

Music at Georgian Gardens Primary School

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Elements	<ul style="list-style-type: none"> • <i>understand that rhythm describes the mixture of long and short sounds which are performed on top of the pulse</i> • <i>listen to, copy and repeat a simple rhythm or melody</i> • <i>understand that pitch describes how high or low a sounds are</i> • <i>understand that tempo describes how fast or slow the music is</i> • <i>understand that dynamics describe how loud or quiet the music is</i> 	<ul style="list-style-type: none"> • <i>Find the pulse and internalise</i> • <i>Improvise a simple rhythm using different instruments including the voice</i> • <i>Understand that timbre describes the character or quality of a sound</i> • <i>Understand that texture describes the layers within the music</i> 	<ul style="list-style-type: none"> • <i>Find the pulse of songs/music with confidence</i> 	<ul style="list-style-type: none"> • <i>Copy increasingly challenging rhythms using body percussion and unturned instruments</i> 	<ul style="list-style-type: none"> • <i>Understand how pulse, rhythm and pitch work together</i> 	<ul style="list-style-type: none"> • <i>Appropriately discuss the dimensions of music and recognise them in music heard</i>

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Listen and Appraise	<ul style="list-style-type: none"> • Concentrate and listen to a piece of music • Say what they like or dislike about a piece of music and describe how it makes them feel • Use musical words and phrases to describe a piece of music • Name different musical instruments 	<ul style="list-style-type: none"> • Listen to and understand different pieces of high quality live and recorded music • Recognise where music might come from, the people who might perform it and when it might be played • Show some understanding of how to recognise music from different points in history and I know why music might have been composed and performed • Understand that structure describes how different sections of music are ordered • Describe a piece of music using musical language 	<ul style="list-style-type: none"> • Listen with direct to a range of high quality music • Confidently recognise a range of musical instruments • Begin to listen to and recall sounds with increasingly aural memory 	<ul style="list-style-type: none"> • Confidently recognise a range of musical instruments and different sounds they make • Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators • Use musical language to appraise a piece or style of music • Listen to a recall sounds with increasing aural memory 	<ul style="list-style-type: none"> • Develop an increasing understanding of the history of music and context of music • Listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> • Develop a deeper understanding of the history and context of music • Appropriately discuss the dimensions of music and recognise them in music heard • Listen with attention to detail and recall sounds with increasing aural memory and accuracy • Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians
Singing	<ul style="list-style-type: none"> • Follow the conductor or band leader • Understand how to sing musically after warming up, sitting or standing well so that sounds can be confidently projected • Perform rhymes, raps and songs • Work and perform as part of an ensemble or as a group singing 	<ul style="list-style-type: none"> • Confidently perform rhymes, raps and songs • Understand that words in a song can affect its melody • Sing a song in two parts 	<ul style="list-style-type: none"> • Sing songs with multiple parts with confidence and precision 	<ul style="list-style-type: none"> • Sing as part of an ensemble with confidence and precision 	<ul style="list-style-type: none"> • Improvise with increasing confidence using my own voice, rhythms and varied pitch • Sing as part of an ensemble with increasing confidence and precision 	<ul style="list-style-type: none"> • Sing as part of an ensemble with full confidence and precision

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Performing	<ul style="list-style-type: none"> • <i>Work and perform as part of an ensemble or as a group singing</i> • <i>Perform rhymes, raps and songs</i> 	<ul style="list-style-type: none"> • <i>Use tuned and untuned classroom percussion to play accompaniments and tunes</i> • <i>Perform as an ensemble using different instruments</i> • <i>Play instruments using the correct techniques with respect</i> • <i>Practise, rehearse and perform music to an audience with confidence</i> 	<ul style="list-style-type: none"> • <i>Play and perform in solo or ensemble contexts with confidence</i> 	<ul style="list-style-type: none"> • <i>Play and perform in solo and ensemble contexts with increasing confidence</i> 	<ul style="list-style-type: none"> • <i>Play and perform in solo and ensemble contexts with some accuracy, control, fluency and expression</i> 	<ul style="list-style-type: none"> • <i>Play and perform in solo and ensemble contexts with increasing accuracy, control, fluency and expression</i>
Composing	<ul style="list-style-type: none"> • <i>listen to, copy and repeat a simple rhythm or Melody</i> 	<ul style="list-style-type: none"> • <i>use tuned and untuned classroom percussion to compose an improvise</i> • <i>use pictures or formal musical notation to help compose or perform music</i> • <i>choose, organise and combine musical patterns</i> • <i>experiment with, create, select and combine sounds using the interrelated dimensions of music</i> 	<ul style="list-style-type: none"> • <i>understand the improvisation is when a composer makes up a tune within boundaries</i> • <i>understand that composition is when a composer writes down and records a musical idea</i> • <i>understand some formal, written notation which includes crotchets and rests</i> 	<ul style="list-style-type: none"> • <i>understand some formal, written notation which includes minims and quavers</i> 	<ul style="list-style-type: none"> • <i>compose complex rhythms using my aural memory</i> • <i>understand some formal written notation which includes semibreves and dotted crotchets and their position on a staff</i> 	<ul style="list-style-type: none"> • <i>improvise and compose music for a range of purposes using the interrelated dimensions of music</i>