

## National Curriculum Requirements of Music at Key Stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds as part of an aural memory.

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression
- Improvise and compose music using the inter-related dimensions of music separately and in combination
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand the basics of staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers
- Develop and understanding of the history of music.

# Knowledge, Skills and Understanding breakdown for Music

## Year 3

Performing	Composing (incl notation)	Appraising
<p>Do they sing in tune with expression? Do they control their voice when singing? Can they play clear notes on instruments?</p>	<p>Can they use different elements in their composition? Can they create repeated patterns with different instruments? Can they compose melodies and songs? Can they create accompaniments for tunes? Can they combine different sounds to create a specific mood or feeling?</p>	<p>Can they improve their work; explaining how it has improved? Can they use musical words (the elements of music) to describe a piece of music and compositions? Can they use musical words to describe what they like and dislike? Can they recognise the work of at least one famous composer?</p>

## Year 3 (Challenging)

<p>Can they work with a partner to create a piece of music using more than one instrument?</p>	<p>Do they understand metre in 2 and 3 beats; then 4 and 5 beats? Do they understand how the use of tempo can provide contrast within a piece of music?</p>	<p>Can they tell whether a change is gradual or sudden? Can they identify repetition, contrasts and variations?</p>
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