

East Worlington Primary School- Music Overview

	<u>Performing</u>	<u>Composing</u>	<u>Appraising</u>
Year 1 and Year 2	<p>Use their voices to speak/sing/chant Join in with singing</p> <p>Use instruments to perform Clap short rhythmic patterns Copy sounds</p> <p>Sing and follow the melody (tune) Sing accurately at a given pitch</p> <p>Perform simple patterns and accompaniments keeping a steady pulse</p> <p>Perform with others</p> <p>Play simple rhythmic patterns on an instrument</p> <p>Sing/ clap a pulse increasing or decreasing in tempo</p>	<p>Make different sounds with their voice Make different sounds with instruments Identify changes in sounds</p> <p>Change the sound</p> <p>Repeat (short rhythmic and melodic) patterns Make a sequence of sounds</p> <p>Show sounds by using pictures</p> <p>Order sounds to create a beginning, middle and end Create music in response to</p> <p>Choose sounds which create an effect Use symbols to represent sounds</p> <p>Make connections between notations and musical sounds</p> <p>Improve their own work</p> <p>Listen out for particular things when listening to music</p>	<p>Respond to different moods in music</p> <p>Say how a piece of music makes them feel</p> <p>Say whether they like or dislike a piece of music</p> <p>Choose sounds to represent different things</p> <p>Recognise repeated patterns</p> <p>Follow instructions about when to play or sing</p> <p>Improve their own work</p> <p>Listen out for particular things when listening to music</p>
	<u>Performing</u>	<u>Composing</u>	<u>Appraising</u>
Year 3, 4 and 5	<p>Sing in tune with expression Control their voice when singing Play clear notes on instruments</p> <p>Perform a simple part rhythmically</p> <p>Sing songs from memory with accurate pitch</p> <p>Improvise using repeated patterns</p> <p>Breathe in the correct place when singing</p> <p>Sing and use their understanding of meaning to add expression</p> <p>Maintain their part whilst others are performing their part</p>	<p>Use different elements in their composition</p> <p>Create repeated patterns with different instruments Compose melodies and songs</p> <p>Create accompaniments for tunes</p> <p>Combine different sounds to create a specific mood or feeling</p> <p>Use notations to record and interpret sequences of pitches</p> <p>Use standard notation</p> <p>Use notations to record compositions in a small</p>	<p>Improve their work explaining how it has improved Use musical words (the elements of music) to describe a piece of music and compositions</p> <p>Use musical words to describe what they like and dislike</p> <p>Recognise the work of at least one famous composer</p>

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	<p>Perform 'by ear' and from simple notations            Improvise within a group using melodic and rhythmic phrases            Recognise and use basic structural forms e.g. rounds, variations, rondo form</p>	<p>group or on their own            Use their notation in a performance            Change sounds or organise them differently to change the effect            Compose music which meets specific criteria            Use their notations to record groups of pitches (chords)            Use a music diary to record aspects of the composition process            Choose the most appropriate tempos for a piece of music</p>	<p>Explain the place of silence and say what effect it has            Start to identify the character of a piece of music            Describe and identify the different purposes of music            Identify styles of musical work            Describe, compare and evaluate music using musical vocabulary            Explain why they think their music is successful or unsuccessful            Suggest improvements to their own or others' work            Choose the most appropriate tempo for a piece of music            Contrast the work of famous composers and show preferences</p>
	<b><u>Performing</u></b>	<b><u>Composing</u></b>	<b><u>Appraising</u></b>
Year 6	<p>Breathe in the correct place when singing            Sing and use their understanding of meaning to add expression            Maintain their part whilst others are performing their part            Perform 'by ear' and from simple notations            Improvise within a group using melodic and rhythmic phrases            Recognise and use basic structural forms e.g. rounds, variations, rondo form</p>	<p>Change sounds or organise them differently to change the effect            Compose music which meets specific criteria            Use their notations to record groups of pitches (chords)            Use a music diary to record aspects of the composition process            Choose the most appropriate tempos for a piece of music</p>	<p>Describe, compare and evaluate music using musical vocabulary            Explain why they think their music is successful or unsuccessful            Suggest improvements to their own or others' work            Choose the most appropriate tempo for a piece of music            Contrast the work of famous composers and show preferences</p>