

William Reynolds Primary School Music Progression

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Birth to 5 Matters Development Matters ELG: Being Imaginative and Expressive	Pupils should be taught to: <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Experiment with, create, select and combine sounds using the inter-related dimensions of music. • Use technology to support learning where appropriate. 		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 from aural memory. Pupils should be taught to: <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 	
Nursery	Performing Pillar- <i>Technical and expressive</i>	Composing and Improvising Pillar- <i>Technical and constructive</i>	Aural Awareness Pillar- <i>Technical and constructive</i>	Reflecting and Evaluating Pillar- <i>Expressive</i>
	<ul style="list-style-type: none"> • To respond emotionally and physically to music when it changes. • To move and dance to music. • To join in with songs and rhymes, making some sounds. 	<ul style="list-style-type: none"> • To create their own songs or improvise a song around one they know. • To explore a range of sound-makers and instruments and play them in different ways. 		<ul style="list-style-type: none"> • To listen with increased attention to sounds. • To respond to what they have heard, expressing their thoughts and feelings.

	<ul style="list-style-type: none"> • To enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. • To play instruments with increasing control to express their feelings and ideas. • To remember and sing entire songs. • To sing the pitch of a tone sung by another person ('pitch match'). • To sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • To make rhythmical and repetitive sounds. • To anticipate phrases and actions in rhymes and songs, like 'Peepo'. 	<ul style="list-style-type: none"> • To explore their voices and enjoy making sounds. 		<ul style="list-style-type: none"> • To show attention to sounds and music.
Reception	<p style="text-align: center;">Performing</p> <ul style="list-style-type: none"> • To sing in a group or on their own, increasingly matching the pitch and following the melody. • To sing a range of well-known nursery rhymes and songs. • To perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<p style="text-align: center;">Composing and Improvising</p> <ul style="list-style-type: none"> • To explore and engage in music making and dance, performing solo or in groups 	<p style="text-align: center;">Aural Awareness</p>	<p style="text-align: center;">Reflecting and Evaluating</p> <ul style="list-style-type: none"> • To listen attentively, move to and talk about music, expressing their feelings and responses. • To watch and talk about dance and performance art, expressing their feelings and responses.
Year 1	<p style="text-align: center;">Performing</p> <ul style="list-style-type: none"> • To explore making different sounds with the voice and instruments. • To show an understanding of pulse. • To sing and chant songs and rhymes in unison. • To begin to sing in tune using melodies that move mainly by step and include small intervals. • To start and stop at the appropriate time. • To follow a leader when performing as a group. 	<p style="text-align: center;">Composing and Improvising</p> <ul style="list-style-type: none"> • To say words/rhymes and clap/play to create simple rhythmic patterns. • To improvise a rhythm/sound over a given number of beats. • To add sound effects to a story. • To make a piece of music to illustrate a character or mood. • To respond to music through movement. • To understand simple graphic notation - one sign for a sound or group of sounds. 	<p style="text-align: center;">Aural Awareness</p> <ul style="list-style-type: none"> • To listen to and experiment with vocal and instrumental sounds. • To copy back simple rhythmic patterns and melodies. • To recognise duration as being long or short. • To recognise pitch as high or low. • To recognise different articulations e.g. smooth and detached. • To feel if the tempo is fast or slow by responding to the pulse. 	<p style="text-align: center;">Reflecting and Evaluating</p> <ul style="list-style-type: none"> • To comment on own performances and compositions. • To describe music and sounds in simple terms. • To talk about how the music makes them feel and why.

	<ul style="list-style-type: none"> To recognise visual signs for start, stop, mime actions, sing in your head. 		<ul style="list-style-type: none"> To recognise differences in dynamics as loud or soft. 	
Year 2 Autumn & Summer Term	Performing <ul style="list-style-type: none"> To perform a simple melody using voice and/or instruments. To perform with a strong sense of pulse. To start to understand the difference between pulse and rhythm. To perform, demonstrating use of dynamics, pitch and tempo. To play simple rhythms. To sing in tune within a limited pitch range up to an octave. To develop an awareness of diction when singing. To sing/chant in unison and with a simple second part. As part of a group, maintain an ostinato/drone with the voice or on instruments. To perform and interpret a piece using simple notation. To recognise visual signs for start, stop, mime actions, sing in your head. 	Composing and Improvising <ul style="list-style-type: none"> To use simple pitch and rhythm patterns to develop a structure for a short piece. To improvise a rhythm/sound over a given number of beats. To begin to recognise how music will fit a topic/theme. To experiment with different timbres to create effects. To recognise and begin to use contrasts in dynamics, tempo or pitch in a simple composition. To respond to music through movement. To notate a composition using simple graphic notation. To understand that music can be notated in different ways. 	Aural Awareness <ul style="list-style-type: none"> To begin to recognise the sounds of different instruments (timbre) with an understanding of how sounds are produced. To sing and recognise simple melodic shapes and patterns. To take a lead in activities that involve imitation or call and response. To continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities. 	Reflecting and Evaluating <ul style="list-style-type: none"> To talk about own and peers' work and make simple suggestions for improvement. To begin to recognise how other composers use changes in dynamics, pitch and tempo for effect.
Year 2 Spring Term Glockenspiel WCET Beginner Level	Skills Development (based on Entrust Music Service Musical Skills Progression Map) <ul style="list-style-type: none"> To demonstrate awareness of the need for good posture and diction whilst singing and playing in order to maintain a pleasing sound To begin to demonstrate a secure pulse and understanding of rhythm To perform simple phrases using conventional rhythmic/melodic notation including crotchet, quaver, minim To understand and respond to visual cues for starting/stopping, loud/quiet and fast/slow To begin to maintain a simple part in a whole class performance To recognise and describe how sounds are made and changed on the instruments 		Instrument specific skills (based on Entrust Music Service Assessing Musical Progress levels) <ul style="list-style-type: none"> To learn about instrument care To recognise and show good posture - feet apart, straight back, holding sticks correctly (matched grip for glockenspiel, matched or traditional grip for snare/pad) To be able to play simple patterns with alternating strokes on the snare/pad - heads of sticks hitting the drum near the centre but towards the top edge, and just past the centre of the bars on the glockenspiel To produce controlled sounds when performing a simple piece 	

- To begin to explore simple improvisation using one note/rhythms
- To memorise rhythmic and melodic phrases
- To begin to develop an awareness of the interrelated dimensions of music, pulse and articulations
- To explore simple changes of metre through a variety of pieces
- To make constructive comments about own and others' work to make improvements to the quality of the sound and technique
- To listen to a variety of music from different periods, countries, cultures and genres

- To know the names of the all notes (C to C) and how to locate them on the glockenspiel
- To play simple tunes and patterns using 3 to 4 notes, moving mainly by step, using both beaters.
- To play in time to the beat and demonstrate the difference between pulse and rhythm
- To create their own short phrase using pitch and rhythm
- To recognise sounds as high/low, loud/quiet, fast/slow, long/short
- To identify why some sounds are more successful than others
- To learn about simple graphic and traditional notations

Year 3 Recorder WCET	Skills Development (based on Entrust Music Service Musical Skills Progression Map)	Instrument specific skills (based on Entrust Music Service Assessing Musical Progress levels)
Beginner Level Autumn Term	<ul style="list-style-type: none"> • To demonstrate awareness of the need for good posture and diction whilst singing and playing in order to maintain a pleasing sound • To begin to demonstrate a secure pulse and understanding of rhythm • To perform simple phrases using conventional rhythmic/melodic notation including crotchet, quaver, minim • To understand and respond to visual cues for starting/stopping, loud/quiet and fast/slow • To begin to maintain a simple part in a whole class performance • To recognise and describe how sounds are made and changed on the instruments • To begin to explore simple improvisation using one note/rhythms • To memorise rhythmic and melodic phrases • To begin to develop an awareness of the interrelated dimensions of music, pulse and articulations • To explore simple changes of metre through a variety of pieces • To make constructive comments about own and others' work to make improvements to the quality of the sound and technique • To listen to a variety of music from different periods, countries, cultures and genres 	<ul style="list-style-type: none"> • To learn about instrument care and hygiene • To recognise and show good posture - straight back, holding with left hand at the top of the instrument • To produce controlled sounds when performing a simple piece, covering the holes with the pad of the fingers • To begin to develop the use of tonguing to start the production of notes cleanly • To be able to comfortably play 2-3 notes and change between them - recommended B, A and G. • To tap in time to the beat and demonstrate the difference between pulse and rhythm • To create short phrases using pitch and rhythm • To recognise sounds as high/low, loud/quiet, fast/slow, long/short • To identify why some sounds are more successful than others • To learn about simple graphic and traditional notations
Working Towards Improver Level Spring Term	<ul style="list-style-type: none"> • To play with a consistently pleasing sound and demonstrate a good technique both on the instrument and vocally • To play with a sense of pulse in time with backing tracks and other pupils • To begin to show an awareness of how changes in pitch can be shown on a staff and use notation to learn simple melodic phrases • To follow a conductor during whole class performances and small group compositions • To maintain a second or third part in a vocal or instrumental piece showing an understanding of texture (partner songs, ostinati, rounds) • To make soundscapes/descriptive/atmospheric pieces with narrative/through-composed structures • To improvise with increasing confidence using 2 - 3 notes/more varied rhythms • To memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation • To continue to develop an awareness of the interrelated dimensions of music, pulse and articulations • To recognise different metres (e.g. 2, 3 or 4 time). 	<ul style="list-style-type: none"> • To perform a short piece demonstrating good posture and accurate fingering • To begin to develop a warm tone and be able to play long and short sounds at two dynamic levels • To consolidate tonguing as the technique to start notes clearly • To play 3-4 notes and change between them with increasing control and confidence - either CBAG or EGBA • To perform a variety of pieces from simple notation • To repeat a simple melody by singing or playing • To create simple patterns with increasing confidence and accuracy • To perform more complex ostinati using different metres • To work with confidence in small groups to improve work, compose, improvise and develop technique • To use the instrument creatively to produce sound effects and perform their ideas • To identify the challenges in a new piece with support of the teacher

	<ul style="list-style-type: none"> • Through self-assessment, make changes to technique and compositions in order to improve the quality of the music that is produced • To listen to a variety of music from different periods, countries, cultures and genres 	
Improver Level Summer Term	<ul style="list-style-type: none"> • To play with a well-established instrumental technique to produce a consistent sound using more complex techniques • To play as part of a class ensemble with confidence and a secure pulse • To learn new pieces by using standard stave notation • To follow a variety of conductors including other teachers and pupils to play together as a group • To perform pieces with two or three parts with confidence and accuracy to create a layered piece • To compose and layer simple ostinati to create an accompaniment for a song • To improvise more than 1 bar of music with confidence • To use aural skills to match sound and notation patterns • To sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience. • To recognise changes in metre aurally and through movement • To make constructive comments on own and others' music to develop compositions and performances discussing some of the interrelated dimensions of music • To listen to a variety of music from different periods, countries, cultures and genres 	<ul style="list-style-type: none"> • To perform a short piece demonstrating good posture, with the right hand in position to cover the right-hand notes for accuracy in fingering • To play 4-6 notes, changing between them with control and accuracy - either DCBAGE and or CBAGElowD • To read simple rhythmic and melodic notation to perform pieces • To perform a variety of pieces from memory • To copy back more complex phrases and identify the note lengths used by name • To lead call and response exercises using pitch and rhythm • To use the instrument to create short phrases and pieces • To identify ways to improve technical aspects of performance • To perform to an audience to celebrate achievements

Year 4 Woodwind WCET	Skills Development (based on Entrust Music Service Musical Skills Progression Map)	Instrument specific skills (based on Entrust Music Service Assessing Musical Progress levels)
Beginner Level Autumn Term	<ul style="list-style-type: none"> • To demonstrate awareness of the need for good posture and diction whilst singing and playing in order to maintain a pleasing sound • To begin to demonstrate a secure pulse and understanding of rhythm • To perform simple phrases using conventional rhythmic/melodic notation including crotchet, quaver, minim • To understand and respond to visual cues for starting/stopping, loud/quiet and fast/slow • To begin to maintain a simple part in a whole class performance • To recognise and describe how sounds are made and changed on the instruments • To begin to explore simple improvisation using one note/rhythms • To memorise rhythmic and melodic phrases • To begin to develop an awareness of the interrelated dimensions of music, pulse and articulations • To explore simple changes of metre through a variety of pieces • To make constructive comments about own and others' work to make improvements to the quality of the sound and technique • To listen to a variety of music from different periods, countries, cultures and genres 	<ul style="list-style-type: none"> • Learn about instrument care and hygiene • Recognise and show good posture - straight back, holding with left hand at the top of the instrument • Produce controlled sounds when performing a simple piece, covering the holes with the pad of the fingers • Begin to develop the use of tonguing to start the production of notes cleanly • Be able to comfortably play 2-3 notes and change between them - recommended B, A and G. • Tap in time to the beat and demonstrate the difference between pulse and rhythm • Create short phrases using pitch and rhythm • Recognise sounds as high/low, loud/quiet, fast/slow, long/short • Identify why some sounds are more successful than others • Learn about simple graphic and traditional notations
Working Towards Improver Level Spring Term	<ul style="list-style-type: none"> • To play with a consistently pleasing sound and demonstrate a good technique both on the instrument and vocally • To play with a sense of pulse in time with backing tracks and other pupils • To begin to show an awareness of how changes in pitch can be shown on a staff and use notation to learn simple melodic phrases • To follow a conductor during whole class performances and small group compositions • To maintain a second or third part in a vocal or instrumental piece showing an understanding of texture (partner songs, ostinati, rounds) • To make soundscapes/descriptive/atmospheric pieces with narrative/through-composed structures • To improvise with increasing confidence using 2 - 3 notes/more varied rhythms • To memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation • To continue to develop an awareness of the interrelated dimensions of music, pulse and articulations • To recognise different metres (e.g. 2, 3 or 4 time). • Through self-assessment, make changes to technique and compositions in order to improve the quality of the music that is produced • To listen to a variety of music from different periods, countries, cultures and genres 	<ul style="list-style-type: none"> • To perform a short piece demonstrating good posture and accurate fingering • To begin to develop a warm tone and be able to play long and short sounds at two dynamic levels • To consolidate tonguing as the technique to start notes clearly • To play 3-4 notes and change between them with increasing control and confidence - either CBAG or EGBA • To perform a variety of pieces from simple notation • To repeat a simple melody by singing or playing • To create simple patterns with increasing confidence and accuracy • To perform more complex ostinati using different metres • To work with confidence in small groups to improve work, compose, improvise and develop technique • To use the instrument creatively to produce sound effects and perform their ideas • To identify the challenges in a new piece with support of the teacher

	Performing	Composing and Improvising	Aural Awareness	Reflecting and Evaluating
<p>Year 4 Summer Term</p>	<ul style="list-style-type: none"> • To demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing sound. • To sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience. • To perform using conventional rhythmic/melodic notation and/or from graphic notation including crotchet, quaver, minim, semibreve, semiquaver. • To understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away. • To maintain a third part in a vocal or instrumental piece showing an understanding of texture (e.g. partner songs, rounds and simple part harmony). • To continue to sing rhythmically and expressively using a range of approximately an octave with increased control. 	<ul style="list-style-type: none"> • To construct a piece with a simple structure (e.g. Binary or Ternary). • To improvise with increasing confidence (e.g. using 2 - 3 notes). • To add own words to an existing tune to make a new song. • To make soundscapes/descriptive/atmospheric pieces with narrative/through-composed structures. • To add pitch names to rhythmic notation to make more complex melodies • To begin to show an awareness of how changes in pitch can be shown on a staff. • To work independently within a group composition showing thought in selection of instruments and playing techniques and understanding the effect of timbre and texture, including adding a drone. 	<ul style="list-style-type: none"> • To recognise and describe how sounds are made and changed on different instruments and how this groups them into different instrumental families. • To memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation. • To continue to develop an awareness of the inter-related dimensions of music, pulse and articulations. • To recognise simple structures in the music that is being performed or listened to (e.g. phrases, Binary, Ternary, Verse-Chorus). • To recognise different metres (e.g. 2, 3 or 4 time). 	<ul style="list-style-type: none"> • To make constructive comments on own and others' music to develop compositions and performances discussing some of the inter-related dimensions of music. • To make simple connections and comparisons with music being listened to and own compositions and performances. • To identify how composers use the inter-related dimensions of music to create effects and mood. • To ask questions about music in other cultures and traditions.

Year 5 Ukulele WCET	Skills Development (based on Entrust Music Service Musical Skills Progression Map)	Instrument specific skills (based on Entrust Music Service Assessing Musical Progress levels)
Beginner Level Autumn Term	<ul style="list-style-type: none"> •To demonstrate awareness of the need for good posture and diction whilst singing and playing in order to maintain a pleasing sound •To begin to demonstrate a secure pulse and understanding of rhythm •To perform simple phrases using conventional rhythmic/melodic notation including crotchet, quaver, minim •To understand and respond to visual cues for starting/stopping, loud/quiet and fast/slow •To begin to maintain a simple part in a whole class performance •To recognise and describe how sounds are made and changed on the instruments •To begin to explore simple improvisation using one note/rhythms •To memorise rhythmic and melodic phrases •To begin to develop an awareness of the interrelated dimensions of music, pulse and articulations •To explore simple changes of metre through a variety of pieces •To make constructive comments about own and others' work to make improvements to the quality of the sound and technique •To listen to a variety of music from different periods, countries, cultures and genres 	<ul style="list-style-type: none"> • To learn about instrument care • To recognise and show good posture • To produce controlled sounds using the open strings • To play a tune using the open strings using fingers and thumb or a plectrum • To pluck the strings and/or strum in time to the beat and demonstrate the difference between pulse and rhythm • To play two chords and begin to change between these • To know the names of all four strings and parts of the instrument • To create a short phrase using pitch and rhythm • To recognise sounds as high/low, loud/quiet, fast/slow, long/short • To identify why some sounds are more successful than others • To learn about simple graphic and traditional notations (including TAB) and begin to read them
Working Towards Improver Level Spring Term	<ul style="list-style-type: none"> •To demonstrate awareness of the need for good posture and diction whilst singing and playing in order to maintain a pleasing sound •To begin to demonstrate a secure pulse and understanding of rhythm •To perform simple phrases using conventional rhythmic/melodic notation including crotchet, quaver, minim •To understand and respond to visual cues for starting/stopping, loud/quiet and fast/slow •To begin to maintain a simple part in a whole class performance •To recognise and describe how sounds are made and changed on the instruments 	<ul style="list-style-type: none"> • To perform a short piece whilst maintaining good posture • To begin to use the fingers with some confidence to change pitch using the frets, showing an understanding of numbered strings and frets • To begin to develop fingering and strumming technique (up and down) to play long and short sounds and two or more dynamic levels with control • To play two or three chords and change between them with increasing accuracy • To perform a variety of pieces from simple notation • To repeat a simple melody by singing or playing • To create simple patterns with increasing confidence and accuracy • To perform more complex ostinati using different metres

	<ul style="list-style-type: none"> •To begin to explore simple improvisation using one note/rhythms •To memorise rhythmic and melodic phrases •To begin to develop an awareness of the interrelated dimensions of music, pulse and articulations •To explore simple changes of metre through a variety of pieces •To make constructive comments about own and others' work to make improvements to the quality of the sound and technique •To listen to a variety of music from different periods, countries, cultures and genres 	<ul style="list-style-type: none"> • To work with confidence in small groups to improve work, compose, improvise and develop technique • To use the instrument creatively to produce sounds effects and perform ideas • To identify the challenges in a new piece with support of the teacher
<p>Improver Level Summer Term</p>	<ul style="list-style-type: none"> •To demonstrate awareness of the need for good posture and diction whilst singing and playing in order to maintain a pleasing sound •To begin to demonstrate a secure pulse and understanding of rhythm •To perform simple phrases using conventional rhythmic/melodic notation including crotchet, quaver, minim •To understand and respond to visual cues for starting/stopping, loud/quiet and fast/slow •To begin to maintain a simple part in a whole class performance •To recognise and describe how sounds are made and changed on the instruments •To begin to explore simple improvisation using one note/rhythms •To memorise rhythmic and melodic phrases •To begin to develop an awareness of the interrelated dimensions of music, pulse and articulations •To explore simple changes of metre through a variety of pieces •To make constructive comments about own and others' work to make improvements to the quality of the sound and technique •To listen to a variety of music from different periods, countries, cultures and genres 	<ul style="list-style-type: none"> • To perform a short piece demonstrating good left-hand fretting technique, showing a relaxed approach without tension • To use fingers with more confidence to play using up to fifth/sixth fret • To produce a consistently good sound when fingering/using a plectrum/strumming and a variety of long and short notes and varying dynamics • To play simple chord changes using at least three chords, changing with confidence and accuracy • To read simple rhythmic and melodic notation including chords and TAB to perform pieces • To perform a variety of pieces from memory • To copy back more complex phrases and identify note lengths used by name • To lead call and response exercises using pitch and rhythm • To use the instrument to create short phrases and pieces • To identify ways to improve technical aspects of performance • To perform to an audience to celebrate their achievement

Year 6	Performing	Composing and Improvising	Aural Awareness	Reflecting and Evaluating
	<ul style="list-style-type: none"> • When singing, show greater mastery and control of tone, diction, posture and breathing consistently. • To use the interrelated dimensions of music when singing and playing. • To maintain a third part in a vocal or instrumental piece with an understanding of harmony and texture. • To perform using conventional rhythmic and melodic notation to play a variety of ostinati and simple pieces or songs, including expression and articulations. • To understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away, tempi, dynamics and articulation with greater accuracy. • To direct others to start and stop using gestures or counting in, setting tempi and dynamics, articulation and show how to change these within a piece. 	<ul style="list-style-type: none"> • To construct a piece with a more complex structure (e.g. Rondo, Twelve-bar Blues). • To improvise with increasing confidence. (e.g. using a scale pattern). • To use different scale patterns to construct melodies (e.g. major, minor, pentatonic). • Compositions show sensitivity to mood/time/location through use of inter-related dimensions of music, including experimenting with harmonies and chords to create texture. • To work independently within a group composition showing thought in selection of instruments and playing techniques. • To notate compositions using a variety of methods, incorporating the inter-related dimensions of music. 	<ul style="list-style-type: none"> • To recognise and identify instrumental families aurally, including instruments from different genres, cultures and traditions, comparing and contrasting them with their own musical practices and experiences. • To memorise more complex rhythmic and melodic patterns and match to conventional notation. • To continue to develop an awareness of the inter-related dimensions of music, pulse and articulations. • To recognise structures in the music that is being performed or listened to (Rondo, Variation, Twelve Bar Blues, Ternary, Verse-Chorus, Intro/Outro, through-composed). • To compare and discuss differences in performances of the same piece of music. • To recognise a variety of metres. 	<ul style="list-style-type: none"> • To make constructive and refined comments on own and others' music to develop compositions and performances using the full range of inter-related dimensions of music. • To make connections and comparisons with music being listened to and own compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, Repetition, Sequence). • To recognise how music reflects its purpose, place and time, including other cultures and traditions, and relating it to their own cultures, traditions and experiences.