LONG TERM FORECAST	YEAR 3	2019-2020	

Music

To Perform	To Compose	To Transcribe	To describe Music
● I can maintain a simple part within a group. ● I can pronounce words within a song clearly. ● I can play notes on an instrument with care so that they are clear.	● I can compose and perform melodic songs. ● I can use sound to create abstract effects. ● I can create repeated patterns with a range of instruments.	● I can devise non-standard symbols to indicate when to play and rest.	● I can use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. ● I can evaluate music using musical vocabulary to identify areas of likes and dislikes. ● I can understand layers of sounds and discuss their effect on mood and feelings.
Appraising Music ● Improve their work; explaining how it has improved ● Use musical words (the elements of music) to describe a piece of music and compositions ● Use musical words to describe what they like and dislike ● Recognise the work of at least one famous composer			

LONG TERM FORECAST	YEAR 4	2019-2020	

Music

To Perform	To Compose	To Transcribe	To describe Music
● I can sing from memory with accurate pitch. ● I can sing in tune. ● I can show control of voice. ● I can perform with control and awareness of others.	● I can create accompaniments for tunes. ● I can use drones as accompaniments. ● I can choose, order, combine and control sounds to create an effect. ● I can use digital technologies to compose pieces of music.	● I can recognise the notes EGBDF and FACE on the musical stave. ● I can recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.	● I can use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. ● I can evaluate music using musical vocabulary to identify areas of likes and dislikes. ● I can understand layers of sounds and discuss their effect on mood and feelings.
● **Appraising Music** ● Explain the place of silence and say what effect it has ● Start to identify the character of a piece of music ● Describe and identify the different purposes of music ● Begin to identify with the style of work of Beethoven, Mozart and Elgar			

Music

To Perform	To Compose	To Transcribe	To describe Music
• I can sing or play from memory with confidence. • I can perform solos or as part of an ensemble. • I can sing or play expressively and in tune. • I can hold a part within a round.	• I can Create songs with verses and a chorus. • I can create rhythmic patterns with an awareness of timbre and duration. • I can combine a variety of musical devices, including melody, rhythm and chords.	• I can Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.	Choose from a wide range of musical vocabulary to accurately describe and appraise music including: • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning .
Appraising music • Describe, compare and evaluate music using musical vocabulary • Explain why they think their music is successful or unsuccessful • Suggest improvements to their own or others' work • Choose the most appropriate tempo for a piece of music • Contrast the work of famous composers and show preferences			

Music

To Perform	To Compose	To Transcribe	To describe Music
• I can perform solos or as part of an ensemble. • I can hold a part within a round. • I can sing a harmony part confidently and accurately. • I can sustain a drone or a melodic ostinato to accompany singing. ● I can perform with controlled breathing (voice) and skillful playing (instrument).	• I can combine a variety of musical devices, including melody, rhythm and chords. • I can thoughtfully select elements for a piece in order to gain a defined effect. • I can use drones and melodic ostinati (based on the pentatonic scale). • I can convey the relationship between the lyrics and the melody. • I can use digital technologies to compose, edit and refine pieces of music.	• I can read and create notes on the musical stave. • I can understand the purpose of the treble and bass clefs and use them in transcribing compositions.	Choose from a wide range of musical vocabulary to accurately describe and appraise music including: • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning.
Appraising Music • Refine and improve their work • Evaluate how the venue, occasion and purpose affects the way a piece of music is created • Analyse features within different pieces of music • Compare and contrast the impact that different composers from different times will have had on the people of the time			