

| APS CURRICULUM<br>– Music        |                                                                                                                                                                                                 | YEARLY OVERVIEW                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                |
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|                                  | Knowledge, Skills and understanding breakdown                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                |
| Year 3                           |                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                |
| National Curriculum Links        | Performing                                                                                                                                                                                      | Composing<br>(incl notation)                                                                                                                                                                                                                                                                                                                                         | Appraising                                                                                                                                                                                                                                                                                                                                                                     |
|                                  | <ul style="list-style-type: none"><li>• Do they sing in tune with expression?</li><li>• Do they control their voice when singing?</li><li>• Can they play clear notes on instruments?</li></ul> | <ul style="list-style-type: none"><li>• Can they use different elements in their composition?</li><li>• Can they create repeated patterns with different instruments?</li><li>• Can they compose melodies and songs?</li><li>• Can they create accompaniments for tunes?</li><li>• Can they combine different sounds to create a specific mood or feeling?</li></ul> | <ul style="list-style-type: none"><li>• Can they improve their work; explaining how it has improved?</li><li>• Can they use musical words (the elements of music) to describe a piece of music and compositions?</li><li>• Can they use musical words to describe what they like and dislike?</li><li>• Can they recognise the work of at least one famous composer?</li></ul> |
| Year 3 – more challenging.       |                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                |
|                                  | <ul style="list-style-type: none"><li>• Can they work with a partner to create a piece of music using more than one instrument?</li><li>•</li></ul>                                             | <ul style="list-style-type: none"><li>• Do they understand metre in 2 and 3 beats; then 4 and 5 beats?</li><li>• Do they understand how the use of tempo can provide contrast within a piece of music?</li></ul>                                                                                                                                                     | <ul style="list-style-type: none"><li>•Can they tell whether a change is gradual or sudden?</li><li>•Can they identify repetition, contrasts and variations?</li></ul>                                                                                                                                                                                                         |
| Links to Charanga                | Autumn                                                                                                                                                                                          | Spring                                                                                                                                                                                                                                                                                                                                                               | Summer                                                                                                                                                                                                                                                                                                                                                                         |
| Model Music Curriculum<br>Year 3 | Unit: Writing music down<br>Developing Notation Skills<br>Enjoying Improvisation                                                                                                                | Unit: Composing using your imagination<br>Composing using your imagination<br>Sharing Musical Experiences                                                                                                                                                                                                                                                            | Unit: Enjoying improvisation<br>Learning more about musical styles<br>Recognising different sounds                                                                                                                                                                                                                                                                             |

| Year 4                        |                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                |
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| National Curriculum Links     | Performing                                                                                                                                                                                                        | Composing<br>(incl notation)                                                                                                                                                                                                                                                                                    | Appraising                                                                                                                                                                                                                                                                                                                                                     |
|                               | <ul style="list-style-type: none"> <li>Can they perform a simple part rhythmically?</li> <li>Can they sing songs from memory with accurate pitch?</li> <li>Can they improvise using repeated patterns?</li> </ul> | <ul style="list-style-type: none"> <li>Can they use notations to record and interpret sequences of pitches?</li> <li>Can they use standard notation?</li> <li>Can they use notations to record compositions in a small group or on their own?</li> <li>Can they use their notation in a performance?</li> </ul> | <ul style="list-style-type: none"> <li>Can they explain the place of silence and say what effect it has?</li> <li>Can they start to identify the character of a piece of music?</li> <li>Can they describe and identify the different purposes of music?</li> <li>Can they begin to identify with the style of work of Beethoven, Mozart and Elgar?</li> </ul> |
| Year 4 – more challenging     |                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                |
|                               | <ul style="list-style-type: none"> <li>Can they use selected pitches simultaneously to produce simple harmony?</li> </ul>                                                                                         | <ul style="list-style-type: none"> <li>Can they explore and use sets of pitches, e.g. 4 or 5 note scales?</li> <li>Can they show how they can use dynamics to provide contrast?</li> </ul>                                                                                                                      | <ul style="list-style-type: none"> <li>Can they identify how a change in timbre can change the effect of a piece of music?</li> </ul>                                                                                                                                                                                                                          |
| Links to Charanga             | Autumn                                                                                                                                                                                                            | Spring                                                                                                                                                                                                                                                                                                          | Summer                                                                                                                                                                                                                                                                                                                                                         |
| Model Music Curriculum Year 4 | Unit: Exploring feeling when you play<br>Interesting Time Signatures<br>Combining Elements to make Music                                                                                                          | Unit: Feelings through music<br>Developing Pulse and Groove through improvisation<br>Creating Simple melodies together                                                                                                                                                                                          | Unit: The Show must go on<br>Connecting notes and feelings<br>Purpose, identity and expression in music                                                                                                                                                                                                                                                        |