

St Johns Meads Music Scheme of Work: Lower Key Stage 2		Year 3	Year 4
<b>Singing</b>	Children use their voices expressively to sing songs in solo and ensemble contexts		
	Children use their voices expressively by speaking chants and rhymes, showing they can vary the dynamics and tempo		
	Children use their voices creatively during singing, showing understanding of the mood of the song		
	Children learn to sing in a round		
<b>Rhythm</b>	Children use their voices expressively by speaking chants and rhymes		
	Children vary the tempo (speed) of their chanting/clapping and can lead others in changing dynamics and tempo		
	Children use their bodies and unpitched instruments to keep the beat/pulse of a piece of music and can distinguish between 3/4 and 4/4		
	Children copy given rhythms and improvise their own 4/4 rhythms for others to copy		
	Children learn to read musical notation: crotchets, quavers and minims (tah, Ta-te, and Tah-ah)		
	Children write and clap their own 4 beat rhythms		
<b>Listening</b>	Children listen with concentration and understanding to a range of high-quality live and recorded music		
	Children listen to a wide range of music drawn from different traditions and from great composers and musicians		
	Children begin to recognise different instrument sounds - strings, brass, wind, percussion, piano		
	Children describe how the music makes them feel, increasing their vocabulary when describing		
	Children re-create what they have heard using their bodies or unpitched instruments		
	Children begin to use musical vocabulary when describing the music - texture, timbre, dynamics, tempo		

	Children compare musical instruments from the past to instruments of today		
<b>Composing</b>	Children experiment with, create, select and combine sounds		
	Children work in small groups to create music for a wide range of purposes		
	Children use what they have learned in the other areas of music in their compositions		
	Children write their own symbols to represent the sounds they are making and begin to use crotchets and quavers to represent the rhythms they compose		
	Children begin to compose in a group and blend different sounds to create a piece of music		
<b>Performing</b>	Children sing songs confidently and with sensitivity to the style of the piece		
	Children can perform a round, keeping time and tuning		
	Children play untuned instruments in time and can vary dynamics, tempo and rhythm		
	Children perform compositions in a group showing understanding of others' roles and using the music they have written		
	Children learn to play three notes on a recorder, reading the musical notation for those notes and performing simple crotchet/quaver tunes solo and in groups		
	Children practice and perform a popular song in a group using voices and pitched/unpitched instruments		