



MUSIC MAKES ME

AGE RELATED EXPECTATIONS

MUSIC

YEAR ONE	YEAR TWO	YEAR THREE
YEAR FOUR	YEAR FIVE	YEAR SIX





AGE RELATED EXPECTATIONS

MUSIC



Music Makes Me Ltd have scrutinised the National Curriculum for music and most recent published guidance. Our staff then assess how best this can be met based on each individual school's bespoke plan of delivery. This is based upon several factors including but not exhaustive to the following areas...

- School size
- Resources/ rooms available
- Budget
- Ages and abilities of the students
- SEND
- Time allocations

At Nunthorpe Primary Academy, the following age-related expectations have been written to ensure a rigorous and consistent assessment approach for children which is in line with National expectations for Music. Based on these descriptors, Music Makes Me staff can collaboratively work with classroom teachers to decide for each child whether they are.....

Age-related expectation	
Working below...	
Working at...	
Exceeding...	



MUSIC MAKES ME

MUSIC- PERFORMING

AGE RELATED EXPECTATIONS



YEAR ONE	YEAR TWO	YEAR THREE
<p>PERFORMING- Glockenspiel- The children will learn how to handle a glockenspiel with respect as an instrument rather than a toy. They know how to safely get their instrument out/put away and that the glockenspiel high pitches should be to the right and low pitches to left. They learn how to hold a beater correctly and practice a light bouncing technique. They begin to apply this technique to some of their playing. The children will be able to play pieces at a slow tempo that include crotchets, minims, crotchet rests and semi-breves.</p>	<p>PERFORMING- Glockenspiel- Y2 children will begin to build upon their Y1 glockenspiel technique and will be more familiar with their instrument. Y2 pieces start to speed up slightly in tempo and will include more faster moving rhythms like quavers. The children will also be able to handle occasional leaps in their melodies. Children will be using a better beater technique more consistently in their playing than they did in Y1.</p>	<p>PERFORMING- Glockenspiel- Y3 children will be refining their glockenspiel technique on more challenging pieces of music in multiple time signatures including 3/4, 4/4 time. Rhythms will be more complex including some dotted rhythm motifs. Melodies will be managed with less stepwise movement and more regular leaps around a wider range of the glockenspiel. The children will be comfortable with a range of different tempos and will play consistently in time with each with ensemble awareness. Recorders- In Y3 the children will also explore a new tuned instrument on the recorder applying more fine motor skills to performing an instrument with new techniques to tackle like breathing and embouchure and fingering though the music may seem more simple than previous glockenspiel music, they are developing new techniques with more demands on fine motor skills.</p>
YEAR FOUR	YEAR FIVE	YEAR SIX
<p>PERFORMING- Y4 children will have chance to further develop their existing performance skills on a range of different instruments as music lessons in Y4 are weekly. Recorders pieces will continue to challenge with multiple time signatures and tempos, more complex rhythms, melodies with a wider pitch range and mixture of steps and leaps. The children will play with a clear sense of ensemble. Fingering will be more fluent and breath control and embouchure more expressive on recorders. Violins- The children will work towards playing the violin with good posture, technique and tackle simple music at a steady tempo using open strings. Keyboards- The children will perform right and left hand melody lines separately with good fingering and piano technique using a range of 5 notes C,D,E,F and G.</p>	<p>PERFORMING- Violins- Y5 children will further develop their performance skills on the violin. They will embed their knowledge and skill of playing open string arrangements with more control between string crossings/bowing. Y5 children will begin to add left hand fingering to their open string work. This will aim to include fingers 1,2 and 3 across all four open strings.</p> <p>Keyboards- Y5 children will apply their Y4 piano keyboard fingering technique to pieces of music in G major/E minor as well as C major/ A minor. Y5 should be maintaining the fluency they developed in Y4 on simple 8 bar melodies but including sharps into their work. Most children should begin to play pieces that use both hands separately and, in some places, two hands together.</p>	<p>PERFORMING- Keyboards- Y6 will continue to explore music in different key signatures with the addition of D major/ B minor. They will tackle melodies that require a change of hand position on the keyboard. The children will develop a new technique of playing triad chords on their keyboards. By the end of year 6 they should be able to play a simple 8 bar piece of music that includes triad chords in the right hand with a root note in the left. Separate to their work on chords, y6s will develop confidence in performing more complex piano melodies and include "under" and "over" fingering techniques in their playing.</p>



MUSIC- SINGING

AGE RELATED EXPECTATIONS



YEAR ONE	YEAR TWO	YEAR THREE
<p>SINGING- The children will begin to develop a love of singing a variety of songs in simple time. Lyrics and melodies will be repetitive with mostly stepwise movement. The children will sing both in unison but also will begin to sing responses to calls. They will begin to develop a control of their voices with particular focus on controlling their dynamics and notes that move up or down. The children will understand the importance of good posture for singing and thinking about where to take a quiet intake of breath.</p>	<p>SINGING- The children will secure a love for singing a variety of songs in varying genres in 3 and 4 time. Children will consolidate unison singing and will be able to lead in call and response singing. The children will also begin to sing songs that have different parts eg PART A sings their section, now part B sing theirs. Children will display more confidence in their singing in Y2, often leading the younger children in singing assemblies. The children will sing with more control of pitch and expression. They will sing phrases with more considered breath control. Children will be encouraged to sing in smaller groups or even small solo/duet sections.</p>	<p>SINGING- By Y3, singing will be an embedded routine for the children and they will be used to singing a variety of different styles in simple 3 and 4 time. The children will now be the youngest in their singing assembly where there will be opportunities to tackle songs with more demanding lyrics, melodies, and rhythms. They will explore songs with multiple parts and will begin to maintain a melody line with support whilst other children tackle harmonies at the same time. Children will be able to maintain good singing posture and plan their breathing for sustained phrases of singing. Pitch fluidity will be mostly secure now within a comfortable range of notes.</p>
YEAR FOUR	YEAR FIVE	YEAR SIX
<p>SINGING- In Y4 the children will be growing in confidence to tackle songs with more demanding lyrics, melodies, and rhythms. They will explore songs with multiple parts and will securely maintain a melody line without the need for support whilst other children tackle harmonies at the same time. The children will sing with consistently good posture and expressively with controlled dynamics. The children will be pitch secure and beginning to expand their range.</p>	<p>SINGING- In Y5 the children will be introduced to the idea of singing a simple harmony part. They will be able to sing simple harmonies with the support of others, the teacher or piano. The children will be pitch secure within a wider range of notes and will be exploring the difference of timbre between head and chest voice ranges. Children will understand that their enunciation and diction need to be more pronounced for singing than speaking. Y5s will be able to sing with a sense of performance and frame the start and end of a piece.</p>	<p>SINGING- In Y6 the children will consolidate their skills in singing a simple harmony part. Some children will be able to lead their group in singing a harmony whilst another group maintains a melody line. Children will be pitch secure within a wide range of notes and will switch comfortably between head and chest voice. Phrases will be sung with considered breath control and good posture. Diction for singing will be clear with a definite sense of stage craft in performance. Children will be able to maintain their singing technique in smaller ensembles as well as in whole key-stage assemblies.</p>



MUSIC MAKES ME

MUSIC- COMPOSING

AGE RELATED EXPECTATIONS



YEAR ONE	YEAR TWO	YEAR THREE
<p>COMPOSING- Year 1 children should experiment with different sounds and ideas of their own in a relaxed environment on their glockenspiel or percussion. They should be encouraged to explore making short patterns of their own and repeating them. Make a riff, repeat it, change it, play it again. They can experiment with graphic scores for percussion instruments and using colour to notate required pitches on tuned instruments like glockenspiel and boom-whackers.</p>	<p>COMPOSING- Year 2 children will now start to be more familiar with music notation and will be able to experiment with a composing mat using limited note durations. They will be able to compose a simple 4 bar rhythm in 4/4 time incorporating crotchets, crotchet rests, semi-breves and minims. They will then be able to allocate pitches to their rhythm using a range of 3 notes.</p>	<p>COMPOSING- Year 3 children will consolidate their knowledge of composing from Y2 with a composing mat using the following note durations. They will be able to compose a simple 4 bar rhythm in 3/4 and 4/4 time incorporating crotchets, crotchet rests, semi-breves and minims, minim rests and double quavers. They will then be able to allocate pitches to their rhythm using a range of 3 notes.</p>
YEAR FOUR	YEAR FIVE	YEAR SIX
<p>COMPOSING- Year 4 children will consolidate their knowledge of composing from Y3 with a composing mat using the following note durations. They will be able to compose a simple 4 bar rhythm in 3/4 and 4/4 time, incorporating crotchets, crotchet rests, semi-breves and minims, minim rests and double quavers, dotted minims, semi-quavers, quavers and quaver rests, semi-breve rests and simple dotted rhythms. They will then be able to allocate pitches to their rhythm using a range of 3-5 notes.</p>	<p>COMPOSING- Year 5 children will consolidate their knowledge of composing from Y4 with a composing mat using the following note durations. They will be able to compose a simple 4 bar rhythm in 3/4 and 4/4 time, incorporating crotchets, crotchet rests, semi-breves and minims, minim rests and double quavers, dotted minims, semi-quavers, quavers and quaver rests, semi-breve rests and slower and faster dotted rhythms. They will then be able to allocate pitches to their rhythm using a range 5 notes and then be able to re-produce their work on their instruments. Compositions in year 5 will include the addition of a sharp in their melodies.</p>	<p>COMPOSING- Year 6 children will consolidate their knowledge of composing from Y4 with a composing mat using the following note durations. They will be able to compose a simple 4 bar rhythm in 3/4 and 4/4 time, incorporating crotchets, crotchet rests, semi-breves and minims, minim rests and double quavers, dotted minims, semi-quavers, quavers and quaver rests, semi-breve rests and slower and faster dotted rhythms. They will then be able to allocate pitches to their rhythm using a range 5 notes and then be able to re-produce their work on their instruments. Compositions in year 6 will include the addition of multiple sharps in their melodies. Y6 will be introduced to the concept of triplet rhythms and will be able to include these in their composing mats and then re-produce their work on an instrument.</p>



MUSIC MAKES ME

MUSIC- LISTENING/APPRISING

AGE RELATED EXPECTATIONS



YEAR ONE	YEAR TWO	YEAR THREE
<p>LISTENING/ APPRAISING- Children should develop the following vocabulary to discuss several musical elements including....</p> <ul style="list-style-type: none"> • Quiet/Loud • Beat/Rhythm/Bars • Low, medium and high pitch • Chorus, verse, intro • Use the word melody • Piano, guitar, boom-whacker, drum, shaker. • Fast/slow speed • How music makes us feel. Happy/Sad • Crotchet, semi-breve, rest 	<p>LISTENING/ APPRAISING- Children should develop the following vocabulary to discuss several musical elements including....</p> <ul style="list-style-type: none"> • Quiet/Loud/Suddenly/Gradually • Beat/Rhythm/Bars • Low, medium and high pitch • Climbing higher/lower • Chorus, verse, intro, outro • Melody- can explain what this is • Piano, guitar, ukulele, keyboard drum, shaker, boom-whacker, cajon • Fast, slow and medium speed • How music makes us feel. Happy/Sad/ Angry, Scared, more adjectives. What is a chord? • Repeating/Riff patterns • Crotchet, Minim, Semi-breve, quavers, rest • Step/Leap/Same pitch notes <p>Texture/Tempo/Speed up/slow down</p>	<p>LISTENING/ APPRAISING- Children should develop the following vocabulary to discuss several musical elements including....</p> <ul style="list-style-type: none"> • Quiet/Loud/Suddenly/Gradually/ Forte/ Piano/ mezzo • Beat/Rhythm/Bars- articulate the difference. • Low, medium and high pitch/ascending/descending pitch • Chorus, verse, intro, outro, middle 8, pre-chorus, instrumental • Melody- can explain what this is • Piano, guitar, ukulele, keyboard drum, shaker, boom-whacker, cajon • Fast, slow and medium speed • How music makes us feel. Happy/Sad/ Angry, Scared, more adjectives. What is a chord? • Repeating/Riff patterns/ Ostinato/Call and response/Improvise • Crotchet, Minim, Semi-breve, quavers, rest • Step/Leap/Same pitch notes <p>Texture/Tempo/Speed up/slow down/ Thick texture/thin texture/ moderate/layers</p>



MUSIC MAKES ME

MUSIC- LISTENING/APPRISING

AGE RELATED EXPECTATIONS



YEAR FOUR	YEAR FIVE	YEAR SIX
<p>LISTENING/ APPRAISING- Children should develop the following vocabulary to discuss several musical elements including....</p> <ul style="list-style-type: none"> • Quiet/Loud/Suddenly/Gradually/ Forte/ Piano/ mezzo • Beat/Rhythm/Bars- articulate the difference/ Polyrhythm/Legato/Staccato • Low, medium and high pitch/ascending/descending pitch/range/chest voice/head voice • Chorus, verse, intro, outro, middle 8, pre-chorus, instrumental • Melody- can explain what this is • Accompaniment/Background music/ Counter melodies • Piano, guitar, ukulele, keyboard drum, shaker, boom-whacker, cajon • Fast, slow and medium speed • How music makes us feel. Happy/Sad/ Angry, Scared, more adjectives. What is a chord? Major, Minor, Discord, Peculiar sounding. Harmony lines • Repeating/Riff patterns/Ostinato/Call and response/Improvise • Crotchet, Minim, Semi-breve, quavers, rest • Step/Leap/Same pitch notes <p>Texture/Tempo/Speed up/slow down/ Thick texture/thin texture/ moderate/layers, Adagio- slow, Andante- Walking pace, Moderato- Medium pace, Allegro- Lively, Vivace- Fast pace</p>	<p>LISTENING/ APPRAISING- Children should develop the following vocabulary to discuss several musical elements including....</p> <ul style="list-style-type: none"> • Quiet/Loud/Suddenly/Gradually/ Forte/ Piano/ mezzo/ Pianissimo/Fortissimo/Crescendo/Decrescendo • Beat/Rhythm/Bars- articulate the difference/ Polyrhythms/Legato/Staccato • Low, medium and high pitch/ascending/descending pitch • Chorus, verse, intro, outro, middle 8, pre-chorus, instrumental • Melody- can explain what this is • Piano, guitar, ukulele, keyboard drum, shaker, boom-whacker, cajon • Fast, slow and medium speed • How music makes us feel. Happy/Sad/ Angry, Scared, more adjectives. What is a chord? Major, Minor, Discord, peculiar sounding. Key change/modulation • Repeating/Riff patterns/Ostinato/Call and response/Improvise • Crotchet, Minim, Semi-breve, quavers, rest, dotted rhythms, triplet rhythms, syncopation • Step/Leap/Same pitch notes • Texture/Tempo/Speed up/slow down/ Thick texture/thin texture/ moderate/layers, Adagio- slow, Andante- Walking pace, Moderato- Medium pace, Allegro- Lively, Vivace- Fast pace • Instrumental music/Orchestral music/ STRING/WOODWIND/BRASS/PERCUSSION • Time signature/ Key signature • Sharps/Flats • Tones/semitones • Structure forms/Ternary/Binary/Rondo • Interweaving • Homophonic- diff parts moving together • Monophonic- 1 part (simple texture) • Polyphonic- Diff parts interweaving • Ritardando- slowing down • Accelerando- speeding up 	<p>LISTENING/ APPRAISING- Children should develop the following vocabulary to discuss several musical elements including....</p> <ul style="list-style-type: none"> • Quiet/Loud/Suddenly/Gradually/ Forte/ Piano/ mezzo/ Pianissimo/Fortissimo/Crescendo/Decrescendo • Beat/Rhythm/Bars- articulate the difference/ Polyrhythms/Legato/Staccato • Low, medium and high pitch/ascending/descending pitch • Chorus, verse, intro, outro, middle 8, pre-chorus, instrumental • Melody- can explain what this is • Piano, guitar, ukulele, keyboard drum, shaker, boom-whacker, cajon • Fast, slow and medium speed • How music makes us feel. Happy/Sad/ Angry, Scared, more adjectives. What is a chord? Major, Minor, Discord, peculiar sounding. Key change/modulation • Repeating/Riff patterns/Ostinato/Call and response/Improvise • Crotchet, Minim, Semi-breve, quavers, rest, dotted rhythms, triplet rhythms, syncopation • Step/Leap/Same pitch notes • Texture/Tempo/Speed up/slow down/ Thick texture/thin texture/ moderate/layers, Adagio- slow, Andante- Walking pace, Moderato- Medium pace, Allegro- Lively, Vivace- Fast pace • Instrumental music/Orchestral music/ STRING/WOODWIND/BRASS/PERCUSSION • Time signature/ Key signature • Sharps/Flats • Tones/semitones • Structure forms/Ternary/Binary/Rondo • Interweaving • Homophonic- diff parts moving together • Monophonic- 1 part (simple texture) • Polyphonic- Diff parts interweaving • Ritardando- slowing down • Accelerando- speeding up