

	<i>Creating composition</i>	<i>Developing singing technique</i>	<i>Ballads</i>	<i>Pentatonic melodies and composition</i>	<i>Jazz</i>	<i>Traditional instruments and improvisation</i>
Year 3	Verbalise how the music makes them feel.	Move and sing as a team, following the lyrics on the screen.	Move and sing as a team, following the lyrics on the screen.	Identify the key features of a ballad.	Explain what ragtime music is.	Verbalise feelings about music and identify likes and dislikes.
	Create actions or movements appropriate to each section of a piece of music.	Recognise minims, crotchets and quavers often by ear and reliably by sight.	Recognise minims, crotchets and quavers often by ear and reliably by sight.	Perform a ballad using actions.	Play on the 'off beat' and sing a syncopated rhythm.	Read musical notation and play the correct notes of the rag.
	Play in time and with an awareness of other pupils' parts, giving some thought to dynamics.	Perform rhythms accurately from notation and layer them to create a composition.	Perform rhythms accurately from notation and layer them to create a composition.	Sing in time and in tune with a song and incorporate actions.	Play a call and then improvise a response.	Improvise along to a drone and tal.
	Play melodies and rhythms which represent the section of animation they are accompanying	Add appropriate sound effects to their performances using untuned percussion.	Add appropriate sound effects to their performances using untuned percussion.	Retell a summary of an animation's story.	Improvise or compose a scat singing performance with sounds and words.	Play a rag and a tal accurately alongside a drone.
		Join in with the performances confidently, and	Join in with the performances confidently, and reasonably in time and tune.	Write a verse with rhyming words which tell part of a story.	Compose and play a jazz motif fluently, using swung quavers.	Sing accurately from musical notation and lyrics.
				Perform their lyrics fluently and with actions.	Play a swung rhythm using a tuned percussion instrument.	Sing and play in time with others with some degree of accuracy and

		reasonably in time and tune. Make suggestions for improving their performance.	Make suggestions for improving their performance.			awareness of each other's parts.
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	<i>Body and tuned percussion</i>	<i>Rock and Roll</i>	<i>Changes in pitch, tempo and dynamics</i>	<i>Haiku, music and performance</i>	<i>Samba and carnival sounds and instruments</i>	<i>Adapting and transposing motifs</i>
Year 4	Identify the structure of a piece of music.	Perform the hand jive hand actions in sequence and in time with the music.	Sing in tune and in harmony with others, with developing breath control.	Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings.	Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil.	Learn a new song, singing in time and in tune while following the lyrics.
	Have an idea as to when there is one layer in a piece of music and when there are two.	Sing in tune and perform their actions in time.	Explain how a piece of music makes them feel with some use of musical terminology.	Recognise, name and describe the effect of the interrelated dimensions of music.	Clap on the off beat (the and of each beat) and be able to play a syncopated rhythm.	Identify motifs aurally and play a repeated pattern on a tuned instrument.
	Play a sequence in the correct order in time with their partner.	Play the notes of the walking bass in the correct sequence.	Perform a vocal ostinato in time.	Select instruments and sounds which match their vocabulary.	Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class).	Create and performing a motif, notating it with reasonable accuracy.
	Have two contrasting rhythms being played together.	Independently play their part with some awareness of the other performers.	Listen to other members of their group as they perform.	Work as a group to create a piece of music.		Transpose their motif, using sharp or flat notes where necessary and change the rhythm.
	Have two different melodies being played together.		Create an ostinato and represent it on paper so that they can remember it.	Perform a piece of music as part of a group.		Combine different versions of a
	Have a complete piece of music with four different layers		Create and perform a piece with a variety of ostinatos.			

	with an appropriate structure				<p>Play their break in time with the rest of their group and play in the correct place in the piece.</p> <p>Play in time and with confidence; accurately playing their break.</p>	musical motif and perform as a group using musical notation.
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	<i>Composition notation</i>	<i>Blues</i>	<i>South and West Africa</i>	<i>Composition to represent the festival of colour</i>	<i>Looping and remixing</i>	<i>Musical theatre</i>
Year 5	Sing in time and in tune with other people and the backing track.	Name three key features of Blues music.	Sing using the correct pronunciation and with increasing confidence.	Suggest a colour to match a piece of music.	Perform a looped body percussion rhythm; keeping in time with their group.	Explain what musical theatre is and be able to recall at least three features of this kind of music.
	Remember the lyrics to a song.	Sing in tune, using vocal expression to convey meaning.	Play a chord with two notes, remaining in time.	Create a graphic score and describe how this matches the general structure of a piece of music.	Use loops to create a whole piece of music, ensuring that the different aspects of music work together.	Categorise songs as action songs or character songs.
	Identify the structure of a piece of music and match this to non-standard notation.	Explain what a chord is and play the chord of C sixteen times.	Maintain their part in a performance with accuracy.	Create a vocal composition in response to a picture and justify their choices using musical terms.	Play the first section of 'Somewhere Over the Rainbow' with accuracy.	Select appropriate existing music for their scene to tell the story of a journey.
	Improvise their own piece of music.	Play the notes of the Blues scale in the correct order, ascending and descending.	Play the more complicated rhythms in time and with rests.	Create a vocal composition in response to a colour.	Choose a suitable fragment of music and be able to play it	Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.
	Play a melody with reasonable accuracy.	Play a selection of Blues scale notes out of order in their own improvisation.	Create an eight beat break and play this in the correct place.	Record their compositions in written form.		
	Perform with confidence and in time with others.					
	Compose and play a melody using stave notation.					

	<p>Contribute meaningfully to the group performance and composition.</p> <p>Use hieroglyphic notation to show the structure of their piece</p>			<p>Work as a group to perform a piece of music.</p>	<p>along to the backbeat.</p> <p>Perform a piece with some structure and two different loops.</p>	
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	<i>Advanced rhythms</i>	<i>Dynamics, pitch and texture</i>	<i>Songs of World War 2</i>	<i>Film music</i>	<i>Theme and variations</i>	<i>Composing and performing</i>
Year 6	Repeat rhythms accurately.	Engage in discussion about the sounds of an orchestral piece.	Use musical and comparative language in discussion.	Identify how different styles of music contribute to the feel of a film.	Perform rhythms confidently either on their own or in a group.	Identify and evaluate the musical features of a song.
	Successfully participate in rhythm games.	Have a selection of varied vocabulary in response to what they hear.	Follow the melody line.	Participate in discussions, sharing their views and justifying their answers.	Identify the sounds of different instruments and discuss what they sound like.	Contribute ideas to their group chorus, suggesting how lines three and four could rhyme.
	Feel the pulse while participating in activities, e.g. singing or chanting.	Change dynamics and pitch, differentiating between the two.	Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing.	Use the terms 'major' and 'minor'.	Make reasonable suggestions for which instruments can be matched to which pieces of art.	Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme.
	Notate rhythms accurately.	Take the role of conductor or follow a conductor.	Sing the correct words at the correct time.	Identify different instruments to describe how music evokes different emotions.	Recall the names of several instruments according to	Fit an existing melody over a four-chord backing track.
	Clap the rhythm at the same time as chanting the words.	Change texture within their group improvisation and talk about its effect.	Recall the counter-melody line.	Identify pitch, tempo and dynamics, and use these to explain and justify their answers.		
	Choose rhythmic elements that add up to 8 counts.	Create a graphic score to represent sounds.		Give reasonable and thought-out		
	Perform compositions demonstrating a good sense of pulse.	Follow the conductor to show changes in				

	Perform their compositions securely with their partners.	pitch, dynamics and texture.		<p>suggestions for what different graphic scores represent.</p> <p>Use their body, voice and instruments to create sounds to represent a given theme.</p> <p>Create a musical score to represent a composition.</p> <p>Interpret their graphic score and performing their composition appropriately with their group.</p> <p>Create sounds that relate to the scene of a film.</p>	<p>their orchestra sections.</p> <p>Keep the pulse with the body percussion section and sing with control and confidence.</p> <p>Name the three rhythms correctly and copy the rhythms accurately with a good sense of pulse.</p> <p>Draw the rhythms accurately and show a difference between each of their variations.</p> <p>Showcase creativity in the finished product.</p>	<p>Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments.</p> <p>Record melodies using letter notation.</p> <p>Perform the leavers' song with confidence.</p>
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