



Listen with concentration and understanding to a range of high-quality live and recorded music

*I can listen to and understand different pieces of high quality live and recorded music*

Build an understanding of the pulse and internalise it when listening to a piece of music

*I can find the pulse and internalise it in my head*

Begin to recognise and explore different musical styles

*I can recognise where music might come from, the people who might perform it and when it might be played*

Begin to develop an understanding of the history and context of music

*I can show some understanding of how to recognise music from different points in history and I know why music might have been composed and performed*

Improvise a simple rhythm using different instruments including the voice

*I can improvise a simple rhythm using different instruments including my voice*

Understand that timbre describes the character or quality of a sound

*I can understand that timbre describes the character or quality of a sound*

Understand that texture describes the layers within the music

*I can understand that texture describes the layers within the music*

Understand that structure describes how different sections of music are ordered

*I can understand that structure describes how different sections of music are ordered*

Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions

*I can describe a piece of music using musical language*

Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence

*I can confidently perform rhymes, raps and songs*

Develop an understanding of melody, the words and their importance in the music being listened to

*I can understand that the words in a song can affect its melody*

Sing a song in two parts

*I can sing a song in two parts*

Use tuned and untuned classroom percussion to play accompaniments and tunes

*I can use tuned and untuned classroom percussion to play accompaniments and tunes*

Use tuned and untuned classroom percussion to compose and improvise

*I can use tuned and untuned classroom percussion to compose and improvise*

Perform as an ensemble using a variety of instruments and play different parts where appropriate

*I can perform as an ensemble using different instruments*

Play instruments using the correct techniques with respect

*I can play instruments using the correct techniques with respect*

Start to understand basic musical notation

*I can use pictures or formal musical notation to help me compose or perform music*

Start to choose, organise and combine musical patterns

*I can choose, organise and combine musical patterns*

Practise, rehearse and present performances to audiences with a growing awareness of the people watching

*I can practise, rehearse and perform music to an audience with confidence*

Experiment with, create, select and combine sounds using the inter-related dimensions of music

*I can experiment with, create, select and combine sounds using the inter-related dimensions of music*