

Lower Key Stage Music



	Lower Key Stage 2 Music					
	Performing	Composing & Improvising	Listening & Appraising	Technology	Vocal Skills	Notation
Year 3	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music 	<ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Listen with attention to detail and recall sounds with increasing aural memory Recognise how musical elements are combined and used expressively 	<ul style="list-style-type: none"> Explore and develop use of Music Technology to capture, change and combine sounds 	<ul style="list-style-type: none"> Develop an understanding of breathing, posture, phrasing, dynamics and accuracy of pitch Sing in tune with expression 	<ul style="list-style-type: none"> Experience the use of staff notation when composing and performing Recognise crotchet, quaver and minim rhythms Read notation for and clap/tap a 4-beat pattern (e.g. from a flashcard)
Year 3 Vocab	<ul style="list-style-type: none"> Solo, ensemble 	<ul style="list-style-type: none"> Compose, improvise, verse, chorus, 	<ul style="list-style-type: none"> Composers, musicians 	<ul style="list-style-type: none"> Capture, combine sounds 	<ul style="list-style-type: none"> Breathing, posture, phrasing, dynamics, accuracy of pitch 	<ul style="list-style-type: none"> Crotchet, quaver, minim rhythms
Year 4	<ul style="list-style-type: none"> Develop sensitivity in playing/singing (e.g. replicate block dynamics) Play a simple melodic pattern based on a couple of notes Maintain an independent part in a group or as a soloist when singing or playing for example rhythm, ostinato, drone, simple part-singing etc. 	<ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music Create simple rhythmic patterns, melodies and accompaniments Create short improvisations, arrangements and compositions from a broad range of given or chosen musical and non-musical stimuli 	<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory Make improvements to my own work, commenting on intended effect Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<ul style="list-style-type: none"> Use a simple device to record a performance 	<ul style="list-style-type: none"> Know how to improve tone production and diction (vocal techniques) Sing within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing 	<ul style="list-style-type: none"> Understand how pitch is represented on a staff
Year 4 Vocab	<ul style="list-style-type: none"> Melodic, 	<ul style="list-style-type: none"> Pentatonic scale, 	<ul style="list-style-type: none"> Improve, attention 	<ul style="list-style-type: none"> Device, record 	<ul style="list-style-type: none"> Tone, diction 	<ul style="list-style-type: none"> stave

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	Inter-related Dimensions						
	Duration (Pulse & Rhythm)	Pitch	Dynamics	Tempo	Texture	Timbre	Structure
Year 3	<ul style="list-style-type: none"> Understand the difference between pulse and rhythm Play a simple rhythm on a percussion instrument Choose and maintain an appropriate pulse 	<ul style="list-style-type: none"> Memorise and perform an extended melody 	<ul style="list-style-type: none"> Thoughtfully select appropriate dynamics to create a specific effect/mood/atmosphere 	<ul style="list-style-type: none"> Thoughtfully select appropriate tempi to create a specific effect/mood/atmosphere 	<ul style="list-style-type: none"> Experiment with layers of sound in my own compositions 	<ul style="list-style-type: none"> Recognise the different instrumental families when listening to a piece of live or recorded music Recognise how instruments can be used to create different moods and effects 	<ul style="list-style-type: none"> Choose carefully and order sounds within simple structures
Vocab	<ul style="list-style-type: none"> difference 	<ul style="list-style-type: none"> extended melody 	<ul style="list-style-type: none"> dynamics, atmosphere 	<ul style="list-style-type: none"> appropriate tempo 	<ul style="list-style-type: none"> layers, composition 	<ul style="list-style-type: none"> instrumental families 	<ul style="list-style-type: none"> structure
Year 4	<ul style="list-style-type: none"> Maintain a simple rhythmic pattern vocally or on an instrument, keeping to the pulse 	<ul style="list-style-type: none"> Maintain a simple melody vocally or on an instrument, keeping to the pulse. Recognise how pitch changes can be used to convey a character, story or image 	<ul style="list-style-type: none"> Begin to use the Italian symbols for dynamics in their own compositions 	<ul style="list-style-type: none"> Begin to use the Italian symbols for tempo in my own compositions 	<ul style="list-style-type: none"> Perform individually and in a multi-part texture Compose using more than one layer of sound 	<ul style="list-style-type: none"> Begin to recognise the individual instruments within a family Use instruments to create different moods and effects 	<ul style="list-style-type: none"> Compose and perform within specific structures (e.g. call and response, ternary form)
Vocab	<ul style="list-style-type: none"> Rhythmic pattern 	<ul style="list-style-type: none"> Pitch change 	<ul style="list-style-type: none"> Italian symbols 		<ul style="list-style-type: none"> Multi-part texture 	<ul style="list-style-type: none"> Woodwind, string, brass, percussion, keyboard families 	<ul style="list-style-type: none"> Call and response, ternary