

|   |   |  |  |   |   |  |
|---|---|--|--|---|---|--|
| National Curriculum Content               | <b>KEY STAGE 1</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> <li>Use technology to support learning where appropriate.</li> </ul>  |  | <b>KEY STAGE 2</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>Sing and play musically with increasing confidence and control.</li> <li>Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</li> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> </ul>   |   | <ul style="list-style-type: none"> <li>Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>Use and understand staff and other musical notations.</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>Develop an understanding of the history of music.</li> <li>Use technology to support learning where appropriate.</li> </ul>  |  |
| Performing                                | <b>Year 1:</b> <ul style="list-style-type: none"> <li>Explore making different sounds with the voice and instruments.</li> <li>Show an understanding of pulse.</li> <li>Sing and chant songs and rhymes in unison.</li> <li>Begin to sing in tune using melodies that move mainly by step and include small intervals.</li> <li>Start and stop at the appropriate time.</li> <li>Follow a leader when performing as a group.</li> <li>Recognise visual signs for start, stop, mime actions, sing in your head.</li> <li>Putting actions to songs.</li> <li>Playing a pitched note/drone to accompany a song.</li> </ul> | <b>Year 2:</b> <ul style="list-style-type: none"> <li>Perform a simple melody using voice and/or instruments.</li> <li>Perform with a strong sense of pulse.</li> <li>Start to understand the difference between pulse and rhythm.</li> <li>Perform, demonstrating use of dynamics, pitch and tempo.</li> <li>Play simple rhythms.</li> <li>Sing in tune within a limited pitch range up to an octave.</li> <li>Develop an awareness of diction when singing.</li> <li>Sing/chant in unison and with a simple second part.</li> <li>As part of a group, maintain an ostinato/drone with the voice or on instruments.</li> <li>Perform and interpret a piece using simple notation.</li> <li>Follow a conductor and recognise visual signs for start, stop, mime actions, sing in your head.</li> </ul> | <b>Year 3:</b> <ul style="list-style-type: none"> <li>Play a simple melody with technical control of the instrument/voice to create a pleasing sound.</li> <li>Perform, demonstrating changes in dynamics, pitch, tempo and articulation.</li> <li>Demonstrate the difference between pulse and rhythm.</li> <li>Clap or tap a pulse whilst speaking/playing/improvising a rhythm/song.</li> <li>Understand and respond to visual cues for starting and stopping.</li> <li>Direct others to start and stop using gestures and can follow a conductor.</li> <li>Maintain a second part in a vocal or instrumental piece (e.g. partner songs and rounds).</li> <li>Sing rhythmically and expressively using a limited range of notes of approximately an octave with increased control.</li> </ul> | <b>Year 4:</b> <ul style="list-style-type: none"> <li>Demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing sound.</li> <li>Sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience.</li> <li>Perform using a range of rhythmic/melodic notation and/or from graphic notation including crotchet, quaver, minim, semibreve, semiquaver.</li> <li>Understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away.</li> <li>Direct others to start and stop using gestures and can follow a conductor.</li> <li>Maintain a third part in a vocal or instrumental piece showing an understanding of texture (e.g. partner songs, rounds and simple part harmony).</li> <li>Continue to sing rhythmically and expressively using a range of approximately an octave with increased control.</li> </ul> | <b>Year 5:</b> <ul style="list-style-type: none"> <li>Demonstrate awareness of the need for good posture, breathing and diction whilst singing in order to maintain a pleasing sound.</li> <li>Sing and play with an understanding of how the interrelated dimensions of music affect the performance and its impact on the audience.</li> <li>Perform using a range of rhythmic and melodic notation combining the inter-related dimensions of music.</li> <li>Understand and respond to visual cues for starting and stopping, and/or fading away, tempi, dynamics and articulation.</li> <li>Maintain a third part in a vocal or instrumental piece showing an understanding of texture.</li> <li>Direct others to start and stop using gestures or counting in, setting tempi and dynamics.</li> <li>Perform a solo part within a group.</li> </ul> | <b>Year 6:</b> <ul style="list-style-type: none"> <li>When singing, show greater mastery and control of tone, diction, posture and breathing consistently.</li> <li>Use the interrelated dimensions of music when singing and playing in a variety of styles.</li> <li>Maintain a third part in a vocal or instrumental piece with an understanding of harmony and texture.</li> <li>Perform using a range of rhythmic and melodic notation to play a variety of ostinati and simple pieces or songs, including expression and articulations.</li> <li>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.</li> <li>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.</li> </ul> |
| Composing and Improvising                 | <ul style="list-style-type: none"> <li>Say words/rhymes and clap/play to create simple rhythmic patterns.</li> <li>Improvise a rhythm/sound over a given number of beats.</li> <li>Add sound effects to a story.</li> <li>Make a piece of music to illustrate a character or mood.</li> <li>Respond to music through movement.</li> <li>Understand simple graphic notation – one sign for a sound or group of sounds.</li> </ul>  | <ul style="list-style-type: none"> <li>Use simple pitch and rhythm patterns to develop a structure for a short piece.</li> <li>Improvise a rhythm/sound over a given number of beats.</li> <li>Begin to recognise how music will fit a topic/theme.</li> <li>Experiment with different timbres to create effects.</li> <li>Recognise and begin to use contrasts in dynamics, tempo or pitch in a simple composition.</li> <li>Respond to music through movement.</li> <li>Notate a composition using simple graphic notation.</li> <li>Understand that music can be notated in different ways.</li> <li>Compose a piece with a beginning, middle and end.</li> </ul>   | <ul style="list-style-type: none"> <li>Make four-bar rhythms in groups, pairs or individually.</li> <li>Improvise with increasing confidence. (e.g. using 2 – 3 notes).</li> <li>Contribute ideas to a group composition, playing own part.</li> <li>Choose instruments and playing techniques to accurately depict story, mood or character showing an awareness of timbre.</li> <li>Add pitch names to rhythmic notation to make melodies.</li> <li>Understand how changes in pitch can be shown on either graphic score and staff notation.</li> <li>Understand graphic scores and how more than one sound can play at a time to create texture.</li> <li>Start to understand simple rhythmic notation including crotchet, quaver, minim, semibreve.</li> </ul>                               | <ul style="list-style-type: none"> <li>Construct a piece with a simple structure (e.g. Binary or Ternary).</li> <li>Improvise with increasing confidence (e.g. using 2 – 3 notes).</li> <li>Add own words to an existing tune to make a new song.</li> <li>Make soundscapes/descriptive/atmospheric pieces with narrative/through-composed structures.</li> <li>Add pitch names to rhythmic notation to make more complex melodies.</li> <li>Begin to show an awareness of how changes in pitch can be shown on a staff.</li> <li>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.</li> <li>Use ICT to compose.</li> </ul>  | <ul style="list-style-type: none"> <li>Construct a piece with a simple structure (e.g. Binary or Ternary, Verse-Chorus, Intro/Outro).</li> <li>Improvise with increasing confidence (e.g. using a scale pattern).</li> <li>Use scale patterns to construct melodies, understanding pitch direction, movement by step and leap and knowing names of notes.</li> <li>Compose showing sensitivity to mood/time/location through use of inter-related dimensions of music, experimenting with the use of harmony to create texture.</li> <li>Work independently within a group composition showing thought in selection of instruments and playing techniques.</li> <li>Is beginning to compose using conventional notation for rhythms and/or pitch.</li> <li>Use ICT for recording/refining compositions.</li> </ul>                                      | <ul style="list-style-type: none"> <li>Construct a piece with a more complex structure (e.g. Rondo, Twelve-bar Blues).</li> <li>Improvise with increasing confidence. (e.g. using a scale pattern).</li> <li>Can use different scale patterns to construct melodies (e.g. major, minor, pentatonic).</li> <li>Compose showing sensitivity to mood/time/location through use of inter-related dimensions of music, including experimenting with harmonies and chords to create texture.</li> <li>Works independently within a group composition showing thought in selection of instruments and playing techniques.</li> <li>Notate compositions using a variety of methods, incorporating the inter-related dimensions of music.</li> <li>To create a piece using ICT (ie garage band).</li> </ul>   |
| Aural Awareness and Theoretical Knowledge | <ul style="list-style-type: none"> <li>Listen to and experiment with vocal and instrumental sounds.</li> <li>Copy back simple rhythmic patterns and melodies.</li> <li>Recognise duration as being long or short.</li> <li>Recognise pitch as high or low.</li> <li>Recognise different articulations e.g. smooth and detached.</li> <li>Feel if the tempo is fast or slow by responding to the pulse.</li> <li>Recognise differences in dynamics as loud or soft.</li> </ul>   | <ul style="list-style-type: none"> <li>Begin to recognise the sounds of different instruments (timbre) with an understanding of how sounds are produced.</li> <li>Sing and recognise simple melodic shapes and patterns.</li> <li>Take a lead in activities that involve imitation or call and response.</li> <li>Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities.</li> <li>Recognise groups of instruments.</li> </ul>  | <ul style="list-style-type: none"> <li>Recognise and describe how sounds are made on different instruments.</li> <li>Sing and recognise short melodic shapes and rhythmic patterns from memory.</li> <li>Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities.</li> <li>Recognise different metres (e.g. 3 time and 4 time).</li> </ul>   | <ul style="list-style-type: none"> <li>Recognise and describe how sounds are made and changed on different instruments and how this groups them into instrumental families.</li> <li>Memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation.</li> <li>Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</li> <li>Recognise simple structures in the music that is being performed or listened to (e.g. phrases, Binary, Ternary, Verse-Chorus).</li> <li>Recognise different metres (e.g. 2, 3 or 4 time).</li> </ul>   | <ul style="list-style-type: none"> <li>Recognise and identify instrumental families aurally.</li> <li>Memorise more complex rhythmic and melodic patterns and match conventional notation/graphic pitch notation.</li> <li>Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</li> <li>Recognise simple structures in the music that is being performed or listened to (e.g. Binary, Ternary, Verse-Chorus, Rondo, Variation, 12-Bar Blues).</li> <li>Compare and discuss differences in performances of the same piece of music.</li> <li>Recognise a variety of metres.</li> </ul>   | <ul style="list-style-type: none"> <li>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.</li> <li>Memorise more complex rhythmic and melodic patterns and match to conventional notation.</li> <li>Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</li> <li>Recognise structures in the music that is being performed or listened to (Rondo, Variation, Twelve Bar Blues, Ternary, Verse-Chorus, Intro/Outro, through-composed).</li> <li>Compare and discuss differences in performances of the same piece of music.</li> <li>Recognise a variety of metres.</li> </ul>  |
| Reflecting and Evaluating                 | <ul style="list-style-type: none"> <li>Comment on own performances and compositions.</li> <li>Describe how the music makes them feel and why.</li> <li>Describe music and sounds in simple terms using basic musical vocabulary including pulse/beat, rhythm and pitch.</li> </ul>  | <ul style="list-style-type: none"> <li>Talk about own and peers' work and make simple suggestions for improvement.</li> <li>Discuss how the music makes them feel and why.</li> <li>Describe music and sounds in simple terms using basic musical vocabulary including pulse/beat, rhythm/duration and pitch.</li> </ul>   | <ul style="list-style-type: none"> <li>Make constructive comments on own and others' music to develop compositions and performances.</li> <li>Use active listening to make simple connections and comparisons between own compositions and performances, and those of other musicians.</li> <li>Begin to recognise how composers use the inter-related dimensions of music to create effects and mood.</li> </ul>  | <ul style="list-style-type: none"> <li>Make constructive comments on own and others' music to develop compositions and performances discussing some of the inter-related dimensions of music.</li> <li>Use active listening to make simple connections and comparisons between own compositions and performances, and those of other musicians.</li> <li>Identify how composers use the inter-related dimensions of music to create effects and mood.</li> <li>Ask questions about music in other cultures and traditions.</li> </ul>   | <ul style="list-style-type: none"> <li>Make constructive comments on own and others' music to develop compositions and performances making use of inter-related dimensions of music.</li> <li>Use active listening to make simple connections and comparisons between own compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, Repetition, Sequence).</li> <li>Recognise how music reflects its purpose, place and time including other cultures, traditions and a variety of genres.</li> <li>Discuss music in subjective and objective terms using musical vocabulary.</li> </ul>   | <ul style="list-style-type: none"> <li>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.</li> <li>Use active listening to make simple connections and comparisons between own compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, Repetition, Sequence).</li> <li>Recognise how music reflects its purpose, place and time, including other cultures and traditions, and relating it to own cultures, traditions and experiences</li> <li>Confidently use a wide range of musical vocabulary.</li> </ul>  |