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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.
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|  | **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.
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| **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.
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| **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.
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| **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.
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