

	<i>Not linked to terms - to be taught throughout the year linked to Building Blocks and Strands of Learning.</i>							<i>Durham Music Service</i>
	<b>Pulse</b>	<b>Rhythm</b>	<b>Melody (and notation)</b>	<b>Active Listening</b>	<b>Composing and Improvising</b>	<b>Performing</b>	<b>Singing</b>	
<b>Year 1</b>	Keep a steady pulse in a group and pick out two different tempos.	Repeat back short basic rhythms and perform rhythmic ostinatos	Sing back short melodies (2 pitched notes) and develop pattern work.	Identify musical features in a range of high-quality live and recorded music; replicate.	Improvise simple rhythms based on given stimuli	Play basic rhythms on untuned percussion instruments body percussion.	Sing simple folk tunes in unison with/without accompaniment or backing tracks.	
<b>Year 2</b>	Keep steady pulse in a group/solo with musical accompaniment ( <i>two time signatures 3/4 4/4</i> )	Repeat back longer rhythms performing notations ( <i>crotchets, quavers, minims</i> )	Sing back short melodies that use 3 pitches notes ( <i>crotchets and minims</i> )	Identify where elements change (louder/faster etc) replicate these	Repeat back longer basic rhythms from memory (2 bars) add imitations of these	Play longer phrases on untuned percussion instruments and body percussion.	Sing simple songs and folk songs in rounds.	Autumn 1
<b>Year 3</b>	Keeping a steady pulse in a group and solo with musical accompaniment: <i>2/4, 3/4, 4/4 in 3 different tempos</i>	Perform rhythms that are longer than 2 bars using crotchets, quavers, minims and their matching rests.	Perform from and compose using at least 3 pitched/simple rhythms: <i>Crotchets, quavers, minims and rests</i>	Identify and describe musical features in pieces from different traditions; sing/play back simple melodies.	Create basic 3 note tunes and simple rhythms using crotchets, quavers, minims and rests	Use tuned percussion instruments and voice to perform 3+ note melodies and simple rhythms	Sing songs and folk rounds whilst accompanied by ostinatos from the group.	
<b>Year 4</b>	Keep a steady pulse in <i>2/4, 3/4, 4/4</i> - different tempos with other pupils to accompany.	Perform pieces - 2 rhythms happening together. Clap back rhythms with semi-quaver rests.	Perform and compose using 5 pitched notes.	Compare pieces in different traditions. Perform music heard orally.	Tunes using 5 pitched notes - more developed rhythmic patterns (4 bars)	5+ note melodies and more complex rhythms on tuned instruments	Sing pieces in two parts that have contrasting melodies and counter-melodies.	All year round - recorders
<b>Year 5</b>	On a tuned instrument, regularly perform using at least 3 contrasting tempos and time signatures.	Perform pieces using off-beat and dotted rhythms and single-quaver rests.	Perform from and compose using 5-8 pitched notes - to be recreated.	Pick out and perform syncopated and off-beat rhythms - explain why	Create 4 bar melodies - different tempos, time signatures and include some off-beat rhythms.	5-8 note melodies or developed chord progressions and more complex rhythms.	Sing pieces, western classical tradition, with range of at least 8 notes, pieces with 2 - different parts.	
<b>Year 6</b>	Change tempo accurately in an ensemble and solo.	Off-beat and syncopated rhythms: <i>3 time signatures 3 tempos</i>	Perform and compose using 8 pitched notes.	Key features of music: <i>Tempo, Metre, Instrumentation, Melody</i>	Extended pieces up to 8 notes using variety of: <i>Rhythm, Tempo Time signature</i>	Confidently and individually as a group and solo	Respond to performance direction	Autumn 2