



	By the end of Year 3	By the end of Year 4	By the end of Year 5	By the end of Year 6
Listening	<p>Children can...</p> <ul style="list-style-type: none"> Identify the style of some songs and how it makes them feel. Discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary, including music from different times. Recognise and explain the changes within a piece of music using musical vocabulary. Describe the timbre, dynamic and textural details of a piece of music, both verbally and through movement. Begin to show an awareness of pulse. Begin to use musical vocabulary when discussing improvements to their own and others' work. 	<p>Children can...</p> <ul style="list-style-type: none"> Recognise the use and development of motifs (riffs) in music. Identify gradual dynamic and tempo changes within a piece of music. Recognise and discuss the stylistic and common features of different genres, styles and traditions of music using musical vocabulary, including music from different times. Recognise, name and explain the effect of the interrelated dimensions of music. Use musical vocabulary to discuss the purpose of a piece of music and when discussing improvements to their own and others' work. 	<p>Children can...</p> <ul style="list-style-type: none"> Recognise and discuss the stylistic features of different genres, styles and traditions of music and how they have developed over time, using musical vocabulary. Represent the features of a piece of music using graphic notation, justifying their choices with reference to musical vocabulary. Compare, discuss and evaluate music using detailed musical vocabulary. Develop confidence in using detailed musical vocabulary to discuss and evaluate their own and others' work. 	<p>Children can...</p> <ul style="list-style-type: none"> Discuss musical eras and the impact of different composers on the development of musical styles. Recognise and discuss the stylistic features of music and relate it to other aspects of the Arts (Pop art, Film music). Represent changes in pitch, dynamics and texture using graphic notation, justifying choices using musical vocabulary. Identifying the way that features of a song can complement each other to create an overall effect. Use musical vocabulary correctly when describe and evaluate the features of a piece of music including how the venue, occasion and purpose affects the way a piece of music sounds. Confidently use detailed musical vocabulary to discuss and evaluate their own and others work
Composing	<p>Children can...</p> <ul style="list-style-type: none"> Compose a piece of music in a given style with voices and instruments. Combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Suggest and implement improvements to their own work, using musical vocabulary. 	<p>Children can...</p> <ul style="list-style-type: none"> Compose a piece of music in a given style with voices, bodies and instruments. Begin to improvise musically within a given style. Develop melodies using rhythmic variation, transposition, inversion, and looping. Create a piece of music with at least four different layers and a clear structure. Use letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. Suggest improvements to others' work, using musical vocabulary. 	<p>Children can...</p> <ul style="list-style-type: none"> Compose a detailed piece of music from a given stimulus with voices, bodies and instruments. Improvise coherently within a given style. Combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Use staff notation to record rhythms and melodies. Select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence. Suggest and demonstrate improvements to own and others' work 	<p>Children can...</p> <ul style="list-style-type: none"> Improvise creatively within a given style, incorporating given features. Compose a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. Compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. Develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Record own composition using appropriate forms of notation and/or technology. Constructively critique their own and others' work, using musical vocabulary.

Perform	Children can... <ul style="list-style-type: none"> • Sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. • Sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance. • Perform from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology. 	Children can... <ul style="list-style-type: none"> • Sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. • Sing and play in time with peers with accuracy and awareness of their part in the group performance. • Play melody parts on tuned instruments with accuracy and control and develop instrumental technique. • Play syncopated rhythms with accuracy, control and fluency. 	Children can... <ul style="list-style-type: none"> • Sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. • Work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. • Perform with accuracy and fluency from graphic and simple staff notation. • Play a simple chord progression with accuracy and fluency 	Children can... <ul style="list-style-type: none"> • Sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. • Work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. • Perform a solo or taking a leadership role within a performance. • Perform with accuracy and fluency from graphic and staff notation and from their own notation. • Perform by following a conductor's cues and directions.
----------------	--	---	--	---

Vocabulary

Inter-related dimensions of music	Pitch Duration Dynamics Tempo Timbre Structure Notation structure	Pitch Duration Dynamics Tempo Timbre Structure Notation structure	Pitch Duration Dynamics Tempo Timbre Structure Notation structure	Pitch Duration Dynamics Tempo Timbre Structure Notation structure
Key pentatonic scale Ballad Compose Crescendo influence rhythm pattern mood style verse stanza symbol	Bassline Rock and roll Hand jive 1950s Style Staff/stave Minim Semibreve Crotchet Quavers rest Rhythm Treble clef Bar line Time signature Calypso Improvise Percussion Pentatonic scale	Chord Improvise Major/minor Melody Rhythm Loop Sample sequence Compose Purpose Blues bar scale ascending/descending graphic score performance	Primary chord Secondary chord Intonation Two-part harmony Octave Major/minor Contrast Diaphragm Melody Phrase Graphic score Time signature (3/4 time, 4/4 time) accidentals diaphragm legato motif orchestra percussion pizzicato pulse quaver	