



Perform a solo or taking a leadership role within a performance

Compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features,

Year 7

Film music Fingal's Cave Motifs World War 2

Sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression

Evaluate how the venue, occasion and purpose affects the way a piece of music sounds

Use musical vocabulary correctly when describing and evaluating the features of a piece of music

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



Sing songs in two or more parts

Recognising and confidently discussing the stylistic features of different genres

Year 6

Looping and remixing Composition notation Holi festival

Perform with accuracy and fluency from graphic and simple staff notation

Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence

Combining rhythmic patterns (ostinato) into a multi-layered composition

Year 5

Play in time with peers, with accuracy and awareness of their part in the group performance

Develop the correct embouchure



Read staff notation



Wider opportunities brass lessons

Know the names of instruments in the brass family



Beginning to improvise musically

Identify gradual dynamic and tempo changes within a piece of music (crescendo/decelcendo)

Play in time and with a degree of awareness of their part during a performance



Sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique

Recognise and explain the changes within a piece of music

Year 4

Pentatonic melodies Jazz Traditional instruments and improvisation (India)

Use and read basic staff notation

Use letter name and rhythmic notation



Compose a piece of music in a given style with voices and instruments (Indian Classical, Jazz, Swing)



Recognise instrumentation and name instrument families

Compose by combining several layers of instruments within a given structure

Use their voices expressively when singing, including the use of basic dynamics

Year 3

Orchestral instruments African call and response British songs

Begin to use musical vocabulary to describe music

Compose melodies using 5 or more notes

Begin to use letter notation

Copy longer rhythmic patterns on un-tuned percussion

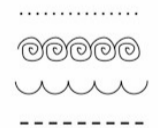
Recognise basic tempo, dynamic and pitch changes



Compose a melody with 2 or 3 notes



Begin to use graphic score notation



Year 2

Pitch and tempo Pulse and rhythm Classical music

Begin to learn musical vocabulary (timbre, pitch, tempo, dynamics, pulse, rhythm)



Copy back short rhythms and maintain a steady pulse on an untuned percussion instrument

Use their voices to chant



Year 1

Reception-Learn about music from other cultures. To respond to music with movement and Makaton signs. To explore using our voices to make a variety of sounds



Create sounds by banging, shaking, tapping and blowing. Listening to music and talking about it.

Nursery & Reception