

MUSIC					
LISTEN & APPRAISE	SINGING	PLAYING	IMPROVISATION	COMPOSITION	PERFORMANCE
Listen to music and make comments about what they have heard including retelling the story of a chosen nursery rhyme.	Sing 6 well-known nursery rhymes and songs from memory.	Perform in time with music		Make a sequence of sounds Clap and repeat short rhythmic patterns	Move to the music by dancing, marching or acting out a character.
know 3 songs off by heart and say whether they like them or not.	Sing/rap the chorus of 3 songs from memory	learn the names of the notes in their instrumental part when written down- C, D G	know that improvisation is about making up their own tune	know that composing is like writing a story with music	know that a performance is sharing music with other people (audience)
know and recognise the sound and names of 3 of the instruments they use	sing notes of different pitches (high and low)	learn the names of the instruments they play	listening and clap own rhythm of words	create a simple melody using 2 notes	perform a song they have learned
know that music has a steady pulse	start/stop singing when following a leader	listen to and follow musical instructions from a leader	listen and play own answer using 1 note	learn how notes can be written down	record a performance and say how they were feeling about it
Know the names of 5 songs off by heart know what they are about	confidently sing the chorus and response for 5 songs from memory	learn the names of the notes in their instrumental part from memory- C and D	listen and play own answer using 2 notes- C and D	create three simple melodies using three different notes- C, D and E.	add ideas to a performance to improve it
know some songs have a chorus and a response part	know that unison is everyone singing at the same time	know the names of the untuned percussion instruments they play	improvise using 2 notes	learn how notes can be written down and changed if necessary, know the language surrounding this	
know that songs have a musical style	know why we need to warm up our voices	play the part in time with the steady pools			
know that rhythms are different from the steady pulse	know songs include other ways of using the voice (rapping/spoken word)				
say how a piece of music makes me feel					
know how to find and demonstrate the pulse	know singing in a group can be called choir	play one part on a tuned instrument from memory/using notation- Notes a, B, C, D, E, F and G	use riffs in improvisations	know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure	know that a performance involves communicating ideas, thoughts and feelings about the song/music
know the difference between pulse and rhythm	know a leader or conductor is a person who the choir or group follow	rehearse and perform their part	know three well known improvising musicians	recognise the connection between the sound and symbol/notation used	know that everything that will be performed must be planned and learned
		follow a leader when playing your part			
know how pulse, rhythm and pitch work together to create a song	sing in unison and in simple two-parts	know and talk about instruments played in class and treat them with respect			create a simple melody using 5 different notes and simple rhythms that work

				musically with the style of the song	
know the difference between a musical question and an answer	have an awareness of the pulse internally when singing	play all four parts on a tuned instrument from memory/using notation		explain the keynote/starting note and the structure of the melody	communicate the meaning of the words and clearly articulate them
know the name of 5 songs from memory and who sang them or wrote them	know texture is how a solo singer makes a thinner texture than a larger group	lead the playing in a section of the song		listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the class song	talk about the venue and how to use it to best effect
know the style of 5 songs	sing with awareness of being in tune	know different ways of writing music down- notation and symbols		record the composition in a way that recognises the connection between sound and symbol- in both notes and images.	record a performance and compare it to a previous performance
talk about the lyrics and some of the instruments in songs	re-join the song if lost	know the notes C D E F G A B C on the treble stave			
know how pulse, rhythm and pitch work together	listen to the group when singing	play a musical instrument with the correct technique within the context of the song			
know 5 songs from memory and who sang them or wrote them	know and confidently sing parts of 5 songs from memory and sing them with a strong internal pulse	lead an instrumental part from memory/using notation			
talk about the style, lyrics, sections and instruments in songs	choose a song and talk about singing in unison, the solo, lead vocal, backing vocals or rapping	rehearse and perform their part of the song			
talk about the style indicators and musical dimensions in songs	sing backing vocals	lead a rehearsal session			
know 5 songs from memory, who sang or wrote them and when they were written	experience solo singing				
know the style of five songs and name two other songs in those styles	know about the style of songs - to represent the feeling and context to the audience				
choose two songs and talk about the style indicators, the lyrics, the musical dimensions, the sections, the instruments and the historical context of the song					
talk about the message of songs					
compare 2 songs in the same style talking about what stands out musically in each of them					

listen carefully and respectfully to other people's thoughts about the music					
know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together					
create musical ideas for the group to copy					
know 5 songs from memory, who sang or wrote them, when they were written and why					
know the style of five songs and name three other songs in those styles					
choose five songs and talk about the style indicators, the lyrics, the musical dimensions, the sections, the instruments and the historical context of the song					
know that we each have a musical identity					
compare 2 songs in the same style talking about what stands out musically in each of them and similarities and differences					
create musical ideas for the group to respond to					