

MUSIC							
Objectives Year 1 and Year 2		A1	A2	A3	B1	B2	B3
Singing songs	To find their singing voice and use their voices confidently.						
	Sing a melody accurately						
	Sing with a sense of awareness of pulse and control of rhythm.						
	Recognise phrase lengths and know when to breathe.						
	Follow pitch movements with their hands and use high, low and middle voices.						
	Begin to sing with control of pitch						
	Sing with an awareness of other performers.						
Listening, Memory and Movement.	Recall and remember short songs and sequences and patterns of sounds.						
	Respond physically when performing, composing and appraising music.						
	Identify different sound sources.						
	Identify well-defined musical features.						
Exploring sounds, melody and instruments	To explore different sound sources.						
	Make sounds and recognise how they can give a message.						
	Identify and name classroom instruments.						
	Create and chose sounds in response to a given stimulus.						
	Identify how sounds can be changed.						
	Create differing pitch using a variety of instruments including the voice.						
	Create differing dynamics using a variety of instruments including the voice.						
	Create long and short sounds using a variety of instruments including the voice.						
	Create differing timbres using a variety of instruments including the voice.						
	Create differing layers of music using a variety of instruments including the voice.						
	Select and combine sounds using the interrelated dimensions of duration, tempo, timbre and texture.						
Reading and writing notation	Perform long and short sounds in response to symbols.						
	Play and sing phrase from graphic notation.						
	Record their own ideas.						
	Make their own symbols as part of a class score.						
Controlling pulse and rhythm	Identify the pulse in different pieces of music.						
	Identify the pulse and join in getting faster and slower together.						
	Perform a rhythm to a given pulse.						
	Begin to internalise and create rhythmic patterns.						
	Accompany a chant or song by clapping or playing the pulse or rhythm.						
Composing	Contribute to the creation of a class composition.						
	Begin to create own music independently						
	Compose music in pairs and make improvements to their own work.						
Performance and Evaluation	Perform in different ways, exploring the way the performers are a musical resource. Perform together and follow instructions that combine the musical elements. Choose sounds and instruments carefully and make improvements to their own and others' work.						

MUSIC							
Objectives Year 3 and Year 4		A1	A2	A3	B1	B2	B3
Singing songs	Sing in tune with confidence using a wider vocal range						
	Sing with awareness of pulse and control of rhythm						
	Recognise simple structures.						
	Sing expressively with awareness and control at the expressive elements						
	Sing songs and create different vocal effects						
	Internalise sounds by singing parts of a song 'in their heads.'						
Listening, Memory and Movement.	Identify melodic phrases and play them by ear.						
	Create sequences of movements in response to sounds.						
	Explore and chose different movements to describe animals.						
	Demonstrate the ability to recognise the use of structure and expressive elements through dance.						
	Identify phrases that could be used as an introduction, interlude and ending.						
	Appreciate a wide range of high-quality recorded and live music						
	Appreciate a wide range of high-quality music by noteworthy composers and musicians						
Exploring sounds, melody and instruments	Appreciate a wide range of genres of music, [e.g. jazz, classical, pop]						
	Identify ways sounds are used to accompany a song.						
	Analyse and comment on how sounds are used to create different moods.						
	Explore and perform different types of accompaniment.						
	Explore and select different melodic patterns.						
Reading and writing notation	Recognise and explore different combinations of pitch sounds. Identify melodic phrases and play them by ear.						
	Select instruments to describe visual images and on the basis of internalised sounds.						
	Perform long and short sounds in response to symbols.						
	Create long and short sounds on instruments.						
	Play and sing phrase from graphic notation.						
	Record their own ideas.						
	Use/understand symbols to represent pitch and long/short sounds						
Controlling pulse and rhythm	Use and understand symbols to represent dynamics and tempo						
	Use and understand staff notations for duration [e.g. crotchet, quaver, minim, rests]						
	Use and understand the staff notations for pitch						
	Recognise rhythmic patterns.						
Composing	Perform a repeated pattern to a steady pulse.						
	Identify and recall rhythmic and melodic patterns.						
	Identify repeated patterns used in a variety of music. (Ostinato).						
	Compose using a range of layers of music						
	Compose using a range of pitch and dynamics						
	Compose using a range of rhythmic patterns and ostinati						
Performance and Evaluation	Create music that describes contrasting moods/emotions.						
	Improvise simple tunes based on the pentatonic scale.						
	Create an accompaniment to a known song.						
Performance and Evaluation	Create descriptive music in pairs or small groups.						
	Perform in different ways, exploring the way the performers are a musical resource.						
	Perform with awareness of different parts.						
Performance and Evaluation	Recognise how music can reflect different intentions.						

MUSIC							
Objectives Year 5 and Year 6		A1	A2	A3	B1	B2	B3
Singing songs	Sing songs with increasing control of breathing, posture and sound projection.						
	Sing songs in tune and with an awareness of other parts.						
	Identify phrases through breathing in appropriate places.						
	Sing with expression and rehearse with others.						
	Sing a round in two parts and identify the melodic phrases and how they fit together.						
	Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.						
Listening, Memory and Movement.	Internalise short melodies and play these on pitched percussion (play by ear).						
	Create dances that reflect musical features.						
	Identify different moods and textures.						
	Identify how a mood is created by music and lyrics.						
	Listen to longer pieces of music and identify features.						
	Appreciate a wide range of high-quality recorded and live music						
	Appreciate a wide range of high-quality music by noteworthy composers and musicians						
Exploring sounds, melody and instruments	Appreciate a wide range of genres of music, [e.g. jazz, classical, pop]						
	Identify and control different ways percussion instruments make sounds.						
	Play accompaniments with control and accuracy.						
	Create different effects using combinations of pitched sounds.						
Reading and writing notation	Use ICT to change and manipulate sounds.						
	Perform using notation as a support.						
	Sing songs with staff notation as support.						
	Use/understand symbols to represent pitch and long/short sounds						
	Use and understand symbols to represent dynamics and tempo						
Controlling pulse and rhythm	Use and understand staff notations for duration [e.g. crotchet, quaver, minim, rests]						
	Use and understand the staff notations for pitch						
	Identify different speeds of pulse (tempo) by clapping and moving.						
	Improvise rhythm patterns.						
	Perform an independent part keeping to a steady beat.						
Composing	Identify the metre of different songs through recognising the pattern of strong and weak beats.						
	Subdivide the pulse while keeping to a steady beat.						
	Identify different starting points or composing music.						
	Compose using a range of layers of music						
	Compose using a range of pitch and dynamics						
	Compose using a range of rhythmic patterns and ostinati						
Performance and Evaluation	Write lyrics to a known song.						
	Compose a short song to own lyrics based on everyday phrases.						
	Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.						
Performance and Evaluation	Present performances effectively with awareness of audience, venue and occasions						
	Improve work through analysis, evaluation and comparison.						

