

### **Listening**

Explore how sounds can be made and changed

### **Responding**

Repeat short rhythmic patterns and show an emerging sense of melody  
Respond to different moods in music  
Represent own ideas thoughts and feelings through music making

# Music

## Year 1 objectives

### **Singing**

Begin to use voice in different ways such as speaking, singing and chanting rhymes

### **Interrelated dimensions of music**

Show an awareness of pitch and tempo

**Listening**

Listen, with concentration and understanding, to a range of high-quality live and recorded music

**Responding**

Perform rhythmically using a limited range of notes on tuned percussion  
Improve own work

# Music

**Notation**

Represent sounds with symbols

## Year 2 objectives

**Singing**

Use voices expressively and creatively by singing songs and speaking chants and rhymes

**Interrelated dimensions of music**

Recognise how the inter-related dimensions of music can be combined to create different moods and effects

### Listening

Listen, with concentration and understanding, to a range of high-quality live and recorded music showing an appreciation and awareness of different traditions

### Responding

Perform rhythmically (on un-tuned percussion) and using a good range of notes on tuned percussion

Make improvements to work giving some reasons for choices linked to the intended effect

### Notation

Represent sounds with symbols

Read and understand crotchets and quavers in rhythm patterns

# Music

## Year 3 objectives

### Singing

Sing in tune with appropriate expression and a good sense of rhythm

### Interrelated dimensions of music

Combine several layers of sound with good awareness of the combined effect of the inter-related dimensions of music and begin to explain choices

### Listening

Listen with an ability to recall sounds with some support

Show some appreciation of a range of high-quality live and recorded music drawn from a variety of traditions

### Notation

Use crochets, quavers and minims, and a crotchet rest in rhythm patterns

Read and play a limited range of notes with support e.g. labelled notes

### Singing

Maintain own part when singing, with an awareness of how the different parts fit together

### Responding

Suggest improvements to own and others' work, and with support comment on how intentions have been achieved

Name a great composer or musician

Play and perform in solo and ensemble contexts, using voices and playing musical instruments with control

# Music

## Year 4 objectives

### Interrelated dimensions of music

Begin to improvise by developing ideas using some of the inter-related dimensions of music

Understand the need to create an overall effect

### **Listening**

Listen with an ability to recall sounds with some aural memory

Identify and explore the relationships between sounds and begin to show an emerging sense of how music reflects different intentions

Describe, compare, evaluate and show an appreciation of a range of high-quality live and recorded music drawn from a variety of traditions

### **Responding**

Play and perform in solo and ensemble contexts, using voices and playing musical instruments with some accuracy and control

Have some understanding of the history of music including through being able to recognise music of some great composers and musicians

Suggest improvements to own and others' work

Begin to be able to comment on how intentions have been achieved

# Music

## Year 5 objectives

### **Notation**

Use a range of musical notation within musical rhythm patterns

Play a wider range of notes from a staff with support

### **Interrelated dimensions of music**

Begin to improvise and compose music for a range of purposes by developing ideas using some of the inter-related dimensions of music

### **Listening**

Listen with an attention to detail and with an ability to recall sounds with an increasing aural memory

Describe, compare, evaluate and show an appreciation of a wide range of high-quality live and recorded music drawn from a variety of traditions using appropriate musical vocabulary

### **Responding**

Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency and control

Have an understanding of the history of music including through being able to recognise music of great composers and musicians

Suggest improvements to own and others' work, commenting on how intentions have been achieved

Identify and explore the relationships between sounds and how music reflects different intentions

# Music

## Year 6 objectives

### **Notation**

Use and understand the 'staff' and other musical notations

### **Interrelated dimensions of music**

Improvise and compose music for a range of purposes by developing ideas using the inter-related dimensions of music