



Becoming musician at Rimrose Hope

"Where words fail, music speaks."

Hans Christian Andersen

A Year 1 Rimrose Hope musician will:	A Year 2 Rimrose Hope musician will:
Performing <ul style="list-style-type: none">○ Use their voices expressively to speak and chant○ Take part in singing songs○ Perform short rhythmic patterns○ Copy sounds○ Use Instruments to perform○ Use dynamics when performing (loud & quiet)	Performing <ul style="list-style-type: none">○ Follow a melody accurately when singing○ Perform with others songs / simple rhythmic patterns on an instrument○ Keep a steady pulse when performing simple patterns.○ Perform keeping the beat whilst showing simple changes in tempo.○ Copy changes in pitch○ Perform patterns in different tempos
Composing <ul style="list-style-type: none">○ Use their voice to create different sounds○ Play an instrument creating different sounds○ Create a sequence of sounds○ Notate their sounds using pictures / symbols○ Use long/short sounds in their composing	Composing <ul style="list-style-type: none">○ Make connections between notations and musical sounds○ Use symbols to represent sound○ Order sounds into a structure (beginning, middle, end)○ Create music from different starting points○ Use a simple structure when composing (eg. Ternary)
Listening and appraising <ul style="list-style-type: none">○ Respond to different moods in music saying how music makes them feel.○ Choose sounds to illustrate different moods.○ Recognise repeating patterns / ideas when listening to music○ Follow instructions about performing - when to play and sing.○ Recognise the difference between basic elements (fast / slow / high / low / loud / quiet)○	Listening and appraising <ul style="list-style-type: none">○ Improve their own work○ Recognise repeating patterns / ideas when listening to music○ Follow instructions about performing - when to play/sing/breathe/be louder etc○ Listen and recognise particular elements of music (timbre / pitch / dynamics)○ Recognise sounds that move in steps and leaps



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"Music produces a kind of pleasure which human nature cannot do without."

Confucius:

A Year 3 Rimrose hope Musician	A Year 4 Rimrose Hope musician will:
Performing	Performing
<ul style="list-style-type: none"> ○ Sing in tune with expression ○ Show control of the voice when singing ○ Play clear notes on an instrument/ sing clearly (diction) ○ Work with a partner to perform a piece using more than one instrument ○ Perform a piece using minims, crotchets and semibreves 	<ul style="list-style-type: none"> ○ Rhythmically perform a simple part, including rests. ○ Maintain a part in a group showing awareness of others. ○ Memorise songs and perform with accuracy (pitch) ○ Can they perform using simple harmonic ideas.
Composing	Composing
<ul style="list-style-type: none"> ○ Use different elements in their work ○ Compose repeated patterns on a range of instruments ○ Create accompaniments to a melody (e.g drones) ○ Choose and combine different sounds to create an intended effect. ○ Show an awareness of time signatures. ○ Recognise minim, crotchet and semibreve and their value. 	<ul style="list-style-type: none"> ○ Use basic rhythmic notation to transcribe ideas. ○ Notate composition ideas using basic notation (notes of the staff) and use to record performance. ○ Compose a short song (lyrics and melody) and perform. ○ Create more than one musical idea to be performed simultaneously.
Listening and appraising	Listening and appraising
<ul style="list-style-type: none"> ○ Use musical vocabulary to describe a piece of music discussing their likes / dislikes ○ Improve their work stating how to has been improved. ○ Recognise the work of at least one famous composer showing awareness of when it was written. ○ Recognise changes in music ○ Show an awareness of the time signatures of pieces of music. 	<ul style="list-style-type: none"> ○ Identify, using musical vocabulary, the different purposes of music ○ Explain the how silence can effect a musical piece or idea. ○ Begin to recognise the differences of eras in music. ○ Describe how specific musical elements , if changed can effect the overall sound of a piece of music.



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“You know what music is? God’s little reminder that there’s something else besides us in this universe; harmonic connection between all living things, everywhere, even the stars.”
Robin Williams

A Year 5 Rimrose Hope musician will:	A Year 6 Rimrose Hope musician will:
Performing	Performing
<ul style="list-style-type: none">○ Sing or play using correct phrasing showing understanding of how to add expression.○ Hold their own part in a group - improvising melody and rhythm, singing a harmony part, drones / ostinati etc.○ Perform music using a variety of structural forms.○ Perform by ear and using simple notations.○ Perform / improvise an idea that builds up layers of sounds to produce simple chords.	<ul style="list-style-type: none">○ Provide rhythmic support in a performance from notation.○ Perform from a variety of notations.○ Confidently sing a harmony part with accuracy.○ Perform from memory○ Take a lead role in a performance○ Perform a solo or solo part in an ensemble○ Perform a piece of music which has at least 2 or more parts showing understanding of how the parts fit together.
Composing	Composing
<ul style="list-style-type: none">○ Create a song showing an understanding of the link between lyrics and melody.○ Compose a piece of music from given criteria using a variety of musical devices e.g. rhythm, chords, melody, tempo, timbre, structure etc.○ Compose using chords and record ideas using notation including time signatures and #/ b	<ul style="list-style-type: none">○ Use relevant notations for your composition work.○ Combine several musical devices when composing.○ Use digital technologies to aid with the creation and recording of ideas.○ Use a variety of notes, including chromatic ideas to build up ideas.
Listening and appraising	Listening and appraising
<ul style="list-style-type: none">○ Improve their own work and suggest improvements to the work of others○ Use standard musical notation to record their ideas.○ Evaluate their work, using appropriate musical vocabulary stating what was successful / unsuccessful and why.○	<ul style="list-style-type: none">○ Improve their work○ Identify different musical devices in a variety of musical genres and show some awareness of the influence and place music has had in society over time.

