

## Year 3 Objectives in Music

<u>National Curriculum Objectives</u>	<u>Skills Development</u>	<u>Key Skills</u>
<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds as part of an aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression</li> <li>• improvise and compose music using the inter-related dimensions of music separately and in combination</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand the basics of staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers</li> <li>• develop an understanding of the history of music.</li> </ul>	<p><b>Context for learning</b></p> <ul style="list-style-type: none"> <li>• A range of musical activities that integrate performing, composing and appraising in each lesson</li> <li>• Responding to a range of musical and non-musical starting points</li> <li>• Working independently and in groups of different sizes and as a class</li> <li>• Using ICT to capture, change and combine sounds</li> <li>• A range of live and recorded music from different times and cultures</li> </ul> <p>Examples:</p> <p><u>Listening, evaluating and appraising</u></p> <p>Play odd one out: compare 3 pieces of music e.g. from Classic 100. Children to choose the odd one out based on the 'nuts and bolts of music' - tempo, timbre, dynamics, pitch, texture, structure, duration.</p> <p>What instruments can be heard in this piece of music</p> <p>The minute game - children to count to a minute in their head and stand up when they think they have got it.</p> <p>Four corners - go to the corner that describes what you can hear in this piece of music</p> <p>Matching activity - match the definition to the music term or pictures of different atmospheres to moods to match the music they listen to.</p> <p>Use a range of plenary questions to allow for evaluation and reflection e.g. how would you refine and improve your work?</p> <p>Postcards - match the musical extract to these images of works of art.</p> <p><u>Performance</u></p> <p>Children to perform in a range of ways: solo, group, whole class using voice and/or instruments.</p> <p>Ensure children know what skill they will have to use, and apply it in their performance.</p> <p>Always be prepared to model what you are expecting the children to do, making it a safe place to experiment and fail, enabling them to learn from these mistakes and do the best of their capability.</p> <p><u>Composing</u></p> <p>Possible resources: Sing Up, Charanga, examples from Music Coordinator.</p> <p>Starting points: creating a soundscape which could lead to a story told through music/poetry e.g. a haiku/ a picture or video stimulus.</p>	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• I sing in tune</li> <li>• I can sing songs from memory with accurate pitch, either in a group or alone</li> <li>• I sing and play a range of singing games</li> <li>• I can maintain a simple part within an ensemble</li> <li>• I combine sounds with movement and narrative</li> <li>• I show that I have a good memory for sounds and songs, and show control in my voice</li> <li>• <b>Challenge objectives: Do they understand metre in 2 and 3 beats; then 4 and 5 beats?</b></li> <li>• <b>Do they understand how the use of tempo can provide contrast within a piece of music?</b></li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• I compose and perform simple melodies and songs independently</li> <li>• I recognise and create repeated patterns</li> <li>• I make up singing games with words, actions and a sense of pulse, and teach them to other children</li> <li>• I recognise how musical elements can be used together to compose descriptive music</li> <li>• I create simple accompaniments for my tunes, using drones or melodic ostinati based on a pentatonic scale</li> <li>• <b>Challenge objective: Can they work with a partner to create a piece of music using more than one instrument?</b></li> </ul> <p><b>Listening and Appraising</b></p> <ul style="list-style-type: none"> <li>• I describe music using appropriate vocabulary</li> <li>• I listen carefully with attention to detail</li> <li>• Can they improve their work; explaining how it has improved?</li> <li>• Can they recognise the work of at least one famous composer?</li> <li>• <b>Challenge objectives: Can they tell whether a change is gradual or sudden?</b></li> <li>• <b>Can they identify repetition, contrasts and variations?</b></li> </ul>

## Year 4 Objectives for Music

<u>National Curriculum Objectives</u>	<u>Skills Development</u>	<u>Key Skills</u>
<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds as part of an aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression</li><li>• improvise and compose music using the inter-related dimensions of music separately and in combination</li><li>• listen with attention to detail and recall sounds with increasing aural memory</li><li>• use and understand the basics of staff and other musical notations</li><li>• appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers</li><li>• develop an understanding of the history of music.</li></ul>	<p><u>Context for learning</u></p> <ul style="list-style-type: none"><li>• A range of musical activities that integrate performing, composing and appraising in each lesson</li><li>• Responding to a range of musical and non-musical starting points</li><li>• Working independently and in groups of different sizes and as a class</li><li>• Using ICT to capture, change and combine sounds</li><li>• A range of live and recorded music from different times and cultures</li></ul> <p>Examples:</p> <p><u>Listening, evaluating and appraising</u></p> <p>Play odd one out: compare 3 pieces of music e.g. from Classic 100. Children to choose the odd one out based on the 'nuts and bolts of music' - tempo, timbre, dynamics, pitch, texture, structure, duration. What instruments can be heard in this piece of music</p> <p>The minute game - children to count to a minute in their head and stand up when they think they have got it.</p> <p>Four corners - go to the corner that describes what you can hear in this piece of music</p> <p>Matching activity - match the definition to the music term or pictures of different atmospheres to moods to match the music they listen to. Use a range of plenary questions to allow for evaluation and reflection e.g. how would you refine and improve your work?</p> <p>Postcards - match the musical extract to these images of works of art.</p> <p><u>Performance</u></p> <p>Children to perform in a range of ways: solo, group, whole class using voice and/or instruments.</p> <p>Ensure children know what skill they will have to use, and apply it in their performance.</p> <p>Always be prepared to model what you are expecting the children to do, making it a safe place to experiment and fail, enabling them to learn from these mistakes and do the best of their capability.</p> <p><u>Composing</u></p> <p>Possible resources: Sing Up, Charanga, examples from Music Coordinator. Starting points: creating a soundscape which could lead to a story told through music/poetry e.g. a haiku/ a picture or video stimulus.</p>	<p><u>Performing</u></p> <ul style="list-style-type: none"><li>• I can sing songs from memory with accurate pitch, either in a group or alone</li><li>• I sing confidently and in tune</li><li>• I breathe well and pronounce words, change pitch and show control in my singing</li><li>• I sing and play a range of singing games</li><li>• I understand the importance of articulating the words to communicate the song to the audience</li><li>• I perform with control, and an awareness of what others are playing</li><li>• I can sustain a drone or melodic ostinato to accompany singing</li><li>• I show that I have a good memory for sounds and songs, and show control in my voice</li></ul> <p>• <b>Challenge objective: Can they use selected pitches simultaneously to produce simple harmony?</b></p> <p><u>Composing</u></p> <ul style="list-style-type: none"><li>• I recognise and create repeated patterns</li><li>• I compose and perform simple melodies and songs independently</li><li>• I use sound to create more abstract images</li><li>• I recognise how musical elements can be used together to compose descriptive music</li><li>• I carefully choose, order, combine and control sounds with awareness of their combined effect</li><li>• I make up singing games with words, actions and a sense of pulse, and teach them to other children</li></ul> <p>• <b>Challenge objectives: Can they explore and use sets of pitches, e.g. 4 or 5 note scales?</b></p> <p>• <b>Can they show how they can use dynamics to provide contrast?</b></p> <p><u>Listening and Appraising</u></p> <ul style="list-style-type: none"><li>• I describe music using appropriate vocabulary</li><li>• I listen carefully with attention to detail</li><li>• I listen to several layers of sound and talk about the combined effect</li></ul> <p>• <b>Challenge objective: Can they identify how a change in timbre can change the effect of a piece of music?</b></p>

## Year 5 Objectives for Music

<u>National Curriculum Objectives</u>	<u>Skills Development</u>	<u>Key Skills</u>
<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds as part of an aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression</li> <li>• improvise and compose music using the inter-related dimensions of music separately and in combination</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand the basics of staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers</li> <li>• develop an understanding of the history of music.</li> </ul>	<p><b>Context for learning</b></p> <ul style="list-style-type: none"> <li>• A range of musical activities that integrate performing, composing and appraising in each lesson</li> <li>• Responding to a range of musical and non-musical starting points</li> <li>• Working independently and in groups of different sizes and as a class</li> <li>• Using ICT to capture, change and combine sounds</li> <li>• A range of live and recorded music from different times and cultures</li> </ul> <p>Examples: <u>Listening, evaluating and appraising</u> Play odd one out: compare 3 pieces of music e.g. from Classic 100. Children to choose the odd one out based on the 'nuts and bolts of music' - tempo, timbre, dynamics, pitch, texture, structure, duration. What instruments can be heard in this piece of music The minute game - children to count to a minute in their head and stand up when they think they have got it. Four corners - go to the corner that describes what you can hear in this piece of music Matching activity - match the definition to the music term or pictures of different atmospheres to moods to match the music they listen to. Use a range of plenary questions to allow for evaluation and reflection e.g. how would you refine and improve your work? Postcards - match the musical extract to these images of works of art.</p> <p><u>Performance</u> Children to perform in a range of ways: solo, group, whole class using voice and/or instruments. Ensure children know what skill they will have to use, and apply it in their performance. Always be prepared to model what you are expecting the children to do, making it a safe place to experiment and fail, enabling them to learn from these mistakes and do the best of their capability.</p> <p><u>Composing</u> Possible resources: Sing Up, Charanga, examples from Music Coordinator. Starting points: creating a soundscape which could lead to a story told through music/poetry e.g. a haiku/ a picture or video stimulus.</p>	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Do they breathe in the correct place when singing?</li> <li>• Can they sing and use their understanding of meaning to add expression?</li> <li>• Can they maintain their part whilst others are performing their part?</li> <li>• Can they perform 'by ear' and from simple notations?</li> <li>• Can they improvise within a group using melodic and rhythmic phrases?</li> <li>• Can they recognise and use basic structural forms e.g. rounds, variations, rondo form?</li> </ul> <p style="color: red;">Challenge objectives: Can they use pitches simultaneously to produce harmony by building up simple chords? Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?</p> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• Can they change sounds or organise them differently to change the effect?</li> <li>• Can they compose music which meets specific criteria?</li> <li>• Can they use their notations to record groups of pitches (chords)?</li> <li>• Can they use a music diary to record aspects of the composition process?</li> <li>• Can they choose the most appropriate tempo for a piece of music?</li> </ul> <p style="color: red;">Challenge objectives: Do they understand the relation between pulse and syncopated patterns? Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?</p> <p><b>Listening and Appraising</b></p> <ul style="list-style-type: none"> <li>• Can they describe, compare and evaluate music using musical vocabulary?</li> <li>• Can they explain why they think their music is successful or unsuccessful?</li> <li>• Can they suggest improvements to their own or others' work?</li> <li>• Can they choose the most appropriate tempo for a piece of music?</li> <li>• Can they contrast the work of famous composers and show preferences?</li> </ul> <p style="color: red;">Challenge objectives: Can they explain how tempo changes the character of music? • Can they identify where a gradual change in dynamics has helped to shape a phrase of music?</p>

## Year 6 Objectives for Music

<u>National Curriculum Objectives</u>	<u>Skills Development</u>	<u>Key Skills</u>
<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds as part of an aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression</li> <li>• improvise and compose music using the inter-related dimensions of music separately and in combination</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand the basics of staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers</li> <li>• develop an understanding of the history of music.</li> </ul>	<p><b>Context for learning</b></p> <ul style="list-style-type: none"> <li>• A range of musical activities that integrate performing, composing and appraising in each lesson</li> <li>• Responding to a range of musical and non-musical starting points</li> <li>• Working independently and in groups of different sizes and as a class</li> <li>• Using ICT to capture, change and combine sounds</li> <li>• A range of live and recorded music from different times and cultures</li> </ul> <p>Examples: <u>Listening, evaluating and appraising</u></p> <p>Play odd one out: compare 3 pieces of music e.g. from Classic 100. Children to choose the odd one out based on the 'nuts and bolts of music' - tempo, timbre, dynamics, pitch, texture, structure, duration. What instruments can be heard in this piece of music The minute game - children to count to a minute in their head and stand up when they think they have got it. Four corners - go to the corner that describes what you can hear in this piece of music Matching activity - match the definition to the music term or pictures of different atmospheres to moods to match the music they listen to. Use a range of plenary questions to allow for evaluation and reflection e.g. how would you refine and improve your work? Postcards - match the musical extract to these images of works of art.</p> <p><u>Performance</u></p> <p>Children to perform in a range of ways: solo, group, whole class using voice and/or instruments. Ensure children know what skill they will have to use, and apply it in their performance. Always be prepared to model what you are expecting the children to do, making it a safe place to experiment and fail, enabling them to learn from these mistakes and do the best of their capability.</p> <p><u>Composing</u></p> <p>Possible resources: Sing Up, Charanga, examples from Music Coordinator. Starting points: creating a soundscape which could lead to a story told through music/poetry e.g. a haiku/ a picture or video stimulus.</p>	<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>•Can they sing a harmony part confidently and accurately?</li> <li>•Can they perform parts from memory?</li> <li>•Can they perform using notations?</li> <li>•Can they take the lead in a performance?</li> <li>•Can they take on a solo part?</li> <li>•Can they provide rhythmic support?</li> </ul> <p>Challenge objectives: Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?</p> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>•Can they use a variety of different musical devices in their composition? (incl melody, rhythms and chords)</li> <li>•Do they recognise that different forms of notation serve different purposes?</li> <li>•Can they use different forms of notation?</li> <li>•Can they combine groups of beats?</li> </ul> <p>Challenge objectives: Can they show how a small change of tempo can make a piece of music more effective? Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?</p> <p><b>Listening and Appraising</b></p> <ul style="list-style-type: none"> <li>•Can they refine and improve their work?</li> <li>•Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created?</li> <li>•Can they analyse features within different pieces of music?</li> <li>•Can they compare and contrast the impact that different composers from different times will have had on the people of the time?</li> </ul> <p>Challenge objectives: Can they appraise the introductions, interludes and endings for songs and compositions they have created?</p>