

Music Learning Blocks

PERFORMING

				Year 6					
Sing syncopated rhythms		Follow stave notation to sing and play <i>do – do</i> pitch patterns							
Sing 4 part rounds		Perform chords on a ukulele as accompaniment to familiar songs		Respond to <i>ff pp mf mp</i>					
Perform in 4 part rhythm ensemble using voice, chords, percussion, bass etc			Perform the off beat						
Year 5		Control and vary dynamics when singing and using percussion		Use <i>crescendo</i> and <i>decrescendo</i> with control		Follow notation to play <i>do –so</i> on a pitched instrument			
		Play chords on a ukulele	Sing 3 part rounds	Follow notation to play short rhythms		Introduce <i>do –do</i> on pitched percussion			
		Perform with harmonies		Follow melodic patterns from notation		Sing independently			
Perform <i>do – so</i> on a pitched instrument			Perform <i>do – do</i> when singing						
Year 4		Perform in two parts from simple notation		Introduce getting louder (<i>crescendo</i>) and quieter (<i>decrescendo</i>)					
		Copy melodic phrases <i>do - so</i>		Perform drones and chants		Introduce harmony			
		Combine rhythm and pitched instruments in an ensemble, maintaining individual parts			Improvise repeated melodic and rhythmic patterns				
Year 3		Perform <i>do – mi</i> on recorders producing clear notes		Follow pitch patterns: e.g. <div style="display: flex; justify-content: center; gap: 10px;"> • • • • • </div> <div style="display: flex; justify-content: center; gap: 10px; font-size: small;"> B B G G A B </div>					
		Perform <i>do – so</i> when singing	Introduce simple stave G A B		Maintain the beat alongside rhythms				
		Perform drones alongside rhythms or melodies.		Follow notation to perform melodic and rhythmic patterns					
		Sing in tune with expression and control, including rounds and multicultural songs			Create a variety of sounds using voice and instruments				
Year 2		Follow notation to create sounds	Perform with others with awareness of keeping together		Demonstrate control over sounds and duration				
		Play Ocarina: <i>do - re</i>	Keep a steady beat		Perform simple rhythmic patterns on percussion				
		Increase and decrease speed (tempo)	Control loud and soft (dynamics)		Sing a range of songs from memory, following melody accurately, including two part songs				
Year 1		Vary loud and soft (dynamics)		Perform call and response with rhythmic and melodic patterns					
		Perform long and short sounds (duration)		Repeat short rhythmic and melodic patterns					
		Control voice and match pitch	Accompany familiar songs with percussion (rhythmic patterns)		Perform sound effects with variety of sounds				
FS2		Vary voice for effect	Perform songs and chants from memory		Perform melodic patterns				
		Improve pitch and melody in solo or group	Use a variety of percussion		Join in at the right time				
		Use voice to produce different sounds		Perform songs and rhymes with class					

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APPRECIATION

		Compare differences in composers and their contrasting styles and impacts e.g. Tchaikovsky, Vaughan Williams, Holst		Year 6	
		Recognise, understand and discuss features of music from different cultures and times.			
Year 5	Differentiate between pitched and unpitched instruments		Appreciate and discuss layers of sounds		
	Recognise ABA patterns	Recognise drones	Appreciate how change in timbre alters the effect of the music.		
	Talk about combining sound for effect		Name and recognise instruments	Recognise styles	
		Compare orchestral sounds	Identify different genres and purposes		Year 4
		Recognise steps, leaps and repeats	Compare times, cultures and countries		
		Express ideas and opinions	Explain why certain instruments are used		
		Compare composers eg Beethoven, Elgar, Mozart	Explain the use/effect of silence		Year 3
		Discuss the effects created	Recognise instruments, including vocal, within music	Awareness of different cultures and times	
		Recognising the work of at least one famous composer	Using the correct vocabulary to describe/express opinion about musical sounds.		
		Evaluating own and others compositions	Improving own work		Year 2
		Recognise changes in timbre/ pitch and dynamics	Recognising the beat	Listening out for specific elements	
		Expressing opinions about music	Explain how sounds are made and changed		Year 1
		Recognising changes in tempo	Listening to different global music		
		Hearing/noticing different sounds (timbre)	Respond to different moods in music, expressing likes and dislikes.		FS2
		Hearing/noticing loud and soft (dynamics)	Talking about what different dynamics achieve		
		Express ideas as to how different music makes us feel.			