

Expectations for our Year 1 musicians By the end of Year 1 our young musicians are developing as gatherers by demonstrating that they are beginning to use simple musical skills including listening, playing, singing and demonstrating an understanding of music vocabulary: 1. Respond to a piece of music with comments and questions 2. Sing songs from memory in unison 3. Experiment with pitch and speed. 4. To rehearse learn and play songs and pieces of music to a well-known audience.	Expectations for our Year 2 musicians By the end of Year 2 our young musicians will have become gatherers by demonstrating that they can use a range of simple musical skills including listening, playing, singing and demonstrating an understanding of music vocabulary: 1. Notice changes in a piece of music 2. To demonstrate a good singing posture when singing a simple round, following a leader or conductor. 3. To improvise with long, short notes and create a musical conversation with a partner using the voice or an instrument. 4. To create a musical story by choosing their own instrument, rhythm patterns and recording methods before performing to a well-known audience.
Expectations for our Year 3 musicians By the end of Year 3 our young musicians are developing as explainers by demonstrated that they can use a range of musical skills including developing an understanding of music, listening, singing, playing, improvising, composition and subject vocabulary to: 1. Know features of musical and baroque music. 2. Sing with attention to clear diction. 3. Begin to read musical notations on a stave including time signatures, crotchets, rests and to know the key of C major, 4. To create a melody that has a beginning middle and end and perform with confidence and reflect on performance feelings.	Expectations for our Year 4 musicians By the end of Year 4 our young musicians will have become secure explainers by demonstrating that they can use effectively a range of musical skills including developing an understanding of music, listening, singing, playing, improvising, composition and subject vocabulary to: 1. Know the features of choral and electronic dance music. 2. Sing expressively with attention to breathing and phrasing and to sing in parts and different time signatures. 3. Use a pentatonic scale to copy back, play and compose by combining known rhythmic notation with letter names, know treble clef. 4. To improvise over a simple chord progression and a groove. Reflect on how well a performance went.

Expectations for our Year 5 musicians

By the end of Year 5 our young musicians are developing as **evaluators** by demonstrating that they can use a range of musical skills including having a sound understanding of music, listening, singing, playing and notating, improvising, composition and more musical subject vocabulary to:

1. Know the features of orchestral, jazz and gospel music.
2. Sing complex parts and sing expressively with attention to staccato and legato.
3. Consider structures of music when listening and composing to create a satisfying melodic shape. Read, respond and use crotchets, dotted crotchets, quavers and their rests when creating melodies.
4. Perform with confidence in a group or solo and reflect and evaluate performances.

Expectations for our Year 6 musicians

By the end of Year 6 our young musicians will have become secure **evaluators** by demonstrating that they can use effectively a range of musical skills including having a sound understanding of music, listening, singing, playing and notating, improvising, composition and more musical subject vocabulary to:

1. Listen respond and justify opinions with reference to music elements. Know the purpose of a bridge. Know features of salsa, soul and hip-hop.
2. Sing expressively with attention to dynamics and articulation.
3. Compose and notate a piece of music that uses a range of dynamics and rhythmic variety. Read and respond to flat and sharp signs, crotchets, dotted crotchets, quavers, semi-quavers and their rests.
4. Perform from memory using notations in a group or solo. Create, rehearse, reflect and evaluate to present a holistic performance for a specific event.