

Music Progression 2024

HOLBROOK PRIMARY

Key Stage 1

	Nursery Topics: All about me People who help us Autumn, Spring, Summer songs (Niki Davies)	Reception Topics: All about me People who help us Autumn, Spring, Summer songs (Niki Davies)	Year 1 Topics: <ul style="list-style-type: none"> Changes in living memory linking to aspects of change in national life Lives of significant individuals – Queen Victoria Lives of significant individuals – Lady Godiva Coventry Music Cultural Cantata Songs	Year 2 Topics: <ul style="list-style-type: none"> Events beyond living memory significant nationally or globally Lives of significant individuals – James Starley, Karl Benz, Karl Drais Significant historical events, people and places in their locality Bicycle/ transport Coventry Music Cultural Cantata Songs
Listening and Appraising	Listen to a wide variety of high quality recorded and live music (when possible) from different times in history, different countries and types of music groups – eg: orchestras, bands, choirs, solo-artists, etc All children will be able to: <ul style="list-style-type: none"> Identify high and low sounds Identify loud and soft volume Most children will be able to: <ul style="list-style-type: none"> Say whether music is happy/sad Identify if it's a song or an instrumental piece with no singing Some children will be able to: <ul style="list-style-type: none"> Identify whether the music is from a long time ago or more recent Say how the music makes them feel and what sound textures they can hear – vocal sounds, metal, wooden, woodwind or brass sounds, etc 	Listen to a wide variety of high quality recorded and live music (when possible) from different times in history, different countries and types of music groups – eg: orchestras, bands, choirs, solo-artists, etc All children will be able to: <ul style="list-style-type: none"> Identify high and low sounds Identify loud and soft volume Identify fast and slow speeds Most children will be able to: <ul style="list-style-type: none"> Talk about how the music makes them feel Identify different parts of the music (eg verse or chorus, repeated sections, different section with new sounds/mood) Some children will be able to: <ul style="list-style-type: none"> Link instruments to different textures of sound (eg: flute is soft and airy, trumpet is loud and piercing) Identify whether the music is from a long time ago or more recently 	Listen to a wide variety of high quality recorded and live music (when possible) from different times in history, different countries and types of music groups – eg: orchestras, bands, choirs, solo-artists, etc All children will be able to: <ul style="list-style-type: none"> Identify the main instruments playing the music Identify high and low sounds Identify fast and slow speeds Identify loud and soft sections in the music Most children will be able to: <ul style="list-style-type: none"> Talk about how the music makes them feel Identify a story or journey in a piece of music Identify a chorus or verse in a song Some children will be able to: <ul style="list-style-type: none"> Explain how the timbre in the music effects the overall mood of the music and connect that with feelings Identify whether the music is from a long time ago or more recently Identify what part of the world the music comes from by the mix of instruments heard 	Listen to a wide variety of high quality recorded and live music (when possible) from different times in history, different countries and types of music groups – eg: orchestras, bands, choirs, solo-artists, etc All children will be able to: <ul style="list-style-type: none"> Identify the main instruments and sounds playing the music Identify high and low sounds and changes Identify fast and slow speeds and changes Identify loud and soft sections in the music Most children will be able to: <ul style="list-style-type: none"> Talk about how the music makes them feel Link instruments to different textures of sound (eg: flute is soft and airy, trumpet is loud and piercing) Identify a story or journey in a piece of music Identify different parts of the music (eg verse or chorus, repeated sections, different section with new sounds/mood) Some children will be able to: <ul style="list-style-type: none"> Explain how the timbre in the music effects the overall mood of the music and connect that with feelings Identify whether the music is from a long time ago or more recently Identify what part of the world the music comes from by the mix of instruments heard Begin to talk about the style of the music and compare to other similar music heard before

Vocal Skills	<p>All Children will be able to:</p> <ul style="list-style-type: none"> • Pitch voice accurately for the main chorus of a simple song • Copy actions in time to the beat with lyrics for simple melodies and nursery rhymes <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Sing familiar songs with a sense of pulse – keeping time • Copy and sing back basic patterns of notes <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Sing a wide variety of songs with confidence • Keep a steady pulse in songs • Add loud and soft dynamics 	<p>All Children will be able to:</p> <ul style="list-style-type: none"> • Pitch voice accurately for most of the song – with most confidence in the repetitive chorus • Copy actions in time to the beat with lyrics for simple melodies and nursery rhymes <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Sing familiar songs with a sense of pulse • Remember lyrics and actions to a wide variety of traditional and nursery rhymes • Copy and sing back basic patterns of notes <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Sing a wide variety of songs with confidence • Lead action songs • Add loud and soft dynamics and follow the leader • Sing with clear tone and diction 	<p>All children will be able to:</p> <ul style="list-style-type: none"> • Demonstrate a steady pulse through their singing or moving in time to the music • Sing some lyrics from memory • Copy actions and sing • Listen and copy a simple phase <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Sing most of the song with accurate sense of pitch and clear diction • Use some dynamics in songs when following a conductor • Sing with some expression if telling a story or a journey through music • Hold a second part within a song for a short time <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Confidently pitch their voice for a whole song with expression • Have clear diction • Have good breath control for long phrases • Maintain their own part within other vocal parts in 2 and 3 part songs and rounds • Be a class conductor of a song 	<p>All children will be able to:</p> <ul style="list-style-type: none"> • Demonstrate a steady pulse through their singing or moving in time to the music • Sing some lyrics from memory • Copy actions and sing • Listen and copy a simple phase <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Sing most of the song with accurate sense of pitch and clear diction • Use some dynamics in songs when following a conductor • Sing with some expression if telling a story or a journey through music • Hold a second part within a song for a short time <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Confidently pitch their voice for a whole song with expression • Have clear diction • Have good breath control for long phrases • Maintain their own part within other vocal parts in 2 and 3 part songs and rounds • Be a class conductor of a song
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Playing Instruments	<p>All children will be able to:</p> <ul style="list-style-type: none"> • Play basic body percussion patterns tapping toes, knees, clapping, tapping fingers, etc • Recognise basic sounds – shakers, triangles, drum <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Listen and copy basic rhythm patterns • Play simple rhythms to a steady pulse • Play instruments to accompany a story <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Listen to rhythm patterns and create own answers by making up short rhythm patterns 	<p>All children will be able to:</p> <ul style="list-style-type: none"> • Play basic body percussion patterns tapping toes, knees, clapping, tapping fingers, etc • Play small-hand instruments playing a repeated steady sound on the beat • Recognise basic sounds – shakers, triangles, drum <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Listen and copy basic rhythm patterns • Play simple rhythms to a steady pulse • Play instruments to accompany a story • Use correct technique when playing instruments <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Listen to rhythm patterns and create own answers by making up short rhythm patterns • Choose different instruments to create sound textures • Begin to follow basic pictures and symbols as a graphic score 	<p>All children will be able to:</p> <ul style="list-style-type: none"> • Tap or shake an instrument to the pulse of a piece of music with some hand control • Follow some simple pictures or graphics to play a rhythm or melody pattern with 2 notes <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Play a rhythm pattern to accompany a piece of music keeping a steady pulse for most of the music • Follow a simple graphic score • Begin to follow simple rhythmic notation <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Play different rhythm patterns and pitches keeping a steady pulse • Follow a line of music notation when playing a simple melody or rhythm 	<p>All children will be able to:</p> <ul style="list-style-type: none"> • Play a simple melody with 2 or 3 notes following a simple graphic score • Play a simple rhythm pattern trying to keep a steady pulse. <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Play a simple melody and rhythm keeping a steady pulse • Follow a simple graphic score or notation • Create own rhythm patterns following examples <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Confidently lead instrumental parts in a piece of music • Follow music scores showing rhythm and melodic patterns • Begin to play with some expression and careful hand control with instrumental technique
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Being creative – improvisation and Composition	<p>All Children will be able to:</p> <ul style="list-style-type: none"> Investigate sounds that different classroom instruments make by shaking and hitting with some hand control <p>Most children will be able to:</p> <ul style="list-style-type: none"> Choose instruments for specific effects to accompany a story or poem Play instruments in a specific order to create effects <p>Some children will be able to:</p> <ul style="list-style-type: none"> Put pictures or photos in an order and create sounds for each to make an organised pattern Make up very simple rhythm patterns to accompany a piece of music or simple song 	<p>All Children will be able to:</p> <ul style="list-style-type: none"> Investigate sounds that different classroom instruments make by shaking and hitting with some hand control Make decisions of what order to play sounds in to create a basic pattern <p>Most children will be able to:</p> <ul style="list-style-type: none"> Choose instruments for specific effects to accompany a story or poem and begin to explain choices Play instruments in a specific order to create effects <p>Some children will be able to:</p> <ul style="list-style-type: none"> Put pictures or photos in an order and create sounds for each to make an organised pattern Make up very simple rhythm patterns to accompany a piece of music or simple song 	<p>All children will be able to:</p> <ul style="list-style-type: none"> Choose instruments for different characters Create simple patterns of sound <p>Most children will be able to:</p> <ul style="list-style-type: none"> Explain why they have chosen certain instruments sounds and textures for characters or parts of a story Create longer patterns of sound using graphic scores, pictures to represent sounds and play back by following them <p>Some children will be able to:</p> <ul style="list-style-type: none"> Indicate and/or follow a change in tempo (speed) and dynamics (volume) Explain choice of sounds and patterns for own composition linked to a mood, character or part of a story 	<p>All children will be able to:</p> <ul style="list-style-type: none"> Choose instruments for different characters Create simple patterns of sound Layer different textures of sound <p>Most children will be able to:</p> <ul style="list-style-type: none"> Explain why they have chosen certain instruments sounds and textures for characters or parts of a story Create longer patterns of sound using graphic scores, pictures to represent sounds and play back by following them Follow a class conductor to add some dynamics – getting louder, getting softer <p>Some children will be able to:</p> <ul style="list-style-type: none"> Lead a class composition by indicating different groups to play or different rhythm patterns Indicate and/or follow a change in tempo (speed) and dynamics (volume) Explain choice of sounds and patterns for own composition linked to a mood, character or part of a story
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Music Progression –

HOLBROOK PRIMARY

Key Stage 2

	Year 3 Whole class djembe <ul style="list-style-type: none"> Changes in Britain from the Stone Age to the Iron Age- The Stone Age (Age of the Stone age Song) Egyptians (Amazing Egyptians Song) Romans (Like a Roman song) Town and Country Vaughan Williams and Elgar music inspired by the countryside (history of Coventry) – Coventry Music Cultural Cantata songs 	Year 4 DJ composition work <ul style="list-style-type: none"> The Roman Empire and its impact on Britain – Like a Roman song Britain's settlement by Anglo-Saxons and Scots – Viking Rock Song The Battle of Hastings 1066 – 1066 song 	Year 5 Whole class violin <ul style="list-style-type: none"> A study of Greek life and achievements and their influence on the western world/ the achievements of the earliest civilizations – Ancient Greece – All About the Greeks song A non-European society that provides contrasts with British history – The Mayans South American music – Brazil, Mexico 	Year 6 Whole class band – singing, drumming, keyboard <ul style="list-style-type: none"> A study of an aspect of British history that extends pupils' chronological knowledge beyond 1066 A significant turning point in British history – World War II- blitz World War II Songs
Listening and Appraising	<p>Listen to a wide variety of high quality recorded and live music (when possible) from different times in history, different countries and types of music groups – eg: orchestras, bands, choirs, solo-artists, etc</p> <p>All children will be able to:</p> <ul style="list-style-type: none"> Identify the main instruments playing the music Identify high and low sounds and timbre (texture) Identify fast and slow speeds and when music gets faster or slower (accelerando and rallentando) Identify loud (forte) and soft (piano) sounds and getting louder and getting softer (crescendo and diminuendo) <p>Most children will be able to:</p> <ul style="list-style-type: none"> Talk about how the music makes them feel Link instruments to different textures of sound (eg: flute is soft and airy, trumpet is loud and piercing) Identify different parts of the music (eg verse or chorus, repeated sections, different section with new sounds/mood) <p>Some children will be able to:</p>	<p>Listen to a wide variety of high quality recorded and live music (when possible) from different times in history, different countries and types of music groups – eg: orchestras, bands, choirs, solo-artists, etc</p> <p>All children will be able to:</p> <ul style="list-style-type: none"> Identify the main instruments playing the music to include orchestral acoustic instruments such as trumpet, violin, clarinet, etc Identify high and low sounds and timbre (texture) Identify fast and slow speeds and when music gets faster or slower (accelerando and rallentando) Identify loud (forte) and soft (piano) sounds and getting louder and getting softer (crescendo and diminuendo) <p>Most children will be able to:</p> <ul style="list-style-type: none"> Talk about how the music makes them feel and explain why Link instruments to different textures of sound (eg: flute is soft and airy, trumpet is loud and piercing) Identify a story or journey in a piece of music Identify different parts of the music (eg verse or chorus, repeated sections, different section with new sounds/mood) <p>Some children will be able to:</p>	<p>Listen to a wide variety of high quality recorded and live music (when possible) from different times in history, different countries and types of music groups – eg: orchestras, bands, choirs, solo-artists, etc</p> <p>All children will be able to:</p> <ul style="list-style-type: none"> Identify the main instruments playing the music to include orchestral acoustic instruments such as trumpet, violin, clarinet, etc Identify high and low sounds and timbre (texture) Identify fast and slow speeds and when music gets faster or slower (accelerando and rallentando) Identify loud (forte) and soft (piano) sounds and getting louder and getting softer (crescendo and diminuendo) <p>Most children will be able to:</p> <ul style="list-style-type: none"> Talk about how the music makes them feel and explain why by discussing textures of instruments Link instruments to different textures of sound (eg: flute is soft and airy, trumpet is loud and piercing) Identify a story or journey in a piece of music Identify different parts of the music (eg verse or chorus, repeated sections, different section with new sounds/mood) 	<p>Listen to a wide variety of high quality recorded and live music (when possible) from different times in history, different countries and types of music groups – eg: orchestras, bands, choirs, solo-artists, etc</p> <p>All children will be able to:</p> <ul style="list-style-type: none"> Identify the main instruments playing the music to include orchestral acoustic instruments such as trumpet, violin, clarinet, etc Identify high and low sounds and timbre (texture) Identify fast and slow speeds and when music gets faster or slower (accelerando and rallentando) Identify loud (forte) and soft (piano) sounds and getting louder and getting softer (crescendo and diminuendo) <p>Most children will be able to:</p> <ul style="list-style-type: none"> Talk about how the music makes them feel and explain why by discussing textures of instruments played Link instruments to different textures of sound (eg: flute is soft and airy, trumpet is loud and piercing) Identify a story or journey in a piece of music Identify different parts of the music (eg verse or chorus, repeated sections, different section with new sounds/mood)

	<ul style="list-style-type: none"> Identify whether the music is from a long time ago or more recently 	<ul style="list-style-type: none"> Explain how the timbre in the music effects the overall mood of the music and connect that with feelings Identify whether the music is from a long time ago or more recently Identify what part of the world the music comes from by the mix of instruments heard 	<ul style="list-style-type: none"> Identify the type of group making the music – orchestra, band, choir, solo-artist, etc <p>Some children will be able to:</p> <ul style="list-style-type: none"> Explain how the timbre in the music effects the overall mood of the music and connect that with feelings Identify whether the music is from a long time ago or more recently Identify what part of the world the music comes from by the mix of instruments heard Begin to link music together identifying similar sounds, patterns, textures 	<ul style="list-style-type: none"> Identify the type of group making the music – orchestra, band, choir, solo-artist, etc <p>Some children will be able to:</p> <ul style="list-style-type: none"> Explain how the timbre in the music effects the overall mood of the music and connect that with feelings Identify whether the music is from a long time ago or more recently Identify what part of the world the music comes from by the mix of instruments heard Begin to link music together identifying similar sounds, patterns, textures Begin to identify when some pieces of music have been the influence on another – eg The Planets Suite by Holst being an influence to John Williams to write the music for Star Wars.
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Play and Perform	<p>All children will be able to:</p> <ul style="list-style-type: none"> • Sing a simple melody from a nursery rhyme with some accurate pitching and some sense of story • Demonstrate a steady pulse through their singing or moving in time to the music • Sing some lyrics from memory • Copy actions and sing • Listen and copy a simple phase <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Sing most of the song with accurate sense of pitch and clear diction • Use some dynamics in songs when following a conductor • Sing with some expression if telling a story or a journey through music <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Confidently pitch their voice for a whole song with expression • Have clear diction • Have good breath control for long phrases • Maintain their own part within other vocal parts in 2 and 3 part songs and rounds • Be a class conductor of a song 	<p>All children will be able to:</p> <ul style="list-style-type: none"> • Sing a simple melody following a graphic score or standard notation • Sing some lyrics from memory • Copy actions and sing • Listen and copy a simple phase <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Sing most of the song with accurate sense of pitch and clear diction • Use some dynamics in songs when following a conductor • Sing with some expression if telling a story or a journey through music <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Confidently pitch their voice for a whole song with expression • Have clear diction • Have good breath control for long phrases • Maintain their own part within other vocal parts in 2 and 3 part songs and rounds • Be a class conductor of a song 	<p>All children will be able to:</p> <ul style="list-style-type: none"> • Sing a simple melody with accurate pitching and some sense of story • Demonstrate a steady pulse through their singing or moving in time to the music • Sing some lyrics from memory • Copy actions and sing • Listen and copy a simple phase <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Sing most of the song with accurate sense of pitch and clear diction • Use some dynamics in songs when following a conductor • Sing with some expression if telling a story or a journey through music <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Confidently pitch their voice for a whole song with expression • Have clear diction • Have good breath control for long phrases • Maintain their own part within other vocal parts in 2 and 3 part songs and rounds 	<p>All children will be able to:</p> <ul style="list-style-type: none"> • Sing a simple melody with accurate pitching and some sense of story • Demonstrate a steady pulse through their singing or moving in time to the music • Sing some lyrics from memory • Copy actions and sing • Listen and copy a simple phrase <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Sing most of the song with accurate sense of pitch and clear diction • Use some dynamics in songs when following a conductor • Sing with some expression if telling a story or a journey through music • Hold a second part within a song for a short time <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Confidently pitch their voice for a whole song with expression • Have clear diction • Have good breath control for long phrases • Maintain their own part within other vocal parts in 2 and 3 part songs and rounds • Be a class conductor of a song
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Understand Staff notation and equivalent	<p>Whole class djembe</p> <p>All children will be able to:</p> <ul style="list-style-type: none"> • Play some simple rhythm patterns using djembes and untuned percussion • Listen and copy a simple rhythm patterns <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Follow note patterns from basic graphic or stave notation • Play rhythm patterns with a sense of pulse • use correct techniques with instruments and careful hand control <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Follow stave notation accurately including crotchets, quavers and rests • Play instrumental patterns to match word patterns and rhythms 	<p>Small Group DJ lessons</p> <p>All children will be able to:</p> <ul style="list-style-type: none"> • Create a pattern of notes from music samples • Mix beats with some sense of pulse • Copy and paste simple samples to mix together <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Follow a simple pattern of notes on stave notation • Begin to recognise rhythm patterns with crotchets, quavers, rests, minims and semibreves • Use correct techniques on instruments <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Create more complex rhythm patterns using samples • Follow more complex rhythm notation with pitch 	<p>Whole class violin – using Charanga online music notation</p> <p>All children will be able to:</p> <ul style="list-style-type: none"> • Play a pattern of notes following simple picture cues • Play with some sense of pulse • Copy simple rhythm patterns on 3, 4 or 5 notes with crotchets, quavers and rests <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Follow a simple pattern of notes on stave notation • Begin to recognise rhythm patterns with crotchets, quavers, rests, minims and semibreves and dotted rhythms • Use correct techniques on instruments <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Follow more complex patterns of notes on a stave – C – G and C – A or pentatonic scales C D E G A • Follow more complex rhythm notation with pitch • Play simple syncopated rhythms that are not on the strong beat of the bar and include counting rests • Begin to understand major chord structures – CEG, FAC, GBD, etc – these will be used in the accompaniments of the violin music on Charanga 	<p>Whole class band</p> <p>All Children will be able to:</p> <ul style="list-style-type: none"> • Play a pattern of notes and rhythms following simple picture cues or by ear • Play with some sense of pulse • Copy simple rhythm patterns on 5 - 8 notes with crotchets, quavers, semi-quavers, minims, semibreves and rests <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Follow a simple pattern of notes on stave notation • Begin to recognise rhythm patterns with crotchets, quavers, rests, minims and semibreves • Use correct techniques on instruments • Begin to have an awareness of major and minor chords – CEG, FAC, GBD, ACE, EGB <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Follow more complex patterns of notes on a stave – C – C octave – include Bb and F# as chromatic notes where possible (keyboards and glocks/xylophones with chromatics) • Follow more complex rhythm notation with pitch • Play simple syncopated rhythms that are not on the strong beat of the bar and include counting rests • Have a fuller understanding or major and minor chords
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Being Creative – Improvise and compose for a range purposes</p>	<p>Improvise rhythms and layers of sound on djembes</p> <p>All children will be able to:</p> <ul style="list-style-type: none"> • Choose instruments for different characters • Create simple patterns of sound <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Explain why they have chosen certain instruments sounds and textures for characters or parts of a story • Create longer patterns of sound using graphic scores, pictures to represent sounds and play back by following them • Follow a class conductor to add some dynamics – getting louder, getting softer <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Indicate and/or follow a change in tempo (speed) and dynamics (volume) • Explain choice of sounds and patterns for own composition linked to a mood, character or part of a story 	<p>Create digital midi scores from samples and improvise with samples chosen</p> <p>All children will be able to:</p> <ul style="list-style-type: none"> • Choose instruments for different characters • Create simple patterns of sound <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Explain why they have chosen certain instruments sounds and textures for characters or parts of a story • Create longer patterns of sound using graphic scores, pictures to represent sounds and play back by following them • Follow a class conductor to add some dynamics – getting louder, getting softer <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Lead a class composition by indicating different groups to play or different rhythm patterns • Indicate and/or follow a change in tempo (speed) and dynamics (volume) • Explain choice of sounds and patterns for own composition linked to a mood, character or part of a story 	<p>Improvise on violins using notes learned so far</p> <p>All children will be able to:</p> <ul style="list-style-type: none"> • Choose instruments for different characters • Create simple patterns of sound • Layer different textures of sound <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Explain why they have chosen certain instruments sounds and textures for characters or parts of a story • Create longer patterns of sound using graphic scores, pictures to represent sounds and play back by following them • Follow a class conductor to add some dynamics – getting louder, getting softer <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Lead a class composition by indicating different groups to play or different rhythm patterns • Create sections for a composition – like verse/chorus structure or ABA • Have a common theme through the whole composition 	<p>Improvise during instrumental sections and compose verses and choruses for a class song.</p> <p>All children will be able to:</p> <ul style="list-style-type: none"> • Choose instruments for different characters • Create simple patterns of sound • Layer different textures of sound <p>Most children will be able to:</p> <ul style="list-style-type: none"> • Explain why they have chosen certain instruments sounds and textures for characters or parts of a story • Create longer patterns of sound using graphic scores, pictures to represent sounds and play back by following them • Follow a class conductor to add some dynamics – getting louder, getting softer <p>Some children will be able to:</p> <ul style="list-style-type: none"> • Lead a class composition by indicating different groups to play or different rhythm patterns • Create sections for a composition – like verse/chorus structure or ABA • Have a common theme through the whole composition
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"> Appreciate and understand a wide range of high quality live and recorded music – covering wide range of genres, history, composers and music artists </p>	<p>All children will be able to:</p> <ul style="list-style-type: none"> Actively listen to a piece of music Offer some opinion on the style of the music and whether they like or dislike it and why 	<p>All Children will be able to:</p> <ul style="list-style-type: none"> Listen to a complete piece of music for around 3 minutes Answer some basic questions around the mood and style of the music and how it makes you feel. 	<p>All Children will be able to:</p> <ul style="list-style-type: none"> Listen to a complete piece of music for around 3 minutes Answer some basic questions around the mood and style of the music and how it makes you feel. 	<p>All Children will be able to:</p> <ul style="list-style-type: none"> Listen to a complete piece of music for around 3 minutes Answer some basic questions around the mood and style of the music and how it makes you feel.
	<p>Most children will be able to:</p> <ul style="list-style-type: none"> Actively listen to a piece of music and recognise instruments, style of music and have some idea of whether the music is recent or written long a-go. Discuss how the music makes them feel and try to explain what components of the music creates this. 	<p>Most Children will be able to:</p> <ul style="list-style-type: none"> Talk about the texture of sounds and try to identify instruments used Begin to think about what time in history the music was written What sort of group is performing the music – big ensemble, small group, orchestra, band, etc 	<p>Most Children will be able to:</p> <ul style="list-style-type: none"> Talk about the texture of sounds and try to identify instruments used Begin to think about what time in history the music was written What sort of group is performing the music – big ensemble, small group, orchestra, band, etc 	<p>Most Children will be able to:</p> <ul style="list-style-type: none"> Talk about the texture of sounds and try to identify instruments used Begin to think about what time in history the music was written What sort of group is performing the music – big ensemble, small group, orchestra, band, etc
	<p>Some children will be able to:</p> <ul style="list-style-type: none"> Actively listen to a piece of music and be able to analyse all aspects of the music – instrumentation, style, genre, some idea of what period in history the music was written and how the music makes them feel and offer some reasons why linked to musical components. 	<p>Some Children will be able to:</p> <ul style="list-style-type: none"> Talk about the genre of the music and maybe offer ideas about the artist or composer Talk about the structure of the music Talk about the tempo, dynamics and pitch of the music Identify the instruments in the music and how they work together in the music to create textures and specific sound effects 	<p>Some Children will be able to:</p> <ul style="list-style-type: none"> Talk about the genre of the music and maybe offer ideas about the artist or composer Talk about the structure of the music Talk about the tempo, dynamics and pitch of the music Identify the instruments in the music and how they work together in the music to create textures and specific sound effects 	<p>Some Children will be able to:</p> <ul style="list-style-type: none"> Talk about the genre of the music and maybe offer ideas about the artist or composer Talk about the structure of the music Talk about the tempo, dynamics and pitch of the music Identify the instruments in the music and how they work together in the music to create textures and specific sound effects