

KS2			
Year 3	Year 4	Year 5	Year 6
<p>Composing He/she can work in a small group to compose a short piece of music to reflect different parts of a short advert.</p> <p>He/she composes the music by experimenting with different instruments and their sounds.</p> <p>He/she can create a musical graphic score using different symbols to represent changes in instruments and dynamics.</p> <p>When composing, he/she understands the importance of varying the dynamics to change the mood within the piece of music.</p>	<p>Composing He/she can work in a small group to compose a piece of music to reflect different parts of a fictional story.</p> <p>He/she can create a musical graphic score using different symbols to represent changes in instruments, dynamics and tempo.</p> <p>When composing, he/she understands the importance of varying the dynamics and tempo to change the mood within their piece of music.</p> <p>He/she can reflect on, and improve his/her own compositions e.g. He/She can evaluate their compositions using stem sentence aids.</p>	<p>Composing He/she can compose/write their own musical lyrics of a song.</p> <p>He/she understand the importance of following a common song structure when writing/composing lyrics.</p> <p>He/she can reflect and evaluate his/her own compositions and peer assess other class member's musical compositions.</p> <p>Performing When learning to perform and play on an Ukulele, he/she can play basic chords accurately.</p> <p>He/she can perform rhythmic and melodic patterns on an</p>	<p>Composing He/she thinks carefully about the structure, tempo, timbre and dynamic of the piece to change the mood and atmosphere.</p> <p>He/she can compose a soundscape (a performance that creates the experience of an acoustic environment e.g. Weather)</p> <p>Performing When singing, he/she understands when to use varying dynamics, pitch and expression in his/her voice to portray an idea or mood.</p> <p>When playing the Glockenspiel, he/she can play and read musical notation to perform a song.</p>

<p>Performing When performing, he/she can use expression within his/her singing voice.</p> <p>He/she can perform given compositions/songs from memory</p> <p>He/she can take part in two-part songs.</p> <p>He/she can perform as part of a group to an audience.</p> <p>When performing on the Glockenspiels, he/she can hit a correct note in time with the beat.</p> <p>Listening and Context He/she can begin to identify a range of brass, woodwind, strings and percussion instruments.</p>	<p>Performing When learning to perform and play a Recorder, he/she is starting to interpret written musical notation – See Knowledge organiser.</p> <p>He/she can take part in two-part songs which also include two part harmonies.</p> <p>He/she can perform as part of a group and individually to an audience.</p> <p>When performing, he/she can sing expressively in time to the beat and rhythm.</p> <p>Listening and Context He/she can name and identify a range of brass, woodwind, strings and percussion instruments by listening to a piece of music.</p>	<p>instrument to accompany a song.</p> <p>He/she can sing expressively combining dynamics, tempo and pitch.</p> <p>When performing vocal songs, children will use the technique of acapella to reflect moods and feelings of lyrics.</p> <p>Listening and Context He/she can identify and organise instruments into their specific musical families and understand how instruments make their sounds.</p> <p>He/she has developed an understanding of the history of music; focussing mainly on The Classical Period.</p> <p>He/she is starting to identify the different time signatures of pieces of music; a common</p>	<p>He/she can identify and play sharp notes when required.</p> <p>Listening and Context</p> <p>He/she is starting to identify the different time signatures of pieces of music; exploring uncommon time signatures, for example 3/4 and 2/8 is the focus.</p> <p>He/she has developed an understanding of the history of music; focussing mainly on The Baroque Period.</p> <p>He/she can explain how the music of the past reflected the society of the time.</p>
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<p>He/she has developed an understanding of the history of music; focussing mainly on The Modern Period.</p> <p>He/she can listen to a piece of music and draw a pictorial representation to express how it makes them feel.</p>	<p>He/she has developed an understanding of the history of music; focussing mainly on The Romantic Period.</p> <p>He/she can listen to a piece of music and write how and why it makes them feel a certain emotion.</p>	<p>time signature of 4/4 is the focus.</p>	
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