



# Music Objectives

Year Group	Autumn	Spring	Summer
<b>1</b>	<p><u>Performing:</u> Take part in singing, accurately following the melody.</p> <p><u>Composing:</u> Create a sequence of long and short sounds.</p>	<p><u>Performing:</u> Follow instructions on how and when to sing or play an instrument.</p> <p><u>Composing:</u> Clap rhythms.</p>	<p><u>Describing:</u> Identify the beat of a tune.</p> <p><u>Composing:</u> Create a mixture of different sounds (long and short, loud and quiet, high and low).</p>
<b>2</b>	<p><u>Performing:</u> Make and control long and short sounds, using voice and instruments.</p> <p><u>Composing:</u> Choose sounds to create an overall effect.</p>	<p><u>Transcribing:</u> Use symbols to represent a composition and use them to help with a performance.</p> <p><u>Performing:</u> Imitate changes in pitch.</p> <p><u>Composing:</u> Sequence sounds to create an overall effect.</p>	<p><u>Describing:</u> Recognise changes in timbre, dynamics and pitch.</p> <p><u>Composing:</u> Create short, musical patterns. Create short, rhythmic phrases.</p>
<b>3</b>	<p><u>Performing:</u> Sing from memory with accurate pitch.</p> <p><u>Composing:</u> Compose and perform melodic songs.</p> <p><u>Transcribing:</u> Devise non-standard symbols to indicate when to play and rest.</p>	<p><u>Performing:</u> Sing in tune.</p> <p><u>Composing:</u> Use sound to create abstract effects.</p>	<p><u>Performing:</u> Maintain a simple part within a group.</p> <p><u>Composing:</u> Create repeated patterns with a range of instruments.</p>
<b>4</b>	<p><u>Performing:</u> Pronounce words within a song clearly. Show control of voice.</p> <p><u>Composing:</u> Create accompaniments for tunes.</p> <p><u>Transcribing:</u> Recognise the symbols for a minim, crotchet and semibreve and their values.</p>	<p><u>Performing:</u> Play notes on an instrument with care so that they are clear.</p> <p><u>Composing:</u> Use drones as accompaniments.</p> <p><u>Transcribing:</u> Recognise the notes EGBDF and FACE on the musical stave.</p> <p><u>Describing:</u> Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p>	<p><u>Performing:</u> Perform with control and awareness of others.</p> <p><u>Composing:</u> Choose, order, combine and control sounds to create an effect. Use digital technologies to compose pieces of music.</p> <p><u>Describing:</u> Understand layers of sounds and discuss their effect on mood and feelings.</p>

<p style="text-align: center; font-size: 2em; font-weight: bold;">5</p>	<p><u>Performing:</u> Sing or play from memory with confidence.</p> <p><u>Composing:</u> Create songs with verses and a chorus.</p> <p><u>Transcribing:</u> Use the standard notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p><u>Describing:</u> Choose from a wide range of musical vocabulary to accurately describe and appraise music (e.g. pitch, dynamics, tempo, timbre, texture, pulse/beat).</p>	<p><u>Performing:</u> Perform solo or as part of an ensemble.</p> <p><u>Composing:</u> Create rhythmic patterns with an awareness of timbre and duration.</p> <p><u>Transcribing:</u> Use and understand simple time signatures.</p> <p><u>Describing:</u> Extend range of musical vocabulary.</p>	<p><u>Performing:</u> Sing or play expressively and in tune.</p> <p><u>Composing:</u> Combine a variety of musical devices, including melody, rhythm and chords.</p> <p><u>Transcribing:</u> Read and create notes on the musical staff.</p> <p><u>Describing:</u> Continue to extend and use a wider range of musical vocabulary.</p>
<p style="text-align: center; font-size: 2em; font-weight: bold;">6</p>	<p><u>Performing:</u> Hold a part within a round.</p> <p><u>Composing:</u> Thoughtfully select elements for a piece in order to gain a defined effect. Use drones and melodic ostinato (based on the pentatonic scale).</p> <p><u>Transcribing:</u> Understand the purpose of the treble and bass clefs.</p> <p><u>Describing:</u> Describe how lyrics often reflect the cultural context of music and have social meaning.</p>	<p><u>Performing:</u> Sing a harmony part confidently and accurately. Sustain a drone or melodic ostinato to accompany singing.</p> <p><u>Composing:</u> Convey the relationship between the lyrics and the melody.</p> <p><u>Transcribing:</u> Use the treble and bass clefs in transcribing compositions.</p> <p><u>Describing:</u> Making use of an increasing range of musical vocabulary to appraise music accurately.</p>	<p><u>Performing:</u> Perform with controlled breathing (voice) and skillful playing (instrument).</p> <p><u>Composing:</u> Use digital technologies to compose, edit and refine pieces of music.</p> <p><u>Transcribing:</u> Understand and use the # (sharp) and flat symbols.</p>