



Our Curriculum

<p align="center">What we will teach children to do over the course of the year in Music</p>	
	<p>Knowledge Skills and Understanding</p>
<p>We would expect almost all children to achieve these things in</p> <p>Year 1</p>	<p>use instruments to perform</p> <ul style="list-style-type: none"> • look at their audience when they are performing • clap short rhythmic patterns • copy sounds • make loud and quiet sounds • know that the chorus keeps being repeated <p>make different sounds with instruments</p> <ul style="list-style-type: none"> • identify changes in sounds • change the sound • repeat (short rhythmic and melodic) patterns • make a sequence of sounds • show sounds by using pictures <p>respond to different moods in music</p> <ul style="list-style-type: none"> • say how a piece of music makes them feel • say whether they like or dislike a piece of music • choose sounds to represent different things • recognise repeated patterns
<p>We would expect almost all children to achieve these things in</p> <p>Year 2</p>	<p>perform simple patterns and accompaniments keeping a steady pulse</p> <ul style="list-style-type: none"> • perform with others • play simple rhythmic patterns on an instrument • sing/clap a pulse increasing or decreasing in tempo • create music in response to (different starting points) • choose sounds which create an effect • use symbols to represent sounds • make connections between notations and musical sounds



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<p>We would expect almost all children to achieve these things in</p> <p>Year 3</p>	<p>sing in tune with expression</p> <ul style="list-style-type: none"> • control their voice when singing • play clear notes on instruments <p>improve their work; explaining how it has improved</p> <ul style="list-style-type: none"> • use musical words (the elements of music) to describe a piece of music and compositions • use musical words to describe what they like and dislike • recognise the work of at least one famous composer <p>create repeated patterns with different instruments</p> <ul style="list-style-type: none"> • create accompaniments for tunes • combine different sounds to create a specific mood or feeling • improve their work; explaining how it has improved • use musical words (the elements of music) to describe a piece of music and compositions • use musical words to describe what they like and dislike • recognise the work of at least one famous composer
<p>We would expect almost all children to achieve these things in</p> <p>Year 4</p>	<p>explain the place of silence and say what effect it has</p> <ul style="list-style-type: none"> • start to identify the character of a piece of music • describe and identify the different purposes of music • begin to identify with the style of work of Beethoven, Mozart and Elgar • perform a simple part rhythmically • sing songs from memory with accurate pitch • improvise using repeated patterns • begin to identify with the style of work of significant British musicians
<p>We would expect almost all children to achieve these things in</p>	<p>breathe in the correct place when singing.</p> <ul style="list-style-type: none"> • maintain my part whilst others are performing their part. • improvise within a group using melodic and rhythmic phrases. • change sounds or organise them differently to change the effect. • compose music which meets specific criteria. • use notation to record groups of pitches (chords). • use a music diary to record aspects of the composition process.



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<p>Year 5</p>	<ul style="list-style-type: none"> •choose the most appropriate tempo for a piece of music. • describe, compare and evaluate music using musical vocabulary. • explain why I think music is successful or unsuccessful. • suggest improvement to my own work and that of others. • contrast the work of a famous composer and explain my preferences.
<p>We would expect almost all children to achieve these things in</p> <p>Year 6</p>	<p>refine and improve their work</p> <ul style="list-style-type: none"> • evaluate how the venue, occasion and purpose affects the way a piece of music is created • analyse features within different pieces of music • compare and contrast the impact that different composers from different times will have had on the people of the time • use a variety of different musical devices in their composition (incl melody, rhythms and chords) • recognise that different forms of notation serve different purposes • use different forms of notation • combine groups of beats