



Dinting Church of England Voluntary Aided Primary School

Music Expectations

	Skills
Year 1	<p>Use instruments to make long and short sounds</p> <p>Understand the difference between beat and rhythm and use to create an accompaniment</p> <p>Explore pitch and use descriptively</p> <p>Understand dynamics and tempo and create a simple structure using them</p> <p>Use voice in different ways (e.g. speaking, singing, chanting) and perform with awareness of others</p> <p>Can express an opinion about a piece of music</p>
Year 2	<p>Create sequences of long and short sounds</p> <p>Create and direct an accompaniment using long and short sounds</p> <p>Able to differentiate between pitches and use pitched percussion instruments</p> <p>Compose a piece of music using rhythmic percussion instruments</p> <p>Explore the pentatonic scales and create a classroom performance using one</p> <p>Sing with a sense of melody</p>
Year 3	<p>I can respond to pulse on body and drum</p> <p>Recognise the way sounds can be used expressively</p> <p>Sing with expression</p> <p>Perform rhythmically simple parts</p> <p>Improvise repeated patterns</p> <p>Sing/clap a pulse that is increasing or decreasing tempo</p> <p>Combine different sounds to create a specific mood or feeling</p>
Year 4	<p>Sing in tune and with expression</p> <p>Perform rhythmically simple parts that use a limited range of notes</p> <p>Improvise repeated patterns and combine layers of sound with awareness of effect</p> <p>Recognise how different musical elements are combined and used expressively</p> <p>Begin to identify with the style of at least one great composer</p>

Year 5	<p>While performing by ear and from simple notations, maintain own part</p> <p>Improvise melodic and rhythmic phrases</p> <p>Compose by developing ideas within musical structures</p> <p>Review and evaluate different music, including music from different periods and cultures with reference to specific musical features e.g. pitch, tempo, structure</p> <p>Contrast the work of famous composers and show performances</p>
Year 6	<p>Whilst performing from memory and from simple notations, show awareness of own contribution (e.g. leading others, taking a solo part)</p> <p>Improvise melodic and rhythmic phrases as part of a group performance</p> <p>Compose by developing ideas, beginning to use musical devices</p> <p>Review and evaluate different music, including music from different periods, cultures and from great composers, with reference to specific musical features e.g. pitch, tempo, structure</p> <p>Increasing awareness of music in the world around e.g. advertising, dramas</p> <p>Evaluate how the venue, occasion and purpose affects the way a piece of music is created</p>