**MINIMUM EXPECTED STANDARDS**

**A progression curriculum document**

**produced**

**by**

**London Borough of Barking and Dagenham**

**with additional support notes**

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**Foundation Stage MINIMUM EXPECTED STANDARDS**

**By the end of the Reception Year most pupils should be able to:**

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| **PERFORM (Singing / Playing)**  **Active learning** | **EXPLORE and COMPOSE**  **Playing and exploring** | **LISTEN, REFLECT and APPRAISE**  **Creating and thinking critically** |
| **Using their voices**:   * Speak and chant short phases together * Find their singing voice and begin to develop an awareness of pitch over a small range of notes * Make changes in their voices to express different moods /feelings * Co-ordinate actions to go with a song * Sing short phrases or responses on their own * Sing a variety of songs both accompanied and unaccompanied.   **Using Classroom Instruments:**   * Play instruments by shaking, scraping, rattling, tapping etc * Start and stop together * Begin to develop a sense of beat, using instruments or body sounds * Respond to symbols or hand signs * Play loudly, quietly, fast, slow * Copy a simple rhythm pattern or number of beats played on an instrument. * Play along to music showing a developing awareness of the beat * Play with a sense of purpose and enjoyment. | **Exploring:**   * Different sounds made by the voice, hands, found objects and conventional instruments (**timbre)** * High and low sounds **(pitch)** * Long and short sounds **(duration**) * Loud and quiet sounds (**dynamics)** * Fast and slow sounds (**tempo)** * Begin to be aware of the effect that different sounds have to convey mood or meaning   **Composing:**   * Begin to create and manipulate different effects on a sound source or instrument * Add chosen sound effects at an appropriate moment in a story or song * Sort and name different sounds * Create a sequence of different sounds in response to a given stimuli  |  | | --- | | **KEY WORDS**  **FOUND OBJECTS Pots and pans, material, paper or anything that can be manipulated to create sound**  **SINGING VOICE The musical quality of the voice, unlike the speaking voice uses tonality or pitch and rhythm**    **STEADY BEAT Regular pulse (in time)** | | **Listening:**   * Listen to sounds and respond by talking about them or physically with movement and dance * Recognise the sounds of the percussion instruments used in the classroom and identify and name them * Respond appropriately to a range of classroom songs, e.g tidy up songs, circle time songs, line up songs.   **Appraising:**   * Begin to identify and describe key features or extreme contrasts within a piece of music * Begin to use musical terms (louder/quieter, faster/slower, higher/lower)  |  | | --- | | **MUSICAL ELEMENTS**  **DURATION Steady beat, short and long sounds**  **PITCH High and low**  **TEMPO Fast and slow**  **DYNAMICS Loud and quiet**  **TIMBRE The tone quality of the sound – rough, smooth, scratch, etc**  **STRUCTURE Phrases of a song, overall plan of a**  **piece** | |

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**YEAR 1 MINIMUM EXPECTED STANDARDS**

**By the end of Year 1 most pupils should be able to:**

|  |  |  |
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| **PERFORM (Singing / Playing)** | **EXPLORE and COMPOSE** | **LISTEN, REFLECT and APPRAISE** |
| **Using their voices**:   * Speak and chant together * Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly) * Sing songs in different styles conveying different moods (happy, sad, angry etc) and with sense of enjoyment * Co-ordinate actions to go with a song * Sing in time to a steady beat * Perform an action or a sound (clapping, stamping, etc) on the steady beat whilst singing   **Using Classroom Instruments:**   * Play instruments by shaking, scraping, rattling, tapping etc * Play in time to a steady beat, using instruments or body sounds * Play loudly, quietly, fast, slow * Imitate a rhythm pattern on an instrument * Play a repeated rhythmic pattern (**rhythmic ostinato**) to accompany a song * Play a single pitched note to accompany a song (**drone**) * Play with help the rhythmic pattern of a spoken sentence, e.g. ‘Hungry caterpillar’ * Follow simple hand signals indicating: loud/quiet and start/stop | **Exploring:**   * Different sounds made by the voice and hands (**timbre)** * High and low sounds **(pitch)** * Long and short sounds **(duration**) * Loud and quiet sounds (**dynamics)** * Fast and slow sounds (**tempo)** * Pitch shapes (moving up and down) and rhythmic patterns   **Composing:**   * Add sound effects to a story * Choose musical sound effects to follow a story line or match a picture * Use graphics/symbols to portray the sounds they have made made * Sequence these symbols to make a simple structure **(score)** * Compose own sequence of sounds without help and perform.  |  | | --- | | ***KEY WORDS***  **OSTINATO Repeated rhythmic pattern or melodic shape**  **DRONE Pitched note played continuously**  **throughout a piece of music**  **STEADY BEAT Regular pulse (in time)**  **SCORE A written form of musical composition** | | **Listening:**   * Listen to a piece of music and move in time to its steady beat. * Recognise and respond through movement /dance to the different musical characteristics and moods of music * Recognise the sounds of the percussion instruments used in the classroom and identify and name them   **Appraising:**   * Begin to use musical terms (louder/quieter, faster/slower, higher/lower) * Begin to articulate how changes in speed, pitch and dynamics effect the mood  |  | | --- | | ***MUSICAL ELEMENTS***  **DURATION Steady beat, short and long sounds**  ***PITCH High and low***  **TEMPO Fast and slow**  **DYNAMICS Loud and quiet**  **TIMBRE The tone quality of the sound – rough,**  **smooth, scratch, etc**  **STRUCTURE Phrases of a song, overall plan of a**  **piece** | |

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**YEAR 2 MINIMUM EXPECTED STANDARDS**

By the end of Year 2 most pupils should be able to:

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| **PERFORM (Singing/Playing)** | **EXPLORE and COMPOSE** | **LISTEN, REFLECT and APPRAISE** |

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| **Using their voices:**   * Sing a variety of songs with more accuracy of pitch * Sing words clearly and breathing at the end of phrases * Convey the mood or meaning of the song * Sing with a sense of control of **dynamics**(volume) and **tempo** (speed) * Echo sing a short melodic phrases * Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices * Follow a leader (teacher)starting and stopping together   **Using Instruments:**   * Play with control: a) maintaining steady beat   b) getting faster or slower  c) getting louder or quieter   * Perform a repeated two note melodic ostinato to accompany a song * Perform a rhythm accompaniment to a song * Perform a sequence of sounds using a graphic score * Work and perform in smaller groups * Follow a leader (teacher)starting and stopping together * Demonstrate some confidence in performing as a group and as an individual | **Explore:**   * Ways in which sounds are made (*tapped, blown*, *scraped, shaken*), and can be changed * Long and short sounds (**rhythm – duration)** * The rhythm patterns of words and sentences * Changes in **pitch** (higher and lower) * Sequences of sound (**structure**) * Sounds in response to a stimulus (**visual or aural**) * How sounds can be manipulated to convey different effects and moods   **Compose:**   * Short melodic phrases * Short repeated rhythmic patterns (**ostinati**) * Rhythm patterns from words * A piece of music that has a beginning, middle   and end (**structure**)   * Music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups * Music that conveys different moods   ***KEY WORDS***  **PHRASE Short section of a melody**  **SEQUENCE One after another**  **OSTINATO Short repeated rhythmic**  **pattern or melodic shapes**  **DRONE Continuous or repeated pitch or**  **pitches**  **GRAPHIC SCORE Notation using pictures or**  **symbols**  **STEADY BEAT Regular pulse**  **RHYTHM PATTERN A group of long and short**  **sounds** | **Listening and appraising**   * Listen with increased concentration * Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds * Recognise how sounds are made – tapping, rattling, scraping, blowing etc * Identify different qualities of sound such as smooth, scratchy, clicking, ringing (**timbre)** * Recognise and respond to different changes of speed (**tempo**)/volume (**dynamics)** and **pitch** * Respond through movement/dance to different musical characteristics and moods (angrily, sadly, cheerfully, daintily etc) * Recognise and respond to the mood of a piece of music. Begin to use music terminology when describing how the mood is created (i.e. the mood is sad because the music is played very slowly and quietly)   ***MUSICAL ELEMENTS***  **PITCH High, low, getting higher, getting lower**  DYNAMICS Loud, quiet, getting louder or quieter  **TEMPO Fast, slow, getting faster or slower**  **STRUCTURE Phrases of a song, overall plan of a**  **piece of music**  **TIMBRE The tone quality of the sound i.e. smooth**  **scratchy, heavy, light, cold, warm, dull,**  **bright.**  **DURATION Long and short sounds, beat, rhythm** |

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**YEAR 3 MINIMUM EXPECTED STANDARDS**

**By the end of year 3 most pupils should be able to:**

|  |  |  |
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| **PERFORM (Singing /Playing)** | **EXPLORE and COMPOSE** | **LISTEN, REFLECT and APPRAISE** |
| **Using their voices:**   * Sing songs in a variety of styles with confidence, singing an increasing number from memory * Show increasing accuracy of pitch and awareness of the shape of a melody. * Imitate increasingly longer phrases with accuracy * With an awareness of the phrases in a song * Understand that posture, breathing and diction are important. * Demonstrate an awareness of character or style in performance. * Chant or sing a round in two parts * Sing songs with a recognised structure (verse and chorus/ call and response)   **Using instruments**:   * Keep a steady beat on an instrument in a group or individually * Maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and/or steady beat * Use tuned percussion with increasing confidence * Copy a short melodic phrase by ear on a pitched instrument * Play using symbols including graphic and / or simple traditional notation * Follow simple hand directions from a leader * Perform with an awareness of others * Combine musical sounds with narrative and movement   Perform a composed piece to a friendly audience, as a member of a group or class | **Explore:**   * Longer – shorter / faster - slower / higher - lower / louder - quieter sounds on tuned and untuned percussion and voices. * Pitch notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them) * Symbols to represent sound (graphic scores / traditional notation) * The sounds of different instruments - TIMBRE and how they can represent pictures/ stories/ moods * The different sounds (timbres) that one instrument can make * How the musical elements can be combined to compose descriptive music   **Compose:**   * Words and actions to go with songs * A simple rhythmic accompaniment to go with a song, using ostinato patterns * Music that has a recognisable structure; Beginning, Middle and End or verse/chorus * Music that tells a story, paints a picture or creates a mood * Music that uses repetition / echo   **KEY WORDS**  ***STEADY BEAT RHYTHM OSTINATO***  **PITCH PHRASE REPETITION**  **MUSICAL SYMBOLS** | **Listening, reflecting and appraising**:   * Listen with concentration to longer pieces / extracts of music * Listen to live/recorded extracts of different kinds of music and identify where appropriate   + a steady beat / no steady beat   + a specific rhythm pattern or event   + the speed (TEMPO) of the music   + the volume (DYNAMICS)   + the melody   using appropriate musical terms/language   * Identify common characteristics * Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar drums etc) * Identify repetition in music ie a song with a chorus * Recognise aurally wooden, metal, skin percussion instruments and begin to know their names * Listen to their own compositions and use musical language to describe what happens in them   **MUSICAL ELEMENTS**  **DURATION Beat (pulse), rhythm, longer, shorter,**  **sustained**  **TEXTURE Layering of sounds**  **TEMPO Steady, faster, slower**  **DYNAMICS Louder, quieter**  **STRUCTURE Beginning, middle, end, repetition**  **PITCH Notes moving by step/leap**  **TIMBRE Sound quality of individual**  **instruments** |

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**YEAR 4 MINIMUM EXPECTED STANDARDS**

**By the end of Year 4 most pupils should be able to:**

|  |  |  |
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| **PERFORM (Singing/Playing)** | **EXPLORE and COMPOSE** | **LISTEN, REFLECT and APPRAISE** |
| **Using their voices:**   * Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody * Sing songs showing musical expression (phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context) * Sing two/three part rounds with more confidence and increasing pitch accuracy * Sing confidently as part of a small group or solo being aware of posture and good diction. * Copy short phrases and be able to sing up and down in step independently.   **Using instruments:**   * Maintain two or more different ostinato patterns in a small instrumental group against a steady beat * Play music that includes RESTS * Use tuned percussion instruments with increasing confidence to accompany songs and improvise * Play by ear – find known phrases or short melodies using tuned instruments * Play music in a metre of two or three time * Read and play from some conventional music symbols * Combine instrumental playing with narrative and movement * Follow a leader, stopping / starting, playing faster/ slower and louder / quieter. * Perform to an audience of adults, an assembly or other classes with increasing confidence. | **Explore:**   * Sounds to create particular effects (**timbre)** * Rhythm patterns in music from different times and places **(duration)** * The **pentatonic scale** * Pitched notes that move by steps and/ or leaps to make short phrases/melodies * Music that describes feelings or moods using ‘tense’ or ‘calm’ sounds using **dynamics,** different **tempi,** different **timbres** etc * Combining and controlling sounds to achieve a desired effect * Music that incorporates effective silences (rests) * Different groupings of beats (metre of 2/3)   **Compose:**   * A simple rhythmic accompaniment to a song using **ostinato** patterns and **drones** * A simple melody from a selected group of notes (i.e. a pentatonic scale) * Music that has a recognisable structure * A piece of music that reflects images/ and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect * Arrange a song using tuned and untuned accompaniments developed from the song and perform to a friendly audience * Use a range of ICT to sequence, compose, record and share work KEY WORDS   ***OSTINATO DRONE REPETITION METRE RESTSTEP LEAP PHRASE MELODY PENTATONIC TUNED PERCUSSION UNTUNED PERCUSSION*** | **Listening, Reflecting and Appraising:**   * Recognise aurally the range of percussion (tuned and untuned) used in school and some individual orchestral instruments taught in school. * Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language (the **tempo, dynamics, metre, texture, timbre**) * Recognise music from different times and countries indentifying key elements that give it its unique sound. * Identify repeated rhythmic or melodic phrases in live or recorded music * Identify whether a song has a verse/chorus or call and response structure * Identify the use of metre in 2 or 3 in a piece of recorded or live music * Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings.   **MUSICAL ELEMENTS**  **DURATION Metre – the organisation of beats**  **TEXTURE Layers of sound**  **TIMBRE Different instruments/ tone quality**  **PITCH Pentatonic scales**  **STRUCTURE Repetition, verse chorus / call and**  **response, plan**  **METRE The organisation of beats into groups**  **TEMPO The speed of the music** |

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**YEAR 5 MINIMUM EXPECTED STANDARDS**

**By the end of year 5 most pupils should be able to:**

|  |  |  |
| --- | --- | --- |
| **PERFORM(Singing/Playing)** | **EXPLORE and COMPOSE** | **LISTEN, REFLECT and APPRAISE** |
| **Using their voices:**   * Sing confidently in a wide variety of styles with expression * Communicate the meaning and mood of the song * Sing a simple second part of a two part song with confidence * Maintain own part in a round * Perform a song from memory with attention to phrasing, dynamics and accuracyof pitch, for a special occasion   **Using instruments:**   * Perform on a range of instruments in mixed groups to an audience, with confidence * Read and play with confidence from conventional or graphic notation * Continue to play by ear on pitched instruments, extending the length of phrases, melodies played. * Perform with sensitivity to different dynamics, tempi * Lead/conduct a group of instrumental performers * Maintain a rhythmic or melodic accompaniment to a song * Maintain own part on a pitched instrument in a small ensemble * Perform own compositions to an audience * Use an mp3 recoder/video recorder to keep a record of work in progress and record performances.   **Know what makes a good performance** | **Explore:**   * Chords / harmony – concord and discord * Scales, such as PENTATONIC, RAG, BLUES * Texture created by layering rhythmic and/or melodic ostinatos * Developing ideas, using musical devices such as repetition, question and answer, ostinato. * Characteristics of various styles, for example, Blues, Rap, Gospel , Folk, African **etc** * Improvising in a variety of styles   **Compose / Arrange:**  (Always considering the musical elements)   * Create own simple songs reflecting the meaning of the words * Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment * Arrange a song for class performance with an appropriate pitched and unpitched accompaniment * Refine own compositions after discussion * Use a range of symbols (conventional or graphic) to record compositions. * Use ICT (computers/ipads/tablets/MP3 recorders etc) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions  |  | | --- | | ***KEY WORDS***  **RHYTHM,PHRASE,MELODY,HARMONY,OSTINATO, METRE, REPETITION, SCALE, ACCOMPANIMENT, STYLE, EXPRESSION , RECORD, ICT** | | **Listening, Reflecting and Appraising**   * Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation * Identify and discuss ‘what happens when’ within simple musical structures * Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music * Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences * Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others’ compositions * Use musical vocabulary and knowledge to help identify areas for development or refinement when composing  |  | | --- | | ***MUSICAL ELEMENTS***  **DURATION (beat, rhythm, metre) PITCH(melody,**  **harmony), TEXTURE, TIMBRE, DYNAMICS, STRUCTURE, TEMPO** | |

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**YEAR 6 MINIMUM EXPECTED STANDARDS**

**By the end of Year 6 most pupils should be able to:**

|  |  |  |
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| **PERFORM(Singing/Playing)** | **EXPLORE and COMPOSE** | **LISTEN, REFLECT and APPRAISE** |
| **Using their voices:**   * Sing confidently in a wide variety of styles with expression * Communicate the meaning and mood of the song * Sing a simple second part of a two part song with confidence * Maintain own part in a round * Perform a song from memory with attention to phrasing, dynamics and accuracyof pitch, for a special occasion   **Using instruments:**   * Perform on a range of instruments in mixed groups to an audience, with confidence * Read and play with confidence from conventional or graphic notation * Continue to play by ear on pitched instruments, extending the length of phrases, melodies played. * Perform with sensitivity to different dynamics, tempi * Lead/conduct a group of instrumental performers * Maintain a rhythmic or melodic accompaniment to a song * Maintain own part on a pitched instrument in a small ensemble * Perform own compositions to an audience * Use an mp3 recoder/video recorder to keep a record of work in progress and record performances.   **Know what makes a good performance** | **Explore:**   * Chords / harmony – concord and discord * Scales, such as PENTATONIC, RAG, BLUES * Texture created by layering rhythmic and/or melodic ostinatos * Developing ideas, using musical devices such as repetition, question and answer, ostinato. * Characteristics of various styles, for example, Blues, Rap, Gospel , Folk, African **etc** * Improvising in a variety of styles   **Compose / Arrange:**  (Always considering the musical elements)   * Create own simple songs reflecting the meaning of the words * Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment * Arrange a song for class performance with an appropriate pitched and unpitched accompaniment * Refine own compositions after discussion * Use a range of symbols (conventional or graphic) to record compositions. * Use ICT (computers/ipads/tablets/MP3 recorders etc) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions  |  | | --- | | ***KEY WORDS***  **RHYTHM,PHRASE,MELODY,HARMONY,OSTINATO, METRE, REPETITION, SCALE, ACCOMPANIMENT, STYLE, EXPRESSION , RECORD, ICT** | | **Listening, Reflecting and Appraising**   * Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation * Identify and discuss ‘what happens when’ within simple musical structures * Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music * Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences * Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others’ compositions * Use musical vocabulary and knowledge to help identify areas for development or refinement when composing  |  | | --- | | ***MUSICAL ELEMENTS***  **DURATION (beat, rhythm, metre) PITCH(melody,**  **harmony), TEXTURE, TIMBRE, DYNAMICS, STRUCTURE, TEMPO** | |

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**EYFS: LBBD MES APPORTIONED TO THREE TERMS**

**‘EXPLORE AND COMPOSE’ sections are assimilated into practical music-making, so these don’t feature in the divided ‘expectations’**

**TERM 1**

* speak and chant short phrases together
* find their singing voice and begin to develop a sense of pitch over a small range of notes
* sing a variety of songs both accompanied and unaccompanied
* play instruments and sound-makers by shaking, scraping, rattling and tapping
* start and stop together

**TERM 2**

* sing short phrases or responses on their own
* begin to develop a sense of beat, using instruments or body sounds
* respond to symbols or hand signs
* play loudly, quietly, fast, slow
* copy a simple rhythm pattern or number of beats played on an instrument
* add chosen sound effects at an appropriate moment in a story or song
* sort and name different sounds
* begin to identify and describe key features or extreme contrast within a piece of music
* recognise the sounds of the percussion instruments used in the classroom and identify and name them

**TERM 3**

* make changes in their voices to express different moods /feelings
* play along to music showing a developing awareness of the beat
* play with a sense of purpose and enjoyment
* create a sequence of different sounds in response to a given stimuli
* respond appropriately to a range of classroom songs, e.g. tidy-up songs, circle time songs, line-up songs
* begin to use musical terms (louder/quieter, faster/slower, higher/lower)

**Y1: LBBD MES APPORTIONED TO THREE TERMS**

**‘EXPLORE AND COMPOSE’ sections are assimilated into practical music-making, so these don’t feature in the divided ‘expectations’**

**TERM 1**

* speak and chant together
* sing in time to a steady beat
* co-ordinate actions to go with a song
* play classroom instruments by tapping, shaking, scraping, rattling
* play to a steady beat
* follow simple signals: stop/start

**TERM 2**

* sing songs in different styles conveying different moods (happy, sad, angry etc.) and with sense of enjoyment
* perform an action or a sound (clapping, stamping, etc.) on the steady beat whilst singing
* imitate a rhythm pattern on an instrument
* play a single pitched note to accompany a song (**drone**)
* play with help the rhythmic pattern of a spoken sentence, e.g. ‘Hungry caterpillar’
* use graphics/symbols to portray the sounds they have made
* recognise and respond through movement /dance to the different musical characteristics and moods of music

**TERM 3**

* sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly)
* play loudly, quietly, fast, slow
* play a repeated rhythmic pattern [**ostinato**] to accompany a song
* sequence symbols to make a simple structure [**score**]
* compose own sequence of sounds without help and perform
* recognise the sounds of the percussion instruments used in the classroom and identify and name them
* begin to use musical terms [louder/quieter, slower/faster]
* begin to articulate how changes in speed, pitch and dynamics affect the mood

**Y2: LBBD MES APPORTIONED TO THREE TERMS**

**‘EXPLORE AND COMPOSE’ sections were assimilated into practical music-making, so these don’t feature in the divided ‘expectations’**

**TERM 1**

* sing a variety of songs with more accuracy of pitch
* echo short sung melodic phrases
* identify if pitch is getting higher/lower/staying the same
* play instruments with control e.g. maintaining a steady beat, getting faster/louder
* perform a rhythm accompaniment to a song
* compose short melodic phrases
* compose repeated rhythmic patterns [ostinati]
* recognise different qualities of sound [timbre]

**TERM 2**

* sing words clearly and breathing at the end of phrases
* convey the mood or meaning of the song
* perform a sequence of sounds using a graphic score
* work and perform in smaller groups
* follow a leader (teacher)starting and stopping together
* compose music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups

**TERM 3**

* sing with a sense of control of **dynamics** [volume] and **tempo** [speed]
* demonstrate some confidence in performing as a group and as an individual
* compose a piece of music that has a beginning, middle and end [**structure**]
* compose music that conveys different moods
* respond through movement/dance to different musical characteristics and moods [angrily, sadly, cheerfully, daintily etc.]
* recognise and respond to the mood of a piece of music: begin to use music terminology when describing how the mood is created [i.e. the mood is sad because the music is played very slowly and quietly]

**Y3: LBBD MES APPORTIONED TO THREE TERMS**

**LBBD ‘EXPLORE AND COMPOSE’ sections are assimilated into practical music-making, so these don’t feature in the divided ‘expectations’**

**TERM 1**

* sing songs in a variety of styles with confidence
* show increasing awareness of pitch and awareness of the shape of a melody
* keep a steady beat on an instrument individually/in a group
* maintain a melodic or rhythmic ostinato to accompany a song
* use tuned percussion with increasing confidence
* compose words and actions to go with songs
* recognise some familiar instruments in recorded music: piano, drums, guitar, violin etc

**TERM 2**

* imitate increasingly longer sung phrases with accuracy
* sing with an awareness of the phrases in a song
* understand that posture, breathing and diction are important
* copy a short melodic phrase by ear on a pitched instrument
* play using symbols including graphic and/or simple traditional notation
* compose music that has a recognisable structure; beginning, middle and end or verse/chorus
* compose music that tells a story, paints a picture or creates a mood
* compose music that uses repetition/echo
* recognise aurally wooden, metal, skin percussion instruments and begin to know their names

**TERM 3**

* chant or sing a round in two parts
* sing songs with a recognised structure (verse and chorus/ call and response)
* demonstrate an awareness of character or style in performance
* follow simple hand directions from a leader
* perform with an awareness of others
* combine musical sounds with narrative and movement
* perform a composed piece to a friendly audience, as a member of a group or class
* listen to their own compositions and use musical language to describe what happens in them

**Y4: LBBD MES APPORTIONED TO THREE TERMS**

**LBBD ‘EXPLORE AND COMPOSE’ sections are assimilated into practical music-making, so these don’t feature in the divided ‘expectations’**

**TERM 1**

* sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody
* sing confidently as part of a small group or solo being aware of posture and good diction
* copy short phrases and be able to sing up and down in step independently
* compose simple rhythmic accompaniment to a song using ostinato patterns and drones
* compose a simple melody from a selected group of notes [i.e. a pentatonic scale]
* compose music that has a recognisable structure
* recognise aurally the range of percussion [tuned and untuned] used in school and some orchestral instruments taught in school
* identify repeated rhythmic or melodic phrases in live or recorded music

**TERM 2**

* sing songs showing musical expression [phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context]
* use tuned percussion instruments with increasing confidence to accompany songs and improvise
* play by ear – find known phrases or short melodies using tuned instruments
* play music in a metre of two or three time
* compose a piece of music that reflects images/ and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect
* identify whether a song has a verse/chorus or call and response structure
* recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language [tempo, dynamics, metre, texture, timbre]

**TERM 3**

* sing two/three part rounds with more confidence and increasing pitch accuracy
* sing confidently as part of a small group or solo being aware of posture and good diction
* read and play from some conventional music symbols
* follow a leader, stopping / starting, playing faster/ slower and louder / quieter
* perform to an audience of adults, an assembly or other classes with increasing confidence
* arrange a song using tuned/ untuned accompaniments developed from the song: perform to a friendly audience
* use a range of ICT to sequence, compose, record and share work
* identify the use of metre in 2 or 3 in a piece of recorded or live music
* recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings
* recognise music from different times and countries, identifying key elements that give it its unique sound

**Y5 LBBD MES APPORTIONED TO THREE TERMS**

**LBBD ‘EXPLORE AND COMPOSE’ sections are assimilated into practical music-making, so these don’t feature in the divided ‘expectations’**

**TERM 1**

* sing songs in a wide variety of styles, showing accuracy and expression
* sing as part of three-part round: sing a second part with increasing confidence
* play a range of percussion/orchestral instruments with increasing confidence and ability
* play and improvise as part of a group and as solo performer
* compose music for a special occasion [e.g. march or fanfare]
* write lyrics to match a melody
* recognise and talk about specific styles/traditions with growing awareness of musical similarities/ differences

**TERM 2**

* sing a song with an understanding of its history and purpose (i.e. song about the environment, gospel song, protest song)
* perform a song showing an awareness of phrasing and the shape of the melody
* play by ear – copy back; finding phrases or melodies on instruments with increasing confidence
* sustain a melodic ostinato or drone to accompany singing/other instruments
* compose descriptive music in groups, using the musical elements and musical devices such as repetition, ostinati, drones, combining musical phrases and effects
* recognise relationships between lyrics and melody
* recognise chords / clusters
* talk about music they hear using musical terms

**TERM 3**

* sing independently in wide variety of styles with increasing confidence and accuracy
* perform in a variety of styles/genres and own compositions, to an audience of adults and school assembly
* perform a piece of music using notation [graphic or conventional]
* perform expressively showing an understanding of the music and its context
* compose a group / class arrangement of a song using voices and instruments
* refine and record compositions either graphically or using ICT
* perform in a variety of styles/genres and own compositions, to an audience of adults and school assembly
* talk about the differences in musical styles/genres and reflect and articulate how and why these differences occur

**Y6: LBBD MES APPORTIONED TO THREE TERMS**

**LBBD ‘EXPLORE AND COMPOSE’ sections are assimilated into practical music-making, so these don’t feature in the divided ‘expectations’**

**TERM 1**

* sing confidently in a wide variety of styles with expression
* communicate the meaning/mood of a song
* sing a simple second part of a two-part song: maintain own part in a round with confidence
* perform on a range of instruments confidently to an audience
* create simple songs reflecting the meaning of the words?
* compose music that reflects its given intentions e.g. a rap, a march
* identify ‘what happens when’ within simple structures

**TERM 2**

* perform a song from memory with attention to phrasing, dynamics and accuracyof pitch, for a special occasion
* continue to play by ear on pitched instruments, extending the length of phrases, melodies played
* perform with sensitivity to different dynamics, tempi
* maintain a rhythmic or melodic accompaniment to a song
* maintain own part on a pitched instrument in a small ensemble
* arrange a song for class performance with an appropriate pitched and unpitched accompaniment
* recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music
* compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences

**TERM 3**

* read and play with confidence from conventional or graphic notation
* lead/conduct a group of instrumental performers
* perform own compositions to an audience
* use an mp3 recorder/video recorder to keep a record of work in progress and record performances.
* use a range of symbols (conventional or graphic) to record compositions.
* use ict (computers/ipads/tablets/mp3 recorders etc) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions
* use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others’ compositions
* use musical vocabulary and knowledge to help identify areas for development or refinement when composing