | | To select and combine percussion instruments, including pitched instruments, creating melodies with at least two different pitches with a rhythmic accompaniment. | | | | | | | To record sound selections showing a sense or order and dynamics. To record simple two note melodies using the top and bottom of a major third (doorbell) i.e.…C and E. above and below a one-line stave. | | | | | | To be given the opportunity to listen to short pieces/extracts of music from a variety of genres, including live performances.  To be able to respond to what is heard using movement and dance showing a good sense of pulse and interpretation of character.  To be able to recognise describe high and low pitch, fast and slow tempo, how a piece of music makes them feel and to identify and name some instruments they can hear. | | | | | |
| DEPTH | WT | | | | MET | | | | GD | WT | | | MET | | | GD | WT | | MET | GD | | | WT | | MET | GD | | |