



## Music – Curriculum Overview

Year	Subject specific Vocabulary	'The Greats'	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Loud Quiet Listen Beat		<p><b><u>Communication and Language:</u></b></p> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>Sing a large repertoire of songs</li> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story</li> </ul> <p><b><u>Expressive Arts and Design:</u></b></p> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>Listen with increased attention to sounds</li> <li>Respond to what they have heard, expressing their thoughts and feelings</li> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match')</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>Create their own songs, or improvise a song around one they know</li> <li>Play instruments with increasing control to express their feelings and ideas</li> </ul> <p><b><u>Physical development:</u></b></p> <p><b>Gross motor skills</b></p> <ul style="list-style-type: none"> <li>Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm</li> </ul>					
Reception	Drum Cymbals Maraca Tambourine Claves Castanet Beat Perform		<p><b><u>Communication and Language:</u></b></p> <p><b>Listening, attention and understanding</b></p> <ul style="list-style-type: none"> <li>Listen carefully to rhymes and songs, paying attention to how they sound</li> <li>Learn rhymes, poems and songs</li> </ul> <p><b><u>Expressive Arts and Design:</u></b></p> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>Listen attentively, move to &amp; talk about music, expressing their feelings &amp; responses</li> <li>Watch &amp; talk about dance &amp; performance art, expressing their feelings &amp; responses</li> <li>Sing in a group or on their own, increasingly matching the pitch &amp; following the melody</li> <li>Develop storylines in their pretend play</li> <li>Explore and engage in music making and dance, performing solo or in groups</li> </ul>				<p><b><u>Expressive Arts and Design (ELG):</u></b></p> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>Sing a range of well-known nursery rhymes and songs</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</li> </ul>	



<b>Year 1</b>	<ul style="list-style-type: none"> <li>-Pulse</li> <li>-Rhythm</li> <li>-Pitch</li> <li>-Percussion instruments</li> </ul>	<ul style="list-style-type: none"> <li>-<b>Hector Villa Lobos (Bachianas brasileiras)</b></li> <li>-<b>World music</b></li> <li>-<b>Sea shanties</b></li> <li>-<b>Bernstein (West side story)</b></li> </ul>	<ul style="list-style-type: none"> <li>-Explore making different basic sounds with the voice</li> <li>-Show a basic understanding of pulse.</li> <li>-Begin to sing in tune using melodies that move mainly by step and include small intervals.</li> <li>- Say words/rhymes create simple rhythmic patterns</li> </ul>	<ul style="list-style-type: none"> <li>-Explore making different sounds with instruments.</li> <li>-Show an understanding of pulse</li> <li>-Sing and chant songs and rhymes in unison.</li> <li>-Clap/play to create simple rhythmic patterns.</li> <li>-Make a piece of music to illustrate a character or mood.</li> </ul>	<ul style="list-style-type: none"> <li>-Start and stop at the appropriate time.</li> <li>-Follow a leader when performing as a group.</li> <li>-Improvise a rhythm/sound over a given number of beats.</li> <li>- Add sound effects to a story.</li> <li>- Understand simple graphic notation - one sign for a sound or group of sounds.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>-Phrase /Patterns</li> <li>-Dynamics</li> <li>-Tempo</li> <li>-Melody</li> <li>-Composer</li> </ul>	<ul style="list-style-type: none"> <li>-<b>Hector Villa Lobos (Bachianas brasileiras)</b></li> <li>-<b>Robbie Williams</b></li> <li>-<b>Bizet (Suites from Carmen)</b></li> <li>-<b>Bernstein (West side story)</b></li> </ul>	<ul style="list-style-type: none"> <li>-Perform a simple melody using voice</li> <li>-Perform with a basic sense of pulse.</li> <li>-Start to understand the difference between pulse and rhythm.</li> <li>-Develop an awareness of diction when singing.</li> <li>-Play simple rhythms. -Autumn + summer</li> <li>-Sing in tune within a limited pitch range up to an octave.</li> <li>-Improvise a rhythm/sound over a given number of beats Begin to recognise how music will fit a topic/theme.</li> <li>-Experiment with different timbres to create effects.</li> <li>-Begin to recognise the sounds of different instruments (timbre)</li> <li>-Sing and recognise simple melodic shapes and patterns. (remove simple for spring, more complicated for Summer)</li> <li>-Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities.</li> <li>-Talk about own and peers' work and make simple suggestions for improvement.</li> <li>Begin to recognise how other composers use changes in dynamics, pitch and tempo for effect.</li> </ul>	<ul style="list-style-type: none"> <li>-Perform a simple melody using instruments.</li> <li>-Perform with a stronger sense of pulse</li> <li>-A stronger sense of an awareness of diction with singing,</li> <li>-Play simple rhythms.</li> <li>-Sing in tune within a limited pitch range up to an octave.</li> <li>-Begin to recognise how music will fit a topic/theme.</li> <li>-Combine different timbres to create effects.</li> <li>-Begin to understand how instrumental sounds are produced.</li> <li>-Sing and recognise melodic shapes and patterns.</li> <li>-Take a lead in activities that involve imitation or call and response.</li> <li>-Talk about own and peers' work and make simple suggestions for improvement.</li> <li>Begin to recognise how other composers use changes in dynamics, pitch and tempo for effect.</li> </ul>	<ul style="list-style-type: none"> <li>-Perform, demonstrating use of dynamics, pitch and tempo.</li> <li>-Perform with a stronger sense of pulse</li> <li>-Sing/chant in unison &amp; with a simple second part</li> <li>-A stronger sense of an awareness of diction with singing</li> <li>-As part of a group, maintain an ostinato/drone with the voice or on instruments.</li> <li>-Play simple rhythms.</li> <li>-Sing in tune within a limited pitch range up to an octave.</li> <li>-Use simple pitch and rhythm patterns to develop a structure for a short piece.</li> <li>-Begin to recognise how music will fit a topic/theme.</li> <li>-Recognise and begin to use contrasts in dynamics, tempo or pitch in a simple composition.</li> <li>Understand that music can be notated in different ways.</li> <li>-Combine different timbres to create effects.</li> <li>-Begin to understand how instrumental sounds are produced. + Summer</li> <li>-Sing and recognise more complicated melodic shapes and patterns.</li> <li>-Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities.</li> <li>-Talk about own and peers' work and make simple suggestions for improvement.</li> </ul>



					Begin to recognise how other composers use changes in dynamics, pitch and tempo for effect.
<b>Year 3</b>	<ul style="list-style-type: none"> <li>-Articulation</li> <li>-Improvise</li> <li>-Round/cannon</li> <li>-Timbre</li> <li>-Graphic score</li> <li>-Notation</li> <li>-Verse / chorus</li> </ul>	<ul style="list-style-type: none"> <li>-<b>Hector Villa Lobos (Bachianas brasileiras)</b></li> <li>-<b>Gustav Holst (The Planets)</b></li> <li>-<b>Steve Reich</b></li> <li>-<b>Minimalism</b></li> <li>-<b>Bizet (Suites from Carmen)</b></li> <li>-<b>Leonard Bernstein (West side story)</b></li> </ul>	<ul style="list-style-type: none"> <li>-Play a simple melody with a limited technical control of the instrument/voice to create a pleasing sound.</li> <li>-Perform, demonstrating changes in dynamics, pitch, tempo and articulation.</li> <li>-Demonstrate the difference between pulse and rhythm.</li> <li>-Clap or tap a pulse whilst speaking/playing/improvising a rhythm/song.</li> <li>-Understand and respond to visual cues for starting and stopping.</li> <li>-Maintain a second part in a vocal or instrumental piece (e.g. partner songs and rounds).</li> <li>-Make four-bar rhythms in groups, pairs or individually.</li> <li>-Recognise and describe how sounds are made on different instruments.</li> <li>-Sing and recognise short melodic shapes and rhythmic patterns from memory.</li> <li>-Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities.</li> <li>-Make constructive comments on own and others' music to develop compositions and performances.</li> <li>-Make simple connections and comparisons with music being listened to and own compositions and performances.</li> <li>-Begin to recognise how composers use the inter-related dimensions of music to create effects and mood.</li> </ul>	<ul style="list-style-type: none"> <li>-Play a simple melody with a technical control of the instrument/voice to create a pleasing sound.</li> <li>-Perform, demonstrating changes in dynamics, pitch, tempo and articulation.</li> <li>-Demonstrate the difference between pulse and rhythm.</li> <li>-Clap or tap a pulse whilst speaking/playing/improvising a rhythm/song.</li> <li>-Understand and respond to visual cues for starting and stopping.</li> <li>-Sing rhythmically and expressively using a limited range of notes of approximately an octave with increased control.</li> <li>-Sing rhythmically using a limited range of notes of approximately an octave with increased control.</li> <li>-Improvise with increasing confidence. (e.g. using 2 - 3 notes).</li> <li>-Understand how changes in pitch can be shown on a graphic score.</li> <li>-Maintain a second part in a vocal or instrumental piece (e.g. partner songs and rounds).</li> <li>-Recognise and describe how sounds are made on different instruments.</li> <li>-Sing and recognise short melodic shapes and rhythmic patterns from memory.</li> <li>-Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities.</li> <li>-Recognise different metres (e.g. 3 time and 4 time).</li> <li>-Make constructive comments on own and others' music to develop compositions and performances.</li> <li>-Make connections and comparisons with music being listened to and own compositions and performances.</li> </ul>	<ul style="list-style-type: none"> <li>-Play a simple melody with a technical control of the instrument/voice to create a pleasing sound. + Summer</li> <li>-Perform, demonstrating changes in dynamics, pitch, tempo and articulation.</li> <li>-Demonstrate the difference between pulse and rhythm.</li> <li>-Clap or tap a pulse whilst speaking/playing/improvising a rhythm/song.</li> <li>-Understand and respond to visual cues for starting and stopping.</li> <li>-Can direct others to start and stop using gestures.</li> <li>-Sing rhythmically and expressively using a limited range of notes of approximately an octave with increased control. + Summer</li> <li>-Sing rhythmically using a limited range of notes of approximately an octave with increased control.</li> <li>-Contribute to a group composition which has a definite start, performance and finish and playing own part.</li> <li>-Choose instruments and playing techniques to accurately depict story, mood or character showing an awareness of timbre.</li> <li>-Understand graphic scores and how more than one sound can play at a time.</li> <li>-Start to understand simple rhythmic notation including crotchet, quaver, minim, semibreve.</li> <li>-Can direct others to start and stop using gestures.</li> <li>-Maintain a second part in a vocal or instrumental piece (e.g. partner songs and rounds).</li> <li>-Recognise and describe how sounds are made on different instruments.</li> <li>-Sing and recognise short melodic shapes and rhythmic patterns from memory.</li> </ul>



				<ul style="list-style-type: none"> <li>-Begin to recognise how composers use the inter-related dimensions of music to create effects and mood.</li> </ul>	<ul style="list-style-type: none"> <li>-Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities.</li> <li>-Make constructive comments on own and others' music to develop compositions and performances.</li> <li>-Begin to recognise how composers use the inter-related dimensions of music to create effects and mood.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>-Graphic score</li> <li>-Ostinato</li> <li>-Structure - binary/ternary</li> <li>-Stave</li> <li>-Graphic notation</li> <li>-Soundscape</li> <li>-Metre/beats in a bar</li> <li>-Woodwind, brass, strings</li> <li>-Scale</li> <li>-Repetition</li> </ul>	<ul style="list-style-type: none"> <li>-<b>Hector Villa Lobos (Bachianas brasileiras)</b></li> <li>-<b>Gustav Holst (The Planets)</b></li> <li>-<b>Steve Reich</b></li> <li>-<b>Minimalism</b></li> <li>-<b>Bizet (Suites from Carmen)</b></li> <li>-<b>Leonard Bernstein (West side story)</b></li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing sound.</li> <li>-Sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience.</li> <li>Continue to sing rhythmically and expressively using a range of approximately an octave with increased control.</li> <li>-Improvise with increasing confidence (e.g. using 2 - 3 notes).</li> <li>Work independently within a group composition showing thought in selection of instruments and playing techniques and understanding the effect of timbre.</li> <li>-Recognise and describe how sounds are made and changed on different instruments and how this groups them into different instrumental families.</li> <li>-Memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation.</li> <li>-Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</li> <li>-Make constructive comments on own and others' music to develop compositions and performances discussing some of the inter-related dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing sound.</li> <li>-Sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience.</li> <li>-Understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away.</li> <li>-Continue to sing rhythmically and expressively using a range of approximately an octave with increased control.</li> <li>-Construct a piece with a simple structure (e.g. Binary or Ternary).</li> <li>-Improvise with increasing confidence (e.g. using 2 - 3 notes).</li> <li>-Can add own words to an existing tune to make a new song</li> <li>-Recognise and describe how sounds are made and changed on different instruments and how this groups them into different instrumental families.</li> <li>-Memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation.</li> <li>-Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</li> <li>-Recognise different metres (e.g. 2, 3 or 4 time).</li> <li>-Make constructive comments on own and others' music to develop compositions and performances discussing some of the inter-related dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing sound.</li> <li>-Sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience.</li> <li>-Perform using conventional rhythmic/melodic notation and/or from graphic notation including crotchet, quaver, minim, semibreve, semiquaver.</li> <li>-Continue to sing rhythmically and expressively using a range of approximately an octave with increased control.</li> <li>-Improvise with increasing confidence (e.g. using 2 - 3 notes).</li> <li>-Makes soundscapes/descriptive/atmospheric pieces with narrative/through-composed structures.</li> <li>-Begin to show an awareness of how changes in pitch can be shown on a stave.</li> <li>-Recognise and describe how sounds are made and changed on different instruments and how this groups them into different instrumental families.</li> <li>-Memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation.</li> <li>-Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</li> <li>-Make simple connections and comparisons with music being listened to and own compositions and performances.</li> </ul>



			<ul style="list-style-type: none"> <li>-Identify how composers use the inter-related dimensions of music to create effects and mood.</li> <li>-Ask questions about music in other cultures and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify how composers use the inter-related dimensions of music to create effects and mood.</li> <li>-Ask questions about music in other cultures and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise simple structures in the music that is being performed or listened to (e.g. phrases, Binary, Ternary, Verse-Chorus).</li> <li>-Make constructive comments on own and others' music to develop compositions and performances discussing some of the inter-related dimensions of music.</li> <li>-Identify how composers use the inter-related dimensions of music to create effects and mood.</li> <li>-Ask questions about music in other cultures and traditions.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>-Crotchet / minim</li> <li>-Sequence</li> <li>-Pentatonic</li> <li>-Names of notes</li> </ul>	<ul style="list-style-type: none"> <li>-<b>Hector Villa Lobos (Bachianas brasileiras)</b></li> <li>-<b>Gustav Holst (The Planets)</b></li> <li>-<b>Steve Reich</b></li> <li>-<b>Minimalism</b></li> <li>-<b>Bizet (Suites from Carmen)</b></li> <li>-<b>Leonard Bernstein (West side story)</b></li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrate awareness of the need for good posture, breathing and diction whilst singing in order to maintain a pleasing sound.</li> <li>-Sing and play with an understanding of how the interrelated dimensions of music affect the performance and its impact on the audience.</li> <li>-Understand and respond to visual cues for starting and stopping, and/or fading away, tempi, dynamics and articulation.</li> <li>-Maintain a third part in vocal or instrumental piece.</li> <li>Direct others to start and stop using gestures or counting in, setting tempi and dynamics.</li> <li>-Improvise with increasing confidence (e.g. using a scale pattern).</li> <li>-Works independently within a group composition showing thought in selection of instruments and playing techniques.</li> <li>-Improvise with increasing confidence (e.g. using a scale pattern).</li> <li>-Works independently within a group composition showing thought in selection of instruments and playing techniques.</li> <li>-Recognise and identify instrumental families aurally.</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrate awareness of the need for good posture, breathing and diction whilst singing in order to maintain a pleasing sound.</li> <li>-Sing and play with an understanding of how the interrelated dimensions of music affect the performance and its impact on the audience.</li> <li>-Understand and respond to visual cues for starting and stopping, and/or fading away, tempi, dynamics and articulation.</li> <li>-Construct a piece with a simple structure (e.g. Binary or Ternary, Verse-Chorus, Intro/Outro).</li> <li>-Improvise with increasing confidence (e.g. using a scale pattern).</li> <li>-Use scale patterns to construct melodies, understanding pitch direction, movement by step and leap and knowing names of notes.</li> <li>-Compositions show sensitivity to mood/time/location through use of inter-related dimensions of music.</li> <li>-Improvise with increasing confidence (e.g. using a scale pattern).</li> <li>-Works independently within a group composition showing thought in selection of instruments and playing techniques.</li> <li>-Construct a piece with a simple structure (e.g. Binary or Ternary, Verse-Chorus, Intro/Outro).</li> <li>-Improvise with increasing confidence (e.g. using a scale pattern).</li> <li>-Use scale patterns to construct melodies, understanding pitch direction, movement by step and leap and knowing names of notes.</li> </ul>	<ul style="list-style-type: none"> <li>-Demonstrate awareness of the need for good posture, breathing and diction whilst singing in order to maintain a pleasing sound.</li> <li>-Sing and play with an understanding of how the interrelated dimensions of music affect the performance and its impact on the audience.</li> <li>-Perform using conventional rhythmic and melodic notation utilising the inter-related dimensions of music.</li> <li>-Understand and respond to visual cues for starting and stopping, and/or fading away, tempi, dynamics and articulation.</li> <li>-Improvise with increasing confidence (e.g. using a scale pattern).</li> <li>-Improvise with increasing confidence (e.g. using a scale pattern).</li> <li>-Works independently within a group composition showing thought in selection of instruments and playing techniques.</li> <li>-Is beginning to compose using conventional notation for rhythms and/or pitch.</li> <li>-Improvise with increasing confidence (e.g. using a scale pattern).</li> <li>-Works independently within a group composition showing thought in selection of instruments and playing techniques.</li> <li>-Recognise and identify instrumental families aurally.</li> </ul>



			<ul style="list-style-type: none"> <li>-Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</li> <li>-Compare and discuss differences in performances of the same piece of music.</li> <li>-Recognise a variety of metres.</li> </ul>	<ul style="list-style-type: none"> <li>-Compositions show sensitivity to mood/time/location through use of inter-related dimensions of music.</li> <li>-Works independently within a group composition showing thought in selection of instruments and playing techniques.</li> <li>-Recognise and identify instrumental families aurally.</li> <li>-Memorise more complex rhythmic and melodic patterns and match conventional notation/graphic pitch notation.</li> <li>-Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</li> <li>-Compare and discuss differences in performances of the same piece of music.</li> <li>-Recognise a variety of metres.</li> </ul>	<ul style="list-style-type: none"> <li>-Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</li> <li>-Compare and discuss differences in performances of the same piece of music.</li> <li>-Recognise a variety of metres.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>-Rondo</li> <li>-Conventional notation</li> <li>-quaver</li> <li>-semibreve</li> <li>-dotted minim</li> <li>-variation</li> </ul>	<ul style="list-style-type: none"> <li>-<b>Hector Villa Lobos (Bachianas brasileiras)</b></li> <li>-<b>Gustav Holst (The Planets)</b></li> <li>-<b>Steve Reich</b></li> <li>-<b>Minimalism</b></li> <li>-<b>Music from the Americas</b></li> </ul>	<ul style="list-style-type: none"> <li>-When singing, show greater mastery and control of tone, diction, posture and breathing consistently.</li> <li>-Use the interrelated dimensions of music when singing and playing.</li> <li>-Maintain a third part in a vocal or instrumental piece.</li> <li>-Understands and responds to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away, tempi, dynamics and articulation with greater accuracy.</li> <li>-Can direct others to start and stop using gestures or counting in, setting tempi and dynamics, articulation and show how to change these within a piece.</li> <li>-Improvise with increasing confidence. (e.g. using a scale pattern).</li> <li>-Works independently within a group composition showing thought in selection of instruments and playing techniques.</li> <li>-Recognise and identify instrumental families aurally, including instruments</li> </ul>	<ul style="list-style-type: none"> <li>-When singing, show greater mastery and control of tone, diction, posture and breathing consistently.</li> <li>-Use the interrelated dimensions of music when singing and playing.</li> <li>-Understands and responds to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away, tempi, dynamics and articulation with greater accuracy.</li> <li>-Can direct others to start and stop using gestures or counting in, setting tempi and dynamics, articulation and show how to change these within a piece.</li> <li>-Improvise with increasing confidence. (e.g. using a scale pattern).</li> <li>-Compositions show sensitivity to mood/time/location through use of inter-related dimensions of music.</li> <li>-Recognise and identify instrumental families aurally, including instruments from different genres, cultures and traditions, comparing and contrasting them with their own musical practices and experiences.</li> <li>-Memorise more complex rhythmic and melodic patterns and match to conventional notation.</li> </ul>	<ul style="list-style-type: none"> <li>-When singing, show greater mastery and control of tone, diction, posture and breathing consistently.</li> <li>-Use the interrelated dimensions of music when singing and playing.</li> <li>-Perform using conventional rhythmic and melodic notation to play a variety of ostinati and simple pieces or songs, including expression and articulations.</li> <li>-Understands and responds to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away, tempi, dynamics and articulation with greater accuracy.</li> <li>-Can direct others to start and stop using gestures or counting in, setting tempi and dynamics, articulation and show how to change these within a piece.</li> <li>-Construct a piece with a more complex structure (e.g. Rondo,).</li> <li>-Improvise with increasing confidence. (e.g. using a scale pattern).</li> <li>-Notate compositions using a variety of methods, incorporating the inter-related</li> <li>-Recognise and identify instrumental families aurally, including instruments from different</li> </ul>



		<p>from different genres, cultures and traditions, comparing and contrasting them with their own musical practices and experiences.</p> <p>-Memorise more complex rhythmic and melodic patterns and match to conventional notation.</p> <p>-Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</p> <p>-Recognise and identify instrumental families aurally, including instruments from different genres, cultures and traditions, comparing and contrasting them with their own musical practices and experiences.</p> <p>-Memorise more complex rhythmic and melodic patterns and match to conventional notation.</p> <p>-Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</p> <p>-Recognise a variety of metres.</p> <p>-Make constructive and refined comments on own and others' music to develop compositions and performances using the full range of inter-related dimensions of music.</p> <p>-Make connections and comparisons with music being listened to and own compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, Repetition, Sequence).</p> <p>-Recognise how music reflects its purpose, place and time, including other cultures and traditions, and relating it to their own cultures, traditions and experiences.</p>	<p>-Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</p> <p>-Recognise a variety of metres.</p> <p>-Make constructive and refined comments on own and others' music to develop compositions and performances using the full range of inter-related dimensions of music.</p> <p>-Make connections and comparisons with music being listened to and own compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, Repetition, Sequence).</p> <p>-Recognise how music reflects its purpose, place and time, including other cultures and traditions, and relating it to their own cultures, traditions and experiences.</p>	<p>genres, cultures and traditions, comparing and contrasting them with their own musical practices and experiences.</p> <p>-Memorise more complex rhythmic and melodic patterns and match to conventional notation.</p> <p>-Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</p> <p>-Recognise structures in the music that is being performed or listened to (Variation, Twelve Bar Blues, Ternary, Verse-Chorus, Intro/Outro, through-composed).</p> <p>-Compare and discuss differences in performances of the same piece of music.</p> <p>Recognise a variety of metres.</p> <p>-Make constructive and refined comments on own and others' music to develop compositions and performances using the full range of inter-related dimensions of music.</p> <p>-Make connections and comparisons with music being listened to and own compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, Repetition, Sequence).</p> <p>-Recognise how music reflects its purpose, place and time, including other cultures and traditions, and relating it to their own cultures, traditions and experiences.</p>
--	--	---	--	--