

*The Music skills taught at Callowell*

- Y1 Use their voice in different ways such as speaking, singing and chanting with accompaniment
- Y1 Develop control and accuracy on tuned and un-tuned percussion and can copy simple rhythm patterns
- Y1 Order sounds within simple structures
- Y1 Begin to represent sounds with symbols and can recognise some of the musical dimensions
- Y1 Recognise mood, character and contrast in pieces
- Y1 Begin to use appropriate vocabulary
- Y2 Develop their control of pitch and duration when singing with accompaniments
- Y2 Performs simple patterns and accompaniments on tuned and un-tuned instruments keeping to a steady beat
- Y2 Respond to graphic notation for pitch, duration and rhythm
- Y2 Recognises changes in mood, character and contrasts in pieces
- Y2 Begin to use appropriate vocabulary
- Y3 Sings Rounds and Partner songs in tune
- Y3 Keeps to a steady beat in 2, 3 and 4 metre
- Y3 Starts to develop rehearsal routines and strategies
- Y3 Respond to graphic notation for pitch, duration and rhythm
- Y3 Begins to compare and contrast different pieces in mood, character and changes
- Y3 Use appropriate vocabulary
- Y4 Sing Rounds and Partner songs in tune with increasing expression, accuracy and fluency
- Y4 Recognise and explore the ways sounds can be combined expressively, using rhythmic and melodic ostinato

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- Y4 Pupils improvise repeated patterns and combine several textures of sound
- Y4 Create graphic notation for pitch, duration and rhythm
- Y4 Compare and contrast different pieces recognising how different musical elements are combined and used expressively
- Y4 Pupils can listen with increasing attention to detail and recall sounds with growing aural memory
- Y4 Use appropriate vocabulary
- Y4 Pupils recognise how the different musical elements are combined and used expressively
- Y5 Pupils start to sing songs in parts
- Y5 Play pieces with simple parts with developing control of pitch, duration, tempo and dynamics
- Y5 They improvise and compose melodic and rhythmic phrases through rehearsals
- Y5 They understand and start to use the staff and other musical notations
- Y5 Compare and contrast a range of pieces showing awareness of dimensions, context and purpose
- Y5 They suggest improvements to their own and others' work
- Y5 Further extend appropriate musical vocabulary
- Y6 Pupils sing songs in parts with increasing control and expression
- Y6 Play pieces with parts with accurate control of pitch, duration, tempo and dynamics
- Y6 They improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures
- Y6 They understand and use the staff and other musical notations
- Y6 Compare and contrast a range of pieces explaining opinions referring to dimensions, context and purpose
- Y6 They suggest improvements to their own and others' work, commenting on how intentions have been achieved

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Y6 Further extend appropriate musical vocabulary

Y6 Pupils discuss their views on a range of live and recorded music from different traditions and from great composers and musicians