

GLADSTONE ROAD PRIMARY SCHOOL END OF YEAR EXPECTATIONS <u>MUSIC</u>



EYFS MUSICIAN		YEAR 1 MUSICIAN	YEAR 2 MUSICIAN	
Listen & Appraise Listen attentively to high-quality recorded music from different cultures and begin to answer questions.	Li: hi	isten & Appraise isten with concentration to a range of igh-quality music and describe it using ey vocab (pitch & pulse).	Listen & Appraise Listen with concentration and understanding to a range of high- quality music and describe it using key vocab (rhythm, tempo, mood).	
Perform (sing & play instruments) Sing songs/ chants/ rhymes in unison and perform the pulse on percussion instruments. (This Old Man; Incy Wincy Spider; Twinkle Twinkle)	Si be (H	erform (sing & play instruments) ing and play simple rhythms in unison ecoming aware of pitch and phrasing. Hey You; Round & Round; Your nagination)	Perform (sing & play instruments) Sing & play rhythms in unison with greater awareness of pitch, phrasing and audience. (Hands, Feet, Heart; I Wanna Play in a Band; Friendship Song)	
Compose & Improvise Create and perform simple rhythmical patterns.	Cı	ompose & Improvise reate simple rhythmical patterns to roduce different moods.	Compose & Improvise Explore & combine rhythmical patterns to create different effects.	

AUTUMN			SPRING			SUMMER		
BELOW	EXP	ABOVE	BELOW	EXP	ABOVE	ABOVE BELOW EXP AB		ABOVE
%	%	%	%	%	%	%	%	%



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YEAR 3 MUSICIAN	YEAR 4 MUSICIAN	
Listen & Appraise Begin to understand how different musical elements (pitch, rhythm, tempo & dynamics) are used to create an effect. Recognise the work of Jamaican songwriter & musician Bob Marley, & composer Joanna Mangona.	Listen & Appraise Understand & describe how different musical elements (structure, texture) are combined and used expressively. Recognise and appraise the work of Baroque composer George Frideric Handel, & Classical/Popular composer George Gershwin.	
Perform (sing & play instruments) Sing songs with greater accuracy of pitch and changing dynamics – Let Your Spirit Fly; Three Little Birds. Play simple rhythmical tunes & accompaniments on the glockenspiel (or recorder) – Easy E; Play Your Music; DeeCee's Blues	Perform (sing & play instruments) Perform in unison, maintaining the correct pitch and using increasing expression – Mamma Mia; This Little Light of Mine. Play more complex tunes, and begin to show dynamics & expression – DEF-initely Yes; We Will Rock You; Rigadoon	
Compose & Improvise Create simple rhythmical patterns that use 1-2 notes. Begin to recognise simple symbols that represent music (graphic scores, crotchets & quavers).	Compose & Improvise Create rhythmical and simple melodic patterns (ostinatos) using 2-4 notes. Understand and begin to use established and invented musical notations (including minims & crotchet rests).	
Share & Evaluate Comment on the effectiveness of own work, identifying and making improvements.	Share & Evaluate Comment on the success of own and others' work, suggesting improvements and reasons for them.	

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YEAR 5 MUSICIAN	YEAR 6 MUSICIAN	
Listen & Appraise Describe, compare and evaluate a range of high-quality music from different cultures, traditions, composers and musicians, using key musical vocabulary (e.g. timbre, style, genre, vocal, orchestral, jazz, hip-hop). Learn about the work of film composer Rachel Portman, & classical composer Ludwig van Beethoven.	Listen & Appraise Develop an understanding of the history & purpose of music from different cultures, traditions, composers and musicians. Describe, compare and evaluate different types of music, confidently using a wide range of musical vocabulary. Recognise and appraise the work of American composer & bandleader Duke Ellington, & composer Jon Boden.	
Perform (sing & play instruments) Sing in unison & parts with clear diction, controlled pitch and a sense of phrase – Fresh Prince of Bel Air; Harvest Samba. Play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression – 3-Note Bossa; 5-Note Swing	Perform (sing & play instruments) Sing and play in unison, parts and solo with clear diction, phrasing and controlled pitch – Happy; One More Step. Think about the audience when performing and how to create a specific effect – Bacharach Anorak; Meet the Blues	
Compose & Improvise Create increasingly complicated rhythmic and melodic phrases within given structures/ ranges (e.g. pitch, tempo, mood). Understand & use a range of musical notations including staff notation (staff, time signature, notes, rests, bars).	Compose & Improvise Create and improvise as part of a group performance and compose by developing ideas within a range of given musical structures (e.g. dynamics, purpose, time signature). Use and apply a range of musical notations, including staff notation, to plan & refine musical material (semibreve, semi-quavers, minim rest, clef).	
Share & Evaluate Comment on the success of own and others' work, suggesting improvements based on intended outcomes.	Share & Evaluate Evaluate the success of own and others' work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.	

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