

Singing

Singing

CORE

Listen to, copy and repeat a simple melody using the voice

Sing high or low sounds, demonstrating an understanding of pitch

Improvise simple vocal patterns using question and answer phrases

Explain what a song is about

Sing songs from memory

Sing as part of a group

Perform an action or sound on the steady beat while singing.

Follow the leader or conductor

WORKING DEEPER

Sing a solo, demonstrating some level of confidence



Hi there, Buddy the Balance bot is here to help if you need it!

Listening

Listening

CORE

Move in time with a steady beat

Understand that the pulse or beat of the music is like a heartbeat that doesn't stop

Find the pulse of the music by moving their body

Understand that rhythm is a pattern of short and long sounds over the pulse of the music

Describe thoughts and feelings when listening to music.

Recognise some band and orchestral instruments

Identify a fast or slow tempo

Identify loud and quiet sounds as an introduction to understanding dynamics

Talk about any other music they have heard that is similar

Begin to understand where the music fits in the world

Begin to understand different styles of music

Composing

Compose

CORE

Understand that composing is like writing a story in music

Explore sounds and create melodies

Perform a simple composition using 2,3,4 or 5 notes

WORKING DEEPER

Recognise signs and symbols that equate to the note value of one and two beats

Performing

Performing

CORE

Listen to, copy and repeat a simple rhythm thorough call and reponse

Play a tuned or untuned instrument carefully

Play an instrument as part of a group

Play repeated rhythmic patterns in time to a backing track

Play in time to the beat

Singing

Singing

CORE

Sing short phrases independently

Sing as part of a group

Demonstrate good singing posture

Sing songs from memory

Sing with fluency and accuracy of pitch

Understand and follow the leader or conductor

Communicate words of a song effectively

Add appropriate actions and movement to songs when singing

WORKING DEEPER

Sing a solo with confidence

Listen effectively when performing for being "in time" or "out of time"

Listening

Listening

CORE

Move in time and keep a steady beat

Understand that pitch describes how high or low sounds are

Understand that when the speed of the music changes, the tempo increases / decreases

Identify a fast / slow tempo

Find the pulse of the music by moving their body

Describe thoughts and feelings when listening to music.

Discuss why they like or dislike a piece of music

Identify loud and quiet sounds as an introduction to understanding dynamics

Recognise the differences between two varying styles of music

Discuss what the music might be about and relate it to music I have listened to in the past

Recognise some musical instruments in their family groups

Listen to music from around the world and talk about its features

Composing

Composing

CORE

Create rhythmic and melodic patterns

Create rhythms using word phrases as a starting point

Compose and perform simple compositions using 2,3,4 or 5 notes

Start and end a composition on the "home" note

Create musical sound effects and short sequences of sounds in response to music and video stimuli

Use graphic symbols, dot notation and stick notations to keep a record of composed pieces

Create a story choosing and playing classroom instruments

WORKING DEEPER

Create a rhythmic pattern with stick notation, including crotchets, minims and quavers

Performing

Performing

CORE

Listen to and copy a simple rhythm

Watch and follow a steady beat

Perform rhythms for others to copy on untuned / tuned percussion

Play a part on a tuned or untuned instrument

Rehearse and perform sections of music with accuracy

Use instruments respectfully and treat them with care

Perform as part of a group keeping in time with a steady beat

Begin to create personal musical ideas using the given notes

Understand that improvisation is about making up your very simple tunes on the spot

Singing

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CORE

Communicate to others the meaning of a song

Sing as part of a group in unison and in parts

Sing songs confidently from memory

Listen and respond confidently to ensure awareness of time when following the beat.

Confidently follow the leader or conductor

Sing expressively, with attention to the meaning of the words.

Confidently perform actions in time with the music.

Sing a collection of songs in unison, of varying styles and structures.

Improvise successfully, listening and responding to stimuli from the unit backing track.

WORKING DEEPER

Sing a solo with confidence

Performing

Performing

CORE

Understand that long and short sounds (rhythm) and high and low sounds (pitch) can be represented by musical symbols

Use instruments respectfully and treat them with care.

Play instruments in different time signatures counting 2,3 or 4 in time to the music

Play simple patterns following basic notation

Identify the position of some notes on a stave

Recognise various notes and equivalent rests on a stave and understand their note values

Use a tuned instrument to play and perform in solo or ensemble contexts with confidence.

Play as part of an ensemble keeping a steady beat.

Perform my own composition using the notes I have chosen.

WORKING DEEPER

Talk about/evaluate a performance, considering what was good and what could be improved

Composing

Compose

CORE

Create simple rhythms to build phrases using limited notes.

Improvise using simple patterns and basic rhythms

Compose a simple melody in response to musical stimuli.

Write a melody that starts and ends on the home note.

Shape the melody by using conjunct and disjunct movements (moving in steps and leaps) in a structured fashion

Use a simple structure when composing.

Use simple dynamics and tempo to express loud and quiet/fast and slow.

Compose basic song accompaniments using pulse and rhythm on tuned and untuned percussion instruments

Listening

Listening

CORE

Identify if a song is major or minor

Move in time to a steady beat

Communicate to others thoughts and feelings about the music I listen to

Talk about musical features relating to the style of music

Communicate effectively the emotions I feel when listening to music.

Discuss a piece of music using appropriate musical language

Confidently recognise a range of musical instruments within their family groups

Compare and contrast songs of similar styles

Wider Opportunities: Brass

Bronze

CORE

Assemble and look after an instrument and hold it correctly. Show an awareness of pitch, pulse / beat.

Empty moisture using water key

Join in enthusiastically with all aspects of the lesson

Show an awareness of the conductor

Produce a steady buzz and clearly produce a note with the tongue; play 3 sequential pitches; control fingering or the slide

Listen to a rhythmic call and response and reproduce accurately on their instrument

Show evidence of practising at home

Silver

CORE

Show awareness of and can respond to different rhythm values: quavers, crotchets, minims; create / improvise a bar rhythm only pattern through clapping or on their instrument

Continue to show enthusiasm and contribute ideas in class

Take part in whole class performance

Focus on articulation and quality of tone; move confidently around 3 notes. Vary lips to reach higher notes; control breathing to sustain longer notes

Perform and follow whole pieces of music of 8 bars or more

Show evidence of practising at home

Gold

CORE

Follow notations used in lessons and associate it with the correct instrumental fingering

Co-operate with peers and staff; willingly offer ideas when working in a group

Make informed choices to help improve class performances showing particular regard to dynamics and balance

Demonstrate strong and accurate performance; move fluently between 5 notes with greater precision between intervals; use some chromatic notes and some extra low notes

Attempt to improvise more than 2 bars on their instrument; slot improvisation into a larger piece of music at the correct time

Join in performance at a concert opportunity (Hallé); perform confidently and willingly in performances at school

Singing

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CORE

Rehearse a song and learn it from memory

Sing as part of a group with an understanding that unison/harmony performance will affect the musical texture.

Sing on pitch and in time, adjusting for accuracy when needed.

Sing expressively, paying attention to articulation, on my own or as directed.

Rehearse and comfortably perform to others,

Effectively communicate the meaning of the words and articulate them clearly

Reflect on my performance and how well it suited the occasion

Singing

Singing

CORE

Rehearse a song and learn it from memory

Sing songs that have different simple and complex time signatures.

Sing as part of a group with an understanding that unison/harmony performance will affect the musical texture.

Sing on pitch and in time with the music.

Confidently follow the leader or conductor

WORKING DEEPER

Sing a second part in a song.

Self-correct if lost or out of tune/time.

Sing with growing confidence as a soloist.

Performing

Performing

CORE

Listen and copy back more complex rhythmic patterns, including triplets as a call and response exercise, both aurally and visually.

Understand some formal, written notation which includes semibreves, triplets and dotted crotchets, recognising their position on a stave.

Copy back complex melodic patterns as a call and response exercise, both aurally and visually.

Rehearse and play a melodic line aurally and/or visually, in various keys, with an understanding of accidental notation.

Play a melody on a tuned percussion instrument, melodic instrument or keyboard,

Perform a melody as part of a wider ensemble or small group, or individually as a soloist.

Play with accuracy as part of an ensemble, keeping a steady beat.

Improvise with increasing confidence, using my own voice, rhythms and different pitches.

WORKING DEEPER

Improvise over a simple chord progression using conjunct and disjunct movement (moving in steps and leaps).

Lead part (or all) of a rehearsal/performance.

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

When improvising, follow a steady beat, keeping in time with the pulse of the music.

Improvise within a group using melodic and rhythmic phrases

Composing

Compose

CORE

Compose music in response to musical and/or video stimuli.

Use a planned structure when composing.

Compose using a variety of rhythms, including notes and their equivalent rests.

Understand the structure of a major and minor triad and can demonstrate them on an appropriate instrument.

Use and understand the pentatonic scale and full octave ranges of both major and minor scales.

Include a home note with my composition to give it cadential recognition.

Create a melody in line with the style and harmonic structure of the backing track.

Create a melody using varied staff notation and equivalent rests within an appropriate key centre

WORKING DEEPER

Compose with chords to create an emotive/atmospheric mood.

Compose song accompaniment using chord progressions as part of my composition.

Listening

Listening

CORE

Confidently find and keep a steady beat.

Understand how pulse, rhythm and pitch work together.

Justify a personal opinion, making reference to musical elements.

Find the pulse and demonstrate the beat, identifying the first beat of the bar in a simple and complex time signature.

Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.

Accurately identify instruments and describe their timbres

Sing or clap memorable rhythmic/melodic phrases heard in a piece of music.

Confidently recognise the difference between major and minor tonalities.

WORKING DEEPER

Suggest improvements to their own or others' work

Explain how tempo changes the character of a piece of music

Identify where a gradual change in dynamics has helped to shape a phrase of music

Singing

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CORE

Rehearse a song and learn it from memory

Sing a broad range of songs as part of a group or as a soloist.

Sing in unison and in up to three parts.

Talk about the different styles of singing used in the different songs sung throughout this year.

Performing

Performing

CORE

Use body percussion, instruments and my voice with confidence in response to musical stimuli

Find and keep a steady beat/pulse.

Listen and copy back complex rhythmic patterns including triplets, dotted notes and semiquavers as a call and response exercise

Listen with attention to detail and recall sounds with increasing aural memory and accuracy.

Play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of one octave

Perform a melody as part of a wider ensemble, small group or individually as a soloist.

When improvising, follow a steady beat, keeping in time with the pulse of the music.

Lead part (or all) of a rehearsal/performance.

WORKING DEEPER

Understand formal, written notation which includes semibreves, triplets and dotted notes and recognise their position on a stave.

Rehearse and play a melodic line aurally and/or visually, in various keys, with an understanding of accidental notation in various major and minor keys.

Play securely with good levels of accuracy

Improvise with increasing confidence, using my own voice, rhythms and different pitches.

Improvise using more complex rhythms, including varying notes and their equivalent rests.

Rehearse and perform for an unfamiliar audience.

Understand the significance of movement and performing space within all aspects of my performance.

Evaluate and discuss how my performance might change in different venues/spaces.

Composing

Compose

CORE

Compose and perform an eight to 16-bar melodic phrase using a pentatonic scale in known key centres.

Compose a ternary form piece, showing variation between my A and B sections, and discuss how these contrast.

Create music in response to other music and/or video stimuli.

Know my composition has multiple sections and can be labelled as such

Compose using a variety of rhythms, including notes and their equivalent rests.

Compose using full one-octave scales in selected major and minor keys, as well as pentatonic scales.

Include a home note with my composition to give it cadential recognition.

Create a composition with an awareness of basic harmonic structure.

WORKING DEEPER

Enhance my melody with simple chord progressions.

Compose with chords to create an emotive/atmospheric mood.

Create a melody using varied stave notation and equivalent rests within an appropriate key centre.

Listening

Listening

CORE

Justify a personal opinion, making reference to the musical elements.

Find the pulse and demonstrate the beat, identifying the first beat of the bar in simple and complex time signatures.

Confidently recognise and explore a range of musical styles and traditions and discuss their style indicators, referring to the musical elements

Accurately identify most instruments and describe their timbres, including various vocal styles.

Identify and describe the sounds of various and contrasting vocal/instrumental styles, including Rock, Gospel, A cappella groups and symphony orchestras.

Confidently recognise and explore a range of musical styles and traditions/history, and know their basic style indicators.

WORKING DEEPER

Confidently recognise the difference between major and minor tonalities, primary chords and intervals within a major scale.

Understand the importance of a musical introduction/coda (outro) and the information it offers.

