

## Singing, Composing and improvising, Notation and Listening and responding.

Year	Expected End Points
Year 3	<ul style="list-style-type: none"> <li>• Sing a widening range of unison songs of varying styles and structures tunefully, with expression and with clear diction, following the Italian terms for forte (loud), piano (quiet), allegro (fast) and adagio (slow)</li> <li>• Show an awareness of the conductor when playing an instrument as part of a whole class and maintain a steady pulse/beat</li> <li>• Know that music is written on a staff with lines and spaces, and a clef and know the differences between crotchets and paired quavers and their values</li> <li>• Begin to develop active listening skills and relate what they hear to the inter-related dimensions of pitch, duration, timbre and dynamics.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Sing a broad range of unison songs with the range of an octave, including songs with leaps, following directions for getting louder (crescendo) and quieter (decrescendo).</li> <li>• Able to improvise short pentatonic phrases on any melodic instrument, making use of staccato (detached) and legato (smooth)</li> <li>• Read and perform pitch notation using minims, crotchets, paired quavers and crotchet rests.</li> <li>• Be able to identify major and minor tonality</li> <li>• Begin to develop a chronological understanding of different styles of music</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. Know how to observe phrasing, accurate pitching and appropriate style</li> <li>• Know the dynamics - very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano) in order to experiment with them when composing</li> <li>• Know how to follow staff notation using semibreves, minims, crotchets, crotchet rests, paired quavers and semiquavers, to play melodies on tuned percussion or melodic instruments within an octave</li> <li>• Identify 2/4, 3/4 and 4/4 time signatures when listening to music and identify the unique qualities of of music from different times and places.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Sing a broad range of songs, including rounds up to four parts, and those that involve syncopated rhythms.</li> <li>• Pupils show an advanced understanding of what makes a high quality performance – accuracy of pitch and rhythm, balance, dynamics, tempo, tone, following a conductor and each other – a strong sense of ensemble</li> <li>• Read and play from notation a four-bar phrase, confidently identifying note names and durations</li> <li>• Identify stylistic features of a diverse range of genres, styles and traditions, celebrating differences in the music listened to and displaying a cultural respect</li> </ul>