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| **National Curriculum Content** | **KEY STAGE 1** Pupils should be taught to:   * 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. | | **KEY STAGE 2** Pupils should be taught to:   * Sing and play musically with increasing confidence and control. * Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. * 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. * Use technology to support learning where appropriate. | |
|  | **Year 1:** | **Year 2:** | **Year 3:** | **Year 4:** | **Year 5:** | | **Year 6:** |
| **Performing** | * Explore making different sounds with the voice and instruments. * Show an understanding of pulse. * Sing and chant songs and rhymes in unison. * Begin to sing in tune using melodies that move mainly by step and include small intervals. * Start and stop at the appropriate time. * Follow a leader when performing as a group. * Recognise visual signs for start, stop, mime actions, sing in your head. | * Perform a simple melody using voice and/or instruments. * Perform with a strong sense of pulse. * Start to understand the difference between pulse and rhythm. * Perform, demonstrating use of dynamics, pitch and tempo. * Play simple rhythms. * Sing in tune within a limited pitch range up to an octave. * Develop an awareness of diction when singing. * 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. * Perform and interpret a piece using simple notation. * Recognise visual signs for start, stop, mime actions, sing in your head. | * Play a simple melody with technical control of the instrument/voice to create a pleasing sound. * Perform, demonstrating changes in dynamics, pitch, tempo and articulation. * Demonstrate the difference between pulse and rhythm. * Clap or tap a pulse whilst speaking/playing/improvising a rhythm/song. * Understand and respond to visual cues for starting and stopping. * Can direct others to start and stop using gestures. * Maintain a second part in a vocal or instrumental piece (e.g. partner songs and rounds). * Sing rhythmically and expressively using a limited range of notes of approximately an octave with increased control. | * Demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing sound. * Sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience. * Perform using conventional rhythmic/melodic notation and/or from graphic notation including crotchet, quaver, minim, semibreve, semiquaver. * Understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away. * Maintain a third part in a vocal or instrumental piece showing an understanding of texture (e.g. partner songs, rounds and simple part harmony). * Continue to sing rhythmically and expressively using a range of approximately an octave with increased control. | * Demonstrate awareness of the need for good posture, breathing and diction whilst singing in order to maintain a pleasing sound. * Sing and play with an understanding of how the interrelated dimensions of music affect the performance and its impact on the audience. * Perform using conventional rhythmic and melodic notation utilising the inter-related dimensions of music. * Understand and respond to visual cues for starting and stopping, and/or fading away, tempi, dynamics and articulation. * Maintain a third part in a vocal or instrumental piece showing an understanding of texture. * Direct others to start and stop using gestures or counting in, setting tempi and dynamics. | | * When singing, show greater mastery and control of tone, diction, posture and breathing consistently. * Use the interrelated dimensions of music when singing and playing. * Maintain a third part in a vocal or instrumental piece with an understanding of harmony and texture. * Perform using conventional rhythmic and melodic notation to play a variety of ostinati and simple pieces or songs, including expression and articulations. * Understands and responds 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. * Can 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. |
| **Composing and Improvising** | * Say words/rhymes and clap/play to create simple rhythmic patterns. * Improvise a rhythm/sound over a given number of beats. * Add sound effects to a story. * Make a piece of music to illustrate a character or mood. * Respond to music through movement. * Understand simple graphic notation – one sign for a sound or group of sounds. | * Use simple pitch and rhythm patterns to develop a structure for a short piece. * Improvise a rhythm/sound over a given number of beats. * Begin to recognise how music will fit a topic/theme. * Experiment with different timbres to create effects. * Recognise and begin to use contrasts in dynamics, tempo or pitch in a simple composition. * Respond to music through movement. * Notate a composition using simple graphic notation. * Understand that music can be notated in different ways. | * Make four-bar rhythms in groups, pairs or individually. * Improvise with increasing confidence. (e.g. using 2 – 3 notes). * Contribute to a group composition which has a definite start, performance and finish and playing own part. * Choose instruments and playing techniques to accurately depict story, mood or character showing an awareness of timbre. * Adds pitch names to rhythmic notation to make melodies. * Understand how changes in pitch can be shown on a graphic score. * Understand graphic scores and how more than one sound can play at a time to create texture. * Start to understand simple rhythmic notation including crotchet, quaver, minim, semibreve. | * Construct a piece with a simple structure (e.g. Binary or Ternary). * Improvise with increasing confidence (e.g. using 2 – 3 notes). * Can add own words to an existing tune to make a new song. * Makes soundscapes/descriptive/atmospheric pieces with narrative/through-composed structures. * Add pitch names to rhythmic notation to make more complex melodies * Begin to show an awareness of how changes in pitch can be shown on a stave. * 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. | * Construct a piece with a simple structure (e.g. Binary or Ternary, Verse-Chorus, Intro/Outro). * Improvise with increasing confidence (e.g. using a scale pattern). * Use scale patterns to construct melodies, understanding pitch direction, movement by step and leap and knowing names of notes. * Compositions show sensitivity to mood/time/location through use of inter-related dimensions of music, experimenting with the use of harmony to create texture. * Works independently within a group composition showing thought in selection of instruments and playing techniques,   Is beginning to compose using conventional notation for rhythms and/or pitch. | | * Construct a piece with a more complex structure (e.g. Rondo, Twelve-bar Blues). * Improvise with increasing confidence. (e.g. using a scale pattern). * Can 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. * Works independently within a group composition showing thought in selection of instruments and playing techniques, * Notate compositions using a variety of methods, incorporating the inter-related dimensions of music. |
| **Aural Awareness** | * Listen to and experiment with vocal and instrumental sounds. * Copy back simple rhythmic patterns and melodies. * Recognise duration as being long or short. * Recognise pitch as high or low. * Recognise different articulations e.g. smooth and detached. * Feel if the tempo is fast or slow by responding to the pulse. * Recognise differences in dynamics as loud or soft. | * Begin to recognise the sounds of different instruments (timbre) with an understanding of how sounds are produced. * Sing and recognise simple melodic shapes and patterns. * Take a lead in activities that involve imitation or call and response. * Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities. | * Recognise and describe how sounds are made on different instruments. * Sing and recognise short melodic shapes and rhythmic patterns from memory. * Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities. * Recognise different metres (e.g. 3 time and 4 time). | * Recognise and describe how sounds are made and changed on different instruments and how this groups them into different instrumental families. * Memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation. * Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations. * Recognise simple structures in the music that is being performed or listened to (e.g. phrases, Binary, Ternary, Verse-Chorus). * Recognise different metres (e.g. 2, 3 or 4 time). | * Recognise and identify instrumental families aurally. * Memorise more complex rhythmic and melodic patterns and match conventional notation/graphic pitch notation. * Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations. * Recognise simple structures in the music that is being performed or listened to (e.g. Binary, Ternary, Verse-Chorus, Rondo, Variation, 12-Bar Blues) * Compare and discuss differences in performances of the same piece of music. * Recognise a variety of metres. | | * 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. * Memorise more complex rhythmic and melodic patterns and match to conventional notation. * Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations. * Recognise structures in the music that is being performed or listened to (Rondo, Variation, Twelve Bar Blues, Ternary, Verse-Chorus, Intro/Outro, through-composed). * Compare and discuss differences in performances of the same piece of music. * Recognise a variety of metres. |
| **Reflecting and Evaluating** | * Comment on own performances and compositions. * Describe music and sounds in simple terms. * Talk about how the music makes them feel and why. | * Talk about own and peers’ work and make simple suggestions for improvement. * Begin to recognise how other composers use changes in dynamics, pitch and tempo for effect. | * Make constructive comments on own and others’ music to develop compositions and performances. * Make simple connections and comparisons with music being listened to and own compositions and performances. * Begin to recognise how composers use the inter-related dimensions of music to create effects and mood. | * Make constructive comments on own and others’ music to develop compositions and performances discussing some of the inter-related dimensions of music. * Make simple connections and comparisons with music being listened to and own compositions and performances. * Identify how composers use the inter-related dimensions of music to create effects and mood. * Ask questions about music in other cultures and traditions. | * Make constructive and comments on own and others’ music to develop compositions and performances using the full range of inter-related dimensions of music. * Make simple connections and comparisons with music being listened to and own compositions and performances. * Discuss music in subjective and objective terms using musical vocabulary. * Recognise how music reflects its purpose, place and time including other culture and traditions. | | * 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. * 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). * Recognise how music reflects its purpose, place and time, including other cultures and traditions, and relating it to their own cultures, traditions and experiences. |