




Music Skills

Our Intent:

Music at Meath Green Junior School celebrates collaboration and creativity. It encourages children to be brave in sharing their ideas and to feel immensely proud of themselves when performing individually, as an ensemble and as a whole-school. As a community, we share the love of listening with respect and gratitude and provide a wide variety of opportunities for children to contribute to the joy of music making together. Children share our love of singing through performing in the local community gaining a deeper, more meaningful understanding of where they live. At its core, music at Meath Green Junior School is fun, diverse and accessible to all.

Developing skills	Year 3	Year 4	Year 5	Year 6
Singing 				
In KS1, pupils should use their voices expressively and creatively by singing songs and speaking chants and rhymes	<ul style="list-style-type: none"> Sing with appropriate phrasing/breathing Sing with a large range of notes Sing in two parts (e.g. a round in a large group) Sing with clear diction Sing songs from different musical genres/cultures 	<ul style="list-style-type: none"> Sing with even tone across the dynamic range Sing with facial expression and good posture Use different voices e.g. talking, whisper, squeaky and monster voice confidently Show awareness and blend with others when singing Demonstrate good performance technique (entry, posture, acknowledgement of audience etc.) To begin to recognise (by ear and from notation): minims, crotchets, quavers and their rest 	<ul style="list-style-type: none"> Sing with a range of an octave or more Make adjustments to intonation Breathe without interrupting the musical line Sing songs in two parts that have contrasting melodies and countermelodies 	<ul style="list-style-type: none"> Maintain good intonation through whole song Have access to follow music using simple traditional notation Sing with confidence and good communication as a soloist or in a small group Convey the meaning and the context of the song with dramatic interpretation Show an understanding of the etiquette of performance and communicate with confidence to an audience.
	Perform as a choir in school assemblies.	Perform a range of songs in school assemblies.	Perform a range of songs in school assemblies and in school performance opportunities.	Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.



Music Skills

Listening/Understanding



<ul style="list-style-type: none"> Respond to different moods in music and explain thinking about changes in sound Express their likes and dislikes about a piece of music, giving a detailed reason to their opinion Identify what improvements could be made to both theirs and others work Make changes to their work, including altering the way they use their voice/ instrument Identify and recognise repeated patterns within music Identify a wide range of musical instruments within a piece of music 	<ul style="list-style-type: none"> Describe a single piece in terms of tempo, dynamics and mood Identify simple structures (repeating melody, introduction, verse/chorus) Identify simple genres e.g. pop, folk, classical, rap, Bhangra Identify classroom instruments and describe their timbre Identify the difference between pitched and non-pitched instruments 	<ul style="list-style-type: none"> Identify and describe different textures, e.g. solo, duet Observe and discuss the music of at least 3 culturally diverse musicians Describe and compare different pieces of music in terms of history, culture and purpose Demonstrate the understanding of pitch through simple notation Listen to music with simple chords Identify common orchestral instruments by sound To identify the tempo as fast, slow or steady To recognise the style of music they are listening to To recognise different styles and any important musical features that distinguish the style Identify legato and staccato 	<ul style="list-style-type: none"> Identify a wider range of orchestral and non-orchestral instruments by name sight and sound Listen to and discuss a range of non-western styles (e.g. Chinese, Indian, African) Compare 2 versions of the same song/music and discuss instruments Show awareness of simple chord changes and harmony 	<ul style="list-style-type: none"> Identify structures within music (e.g. verse, chorus, intro, bridge, repeat etc.) Discuss the differences in texture and music group (e.g. string quartet, orchestra, duet) Use appropriate musical vocabulary to describe particular characteristics Demonstrate an awareness of the historical development of music Critique own and others' work, offering specific comments and justifying these
<ul style="list-style-type: none"> Understand how musical elements create different moods and effects Understand that marks represent sounds e.g symbols and shapes Understand that music is used for particular purposes e.g a lullaby or Wedding march 	<p>Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups, or provided by other Music Education Hubs partners, which may include local or national ensembles.</p>			
<p>Develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p>				



Music Skills

Improvise/Compose



<ul style="list-style-type: none">• Repeat short rhythmic and melodic patterns with both tuned and untuned instruments• Begin to explore, choose and order sounds using the inter-related dimensions of music e.g pulse, rhythm, pitch, tempo, texture	<ul style="list-style-type: none">• Improvise freely using body percussion• Clap back a different simple rhythm• Create a simple rhythmic passage• Create and play a simple graphic score	<ul style="list-style-type: none">• Improvise in time using given notes• Create a longer rhythm• Create a simple rhythmic accompaniment to a melody• Layer different rhythms against each other to create a piece of music• Collaborate and create a short group piece with a clear structure including introduction, repetition, and ending	<ul style="list-style-type: none">• Improvise with call and response ideas• Improvise and compose using 5 notes over a drone or chord pattern• Compose a simple chord sequence• Compose a rap with an accompanying rhythm• Compose and notate a piece with more than one section. Include musical variations such as texture, dynamic, tempo. This could be in response to story, poem, picture etc.	<ul style="list-style-type: none">• Improvise freely using given notes within a structure e.g. drone, 12 bar blues, beatbox• Compose a simple chord sequence and suitable melody• Collaborate, compose and notate a song with more than one section
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Music Skills

Playing/Performing



<ul style="list-style-type: none"> • Use voices expressively and creatively, adjusting to the pitch and dynamic of the melody • Create and choose sounds for a specific effect • Perform rhythmical patterns and accompaniments, keeping a steady pulse • Think about others when performing 	<ul style="list-style-type: none"> • Keep a steady pulse • Play simple rhythms from traditional notation/graphic notation • Demonstrate the difference between pulse and rhythm • Play a simple melody solo or in a group • Play an accompaniment part (e.g. drone, repeating rhythmic part) • Interpret simple graphic score • Show awareness and blend with others when performing 	<ul style="list-style-type: none"> • Self-correct when going out of time • Play longer and more complex rhythms • Play a simple melody in 2 parts • Play a selection of simple chords • Play showing 2 techniques on an instrument (e.g. Glockenspiel - letting the beater bounce back, vibrato) 	<ul style="list-style-type: none"> • Play longer and more complex rhythms with different beats in a bar • Play a melody with small leaps and repetition • Play a piece using 2 chords or more • Discuss and refine performances, deciding on appropriate tempo and dynamic • Experiment with taking control of tempo and dynamics in group playing 	<ul style="list-style-type: none"> • Play from more complex notations including pitch, dynamic and rhythm • Play more complex rhythms • Play a melody with 'step by step' movement, larger leaps, repetition and appropriate phrasing/articulation • Play a chord sequence • Make choices about appropriate blending in an ensemble • Show an understand the etiquette of performance and communicate with confidence to an audience
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