

Music			
Year Group			
	Year 4 The Bear/Narnia Iron Man	Year 5	Year 6
Notation	Formal notation on a staff using treble clef crotchets, paired quavers, minims & rests	Formal notation on a staff using treble clef, crotchets, paired quavers, minims & rests and introducing semibreves & semiquavers	Use formal notation in a 16 beat melodic phrase
Performing	- Perform a simple part of an ensemble rhythmically (Ukelele/ Egyptian Death Ceremony & Junk Band Composition) - Sing songs from memory with increasing expression, accuracy and fluency (Music Assembly/Ukelele) - Improvise using repeated patterns with increasing accuracy and fluency – Ukelele/ Junk Band Composition	- Sing and use their understanding of meaning to add expression (Music Assembly, WWII songs, Guitars) - Perform 'by ear' and from simple notations (Guitars) - Improvise within a group, using melodic and rhythmic phrases (guitars) - Recognise and use basic structural forms e.g. rounds/variations/rondo form (WWII songs, guitars) - Maintain their part whilst others are performing their part (WWII songs, guitars)	- Sing a harmony part confidently and accurately (Christmas Carols/Music Assemblies) Samba – Darwin's Dragons - Perform using notations - Take the lead in a performance or a solo part with increasing accuracy/fluency/ control and expression - Provide rhythmic support (Pig Heart Boy/French – using digital technology) - Perform parts from memory (e.g. the harmony to a melody learnt).
Composing	Egyptian Death Ceremony Composition (Junk Band – rhythm & beat) - Use notations to record and interpret sequences of pitches - Begin to use standard notation (notes on a staff including crotchets, quavers, minims & crotchet rests) - Use notations to record compositions in a small group or on their own - Use notation in a performance - Combine groups of beats	- Use technology to change sounds or organise them differently to change their effect (Magic theme) - Choose the most appropriate tempo for a piece of music (Magic theme/guitars)	Samba – Darwin's Dragons - Recognise different forms of notation serve different purposes - Use a variety of different musical devices in their compositions (eg melody and <i>rhythms</i>) French Link/Pig Heart Boy - Use technology to compose music which meets a specific criterion - Use a variety of different musical devices in their compositions (eg <i>melody and rhythms</i>) - Refine and improve their work –(Throughout all Music projects)

Appraising	- Explain why silence is used in a piece of music and say what effect it has ((Egyptian Death Ceremony Composition/ Ukelele) - Start to identify the character of a piece of music (Music Assembly/ Egyptian Death Ceremony /Junk Band Composition) Describe and identify the different purposes of music including different styles and traditions (Throughout Music Projects and Assemblies) - Begin to identify the style of work of established composers (eg Beethoven. Mozart, Elgar etc) – Music Assembly (Tchaikovsky – The Bear/Narnia) - Use musical words (pitch/duration/timbre/dynamics/tempo) to describe a piece of music and composition (Throughout Music Projects and Assemblies)	Describe, compare and evaluate music, using musical notation (Magic theme/ guitars/ Music assemblies) Suggest improvements to their own or other's work (Magic theme/ guitars) - Choose the most appropriate tempo for a piece of music (Guitars/ Magic theme) Identify and begin to evaluate the features within different pieces of music, including different genres and different historical pieces of music (Magic theme/Music assemblies) - Compare and contrast the work of established composers and show preferences (Magic theme & Music assemblies)	- Evaluate how a venue, occasion and purpose affects the way a piece of music is created (Samba – Darwin's Dragons) Compare and contrast the impact that different composers from different times will have had on the people of the time (Samba/ Music Assemblies) Analyse features within different pieces of music (Throughout Music Projects & Music Assemblies)
Greater Depth	- Use selected pitches simultaneously to produce simple harmony - Explore and use sets of pitches (eg 4 or 5 note scales) Show how they can use dynamics to provide contrast - Identify how a change in timbre can change the effect of a piece of music	- Use pitches simultaneously to produce harmony by building up simple chords - Devise and play a repeated sequence of pitches on a tuned instrument to accompany a song - Understand the relation between pulse and syncopated patterns - Identify and use how patterns of repetitions, contrast and variations can be organised to give structure to a melody, rhythm, dynamic and timbre - Explain how tempo changes the character of music - Identify where a gradual change in dynamics has helped to shape a phrase of music	- Perform a piece of music which contains 2 or more distinct melodic or rhythmic parts, knowing how the parts will fit together - Show how a small change of tempo can make a piece of music more effective - Use the full range of chromatic pitches to build melodic lines and bass lines - Appraise the introductions, interludes and endings for songs and compositions they have created

Vocabulary	<i>as Year 3 plus:</i> forte (loud)	<i>as Year 4 plus:</i> accent	<i>as Year 5 plus:</i> diction
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	harmony improvise leaping (large interval between two notes) minim piano (quiet) pulse recorder score treble clef tuned percussion untuned percussion volume pentatonic	adagio allegro bass crescendo notation semibreves semiquavers texture timbre	interval syncopation
Defined End Point	<i>- Use a range of appropriate musical terms to evaluate a selection of music (prominent composers) and read, write and perform using increasingly accurate musical notation (considering pitch, duration, timbre, dynamic)</i>	<i>- Use a range of appropriate musical terms to compare and evaluate music (prominent composers and class compositions) and read, write and perform (including by ear) creating harmonies by building simple chords.</i>	<i>-Read, write, evaluate and perform (including from memory and using musical terms), creating 2 part harmonies confidently and accurately.</i>