

TONER AVENUE SCHOOL



Music: Lower Key Stage 2

	Singing	Instruments	Exploring	Composing	Listening	Appraising
National Curriculum	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Improvise and compose music for a wide range of purposes using the inter-related dimensions of music.	Use and understand staff and other notation	Listen with attention to detail and recall sounds with increasing aural memory.	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
Year 3	<p>Sing with increasing accuracy of pitch and melody.</p> <p>Sing songs with a structure, e.g. verse and chorus/call and response.</p> <p>Sing in unison and in simple two-parts.</p> <p>To know why you must warm up your voice</p>	<p>Keep a steady beat on an instrument in a group or individually.</p> <p>To rehearse and perform their part within a song.</p> <p>Play using symbols including graphic or simple traditional notation.</p> <p>Follow hand directions from a leader.</p>	<p>Explore the different sounds (timbres) that an instrument can make</p> <p>Explore longer/shorter, faster/slower, higher/lower and louder/quieter sounds using percussion and voices</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Create your own simple rhythm patterns.</p> <p>Compose rhythmic accompaniment to go with a song.</p> <p>Compose music that uses repetition.</p> <p>Compose music that has a structure of a beginning, middle and end.</p> <p>Compose at least one simple melody using one, three or five different notes.</p>	<p>Listen to music and identify the beat, rhythm, dynamic, tempo or melody.</p> <p>Listen to their own compositions and use musical language to describe what happens in them</p> <p>Listen with concentration to longer pieces or extracts of music</p> <p>Listen carefully and respectfully to other people's thoughts about the music</p>	<p>To think about what the words of a song mean</p> <p>To take it in turn to discuss how the song makes them feel</p> <p>To choose a song and be able to talk about its lyrics and what the song is about</p>
Year 4	<p>Sing in unison and in simple two-parts.</p> <p>Explore singing solo.</p> <p>Listen to the group when singing.</p> <p>Sing songs showing musical expression such as changes of tempo and dynamics.</p> <p>Sing songs in a variety of styles with an increasing awareness of the melody and tone.</p>	<p>Play a tuned percussion instrument with increasing confidence when accompanying songs.</p> <p>Rehearse and perform their part within a song.</p> <p>Play music that includes rests.</p> <p>Read and play from some conventional music symbols.</p> <p>Listen to and follow musical instructions from a leader, e.g. stopping/starting, playing faster/slower and louder/quieter.</p> <p>Present a musical performance.</p>	<p>Improvise using instruments in the context of a song they are learning to perform.</p> <p>Explore different sounds to create particular effects.</p> <p>Create simple rhythm patterns and lead the class to copy back.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Compose a simple rhythmic accompaniment to a song.</p> <p>Help create at least one simple melody using one, three or all five different notes.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo</p>	<p>Confidently identify and move to the pulse</p> <p>Identify whether a song has a verse/chorus or call and response structure</p>	<p>Talk about the music and how it makes them feel</p> <p>In discussion use musical language</p> <p>Recognise music from different times and countries identifying key elements that give it its unique sound.</p>