



St John's Catholic Junior School Music Curriculum Milestones 2019-2020

	Year 3	Year 4	Year 5	Year 6
	<p style="text-align: center;"><u>Listening</u></p> <p>Identify simple repeated rhythmic patterns Listen to simple elements of music Verbally recall what they have heard with simple vocabulary - loud, soft, high, low Begin to say what they like and dislike</p> <p style="text-align: center;"><u>Composing</u></p> <p>Create short melodic patterns and rhythmic phrases Recognise and explore how sounds can be made and changed Choose sounds to represent different things in different ways Make sequences of sounds and combine sounds for different purposes Show some imagination in the use of sound Create simple accompaniments</p>	<p style="text-align: center;"><u>Listening</u></p> <p>Listen with greater attention to detail Recognise well defined changes in sounds Identify mood in music Identify beat and pulse in music Recognise pattern in music Describe music using appropriate vocabulary Begin to compare different kinds of music Recognise differences between music of different times and cultures</p> <p style="text-align: center;"><u>Composing</u></p> <p>Recognise and explore how sounds can be organised Create a range of musical patterns Improvise within a group Improvise repeated patterns Carefully choose and order sounds to achieve an effect</p>	<p style="text-align: center;"><u>Listening</u></p> <p>Describe what they hear using a wider range of musical vocabulary Recognise how musical elements are used by composers to create different moods and effects Understand the cultural and social meaning of lyrics Appreciate harmonies, drone and ostinato Explore ways the way in which sounds are combined towards certain effects Understand the relationship between lyrics and melody</p> <p style="text-align: center;"><u>Composing</u></p> <p>Use a range of dynamics, timbre and pitch in composition Understand culture in composition Create rhythmic patterns with an awareness of timbre and duration</p>	<p style="text-align: center;"><u>Listening</u></p> <p>Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary Analyse and compare features from a wide range of music Discern and distinguish layers of sound and understand their combined effect Identify cyclic patterns - verse and chorus, coda Recognise how different musical elements are combined and used expressively in many different types of music</p> <p style="text-align: center;"><u>Composing</u></p> <p>Use imagination and confidence when composing Combine several layers of sound with awareness of combined effect Use changes in timbre, pitch and dynamic Understand the use of silence in composition</p>

	<p style="text-align: center;"><u>Performing</u></p> <p>Follow simple verbal instructions Beat out short rhythms and repeat short rhythmic patterns Repeat short rhythmic phrases from memory Perform simple accompaniments and simple rhythmic parts Keep to a steady pulse Begin to understand tempo, rhythm and tone Use their voice in different ways Sing simple songs from memory Imitate changes in pitch Sing songs with more accurate pitch Maintain a simple part in a round</p>	<p>Order sounds within simple structures (beginning, middle, end) Use sound to create abstract images Read a simple musical stave Compose simple melodies and songs Use pitch to communicate ideas Sequence long and short sounds</p> <p style="text-align: center;"><u>Performing</u></p> <p>Follow instructions when performing Gain a sense of occasion when performing, showing an awareness of others Perform with increasing expression, and control and sing with good intonation and articulation Understand and use the concept of pulse Use ostinato to accompany Repeat short rhythmic and melodic patterns</p>	<p>Use emphasis and accent to create effects Use change in pitch to express ideas Use own signs and symbols to record composition Know and use standard musical notation of pitch and beat Understand the concept of bass and treble clef Comment on the intended effect</p> <p style="text-align: center;"><u>Performing</u></p> <p>Show confidence in leading a group Follow instructions from symbols when singing or playing Show increasing control with instruments Play tuned instrument, with limited range of notes Sing in tune and with expression Can hold their own part when performing by ear or by notation Begin to sing in two part harmony</p>	<p>Uses chords to compose Understand how many beats in a minim, etc. and recognise their symbols Improvise melodic and rhythmic phrases as part of a group performance</p> <p style="text-align: center;"><u>Performing</u></p> <p>Lead, take a solo or accompany Follow written instructions, including notation when singing or playing Play more complex instrumental parts using tuned instruments with confidence Have an awareness how different parts fit together for effect Refine their own work and evaluate that of others Suggest improvements to others' work</p>
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