



Subject: Music

Music is a universal language that embodies one of the highest and oldest forms of creativity. We believe that a high-quality music education should engage and inspire pupils to develop a love of music and nurture their talent as musicians, both as an individual and as part of an ensemble, and so build their self-confidence, creativity and sense of achievement.

Our fundamental aims are that:

- Ø The children should develop the knowledge and skills to be successful singers, because it builds self-esteem, engages their emotions, promotes social inclusion, supports development of social skills and enables our children, of different ages and abilities, to collaborate towards a common goal of artistic value.
- Ø The children should develop the knowledge and skills to perform and create music, allowing them to develop their understanding of the musical elements and how they are used to help formulate and organise ideas, experiencing a range of instruments. They also have the opportunity to learn a musical instrument in a more formal context, across both Key Stages. Music composition and performance gives them the opportunity to connect with other people, both in school and within the wider community. It enables them to develop their creativity whilst integrating many other subjects within the curriculum, including technology, where appropriate. It develops their self-confidence, promotes their self-esteem, time management skills and discipline.
- Ø The children should listen to and understand a broad range of high quality recorded and live music across genres, styles, traditions and historical periods. This not only gives them the opportunity to develop a greater understanding of the world and its cultures, both past and present but will also benefit their well being, physically and mentally, and nurture a love of music for years to come.

	Skills	Knowledge
N	<p><u>Singing</u></p> <ul style="list-style-type: none"> ● Can join in with dancing and ring games. ● Can sing a few familiar songs. ● Can sing to themselves and make up simple songs and create rhythms. <p><u>Performance</u></p> <ul style="list-style-type: none"> ● Can join in with dancing and ring games. ● Beginning to move rhythmically. ● Can develop preferences for forms of expression. ● Can use movement to express feelings. ● Can move in response to music. <p><u>Listening</u></p> <ul style="list-style-type: none"> ● Can tap out simple repeated rhythms. ● Can explore and learn how sounds can be made. ● Can move in response to music. 	<p>To know a few familiar songs and ring games. To know that different instruments make different sounds.</p> <p>Vocabulary Instruments;tambourine, drum, cowbell, sleigh bells, maracas, triangle, Music terminology; loud, quiet, fast, slow</p>

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Singing

- Can sing a variety of songs using voice and movement.
- To respond to music through movement.
- To move rhythmically to music.

Performance

- Can sing a variety of songs including action songs .
- Can represent their own ideas, thoughts and feelings through music.

Listening

- Can explore the different sounds of instruments.
- Can tap out simple repeated rhythms.
- To move rhythmically to music.
- Can respond to a piece of music using simple vocabulary.

Singing

- To understand 'Call and Response' when singing.

Composition and Performance

- To understand 'Call and Response' when performing.
- To know the names of a range of some tuned and untuned instruments.
- To know that we can play simple rhythmic patterns on untuned instruments.
- To know that music can be represented in graphic form e.g. a picture of a tambourine is that instruments cue.

Listening

- To recognise the sounds of familiar tuned and untuned instruments.
- To know there are different kinds of music.

Vocabulary

Instruments;tambourine, drum, cowbell, sleigh bells, claves, maracas,triangle,
Music terminology; pulse rhythm, dynamics,(loud quiet), tempo (fast slow)

Y
1

Singing

- To sing simple songs and rhymes from memory.
- To use their own voices in many different ways for example to control the volume of their voice.
- To use their voices expressively, to sing with feeling to emphasise the feel of the song e.g. happy, sad, sinister, etc.

Performance and Composition

- To copy and perform simple rhythmic patterns. To keep a steady pulse in a group and to pick out two different tempos.
- To begin to play with greater control.
- To repeat back short basic rhythms and perform rhythmic ostinatos e.g. 'Don't Clap This One Back'.
- To improvise simple rhythms based on given stimuli e.g. rhythm grids.

Listening

- To be able to listen and respond to high quality recorded music. Express how the music makes them feel giving simple reasons for their choice.
- To respond to music through movement. To move rhythmically to music.

Singing

- To understand 'Call and Response' when singing.
- To memorise simple lyrics and actions.

Composition and Performance

- To understand 'Call and Response' when performing.
- To know the names of a wider range of tuned and untuned instruments.
- To know that we can play simple rhythmic patterns on untuned instruments.
- To understand pictures can be used to represent musical patterns (graphic notation)

Listening

- To understand there are different types of recorded music.
- To understand that music can affect them in different ways.

Vocabulary

Instruments;tambourine, drum, cowbell, sleigh bells, claves, maracas,triangle,
Music terminology; pulse rhythm, dynamics,(loud quiet),
tempo (fast slow)

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2

Singing

- To sing simple songs and rhymes from memory
- To sing more complex songs and rhymes from memory.
- To use their own voices in many different ways. To control the volume, tempo and tone of their voice.
- To use their voices expressively, to sing with feeling to emphasise the feel of the song e.g. happy, sad, sinister.
- To use voices expressively to convey feelings and emotions-e.g. happiness, sadness, anger.
- To maintain a simple part in a round.
- To sing songs with more accurate pitch.

Composition and Performance

- To copy and perform simple rhythmic patterns. To keep a steady pulse in a group and to pick out two different tempos.
- To beat out short rhythms and repeat short rhythmic patterns on both tuned and untuned instruments.
- To repeat short rhythmic phrases from memory.
- Use tuned percussion/melodic instruments to perform 3+ note melodies.
- Create a range of simple musical patterns using both tuned and untuned instruments. Improvise within a group.

Listening

- To be able to listen and respond to high quality recorded music. Express how the music makes them feel giving simple reasons for their choice.
- To be able to listen and respond to high quality recorded music. To express how the music makes them feel using more complex vocabulary to explain their thinking.
- To identify where elements change (e.g. the music gets faster or louder.)

Singing

- To understand 'Call and Response' when singing.
- To understand 'Call and Response' when singing.
- To know simple lyrics and actions for recall.
- To know more complex lyrics and actions for recall.

Composition and Performance

- To know the names of a wider range of tuned and untuned instruments.
- To know the names of an even wider range of tuned and untuned instruments.
- To know that we can play simple rhythmic patterns on untuned instruments.
- To know that we can play simple rhythmic patterns on untuned instruments.
- To know we can play simple patterns on tuned instruments(ostinato).
- To understand 'Call and Response' when performing.
- To understand pictures can be used to represent musical patterns (graphic notation)
- To understand pictures can be used to represent more complex musical patterns (graphic notation) e.g. change in pitch.

Listening

- To know there are different types of recorded music.
- To know that music can affect them in different ways.
- To know there are different types of recorded music and use this knowledge to identify familiar genres e.g. classical, pop, rock.

Vocabulary

Instruments; un-tuned; tambourine, drum, cowbell, sleigh bells, claves, maracas, triangle, rainsticks caterpillar rattle, guiros, cabassa) Tuned instruments; glockenspiel, xylophone, chime bars, ukulele.)
Music terminology; pulse, rhythm, dynamics (piano, forte) tempo (adante, adagio), structure, crotchet, quaver, rest, round, tune.

Singing

- To sing more complex songs and rhymes from memory.
- To sing songs with a more complex structure from memory including verse and chorus-e.g. part of a repertoire for a production
- To sing songs with more accurate pitch.
- Sing with a greater sense of melody with or without a musical accompaniment or backing track.
- Control both short and long sounds when singing.
- Make a range of vocal sounds linked to tone, dynamics, tempo and timbre.

Composition and Performance.

- To beat out short rhythms and repeat short rhythmic patterns on both tuned and untuned instruments.
- Recognise and explore how sounds can be organised to create their own rhythmic pieces.
- Create a range of musical patterns using a combination of tuned and untuned instruments
- Use tuned percussion/melodic instruments to perform 3+ note melodies.
- Create basic 3+ note tunes and simple rhythms using crotchets, quavers, minims and their rests in the form of graphic notation.
- Create a range of simple musical patterns using both tuned and untuned instruments. Improvise within a group.
- Carefully choose and order sounds to compose a piece of music for affect. E.g creating soundscapes linked to the theme of Egypt.
- Begin to evaluate performance and make improvements. Listen to and respond to recordings of their performance and the ideas of others.

Singing

- To understand 'Call and Response' when singing.
- To know a variety of time signatures when singing from memory-e.g. 3/4, 4/4 time.
- To know more complex lyrics and actions for recall.
- To know even more complex lyrics for recall.
- To know simple staff notation. e.g. crotchets and quavers when singing a melody.

Composition and Performance

- To know a variety of time signatures when composing and performing-e.g. 3/4, 4/4 time.
- To understand pictures can be used to represent more complex musical patterns (graphic notation) e.g. change in pitch.
- To know simple staff notation. e.g. minims, crotchets and quavers when performing rhythms and simple melodies.
- To know that we can play simple rhythmic patterns on untuned instruments.
- To know we can play simple patterns on tuned instruments(ostinato).
- Know that simple rhythms and melodies can be ordered to achieve an effect.
- Know that sounds can be combined to create an abstract image-e.g. using percussion to create a Thunderstorm soundscape.

Listening

- To know there are different types of recorded music and use this knowledge to identify familiar genres e.g classical, pop, rock.
- Know how to use year group appropriate vocabulary when describing recorded music.

Listening

- To be able to listen and respond to high quality recorded music. To express how the music makes them feel using more complex vocabulary to explain their thinking.
- To listen and respond to a variety of high quality recorded music with greater attention to detail.
- To identify where elements change (e.g. the music gets faster or louder.)
- To recognise well defined changes in recorded music (e.g. changes in dynamics, tempo and texture.)
- Begin to recognise different styles of music

Vocabulary

Revise names of both tuned and untuned instruments, family groups within the orchestra, percussion, woodwind, strings, brass and names of individual instruments. Musical elements, structure, texture, pitch, melody, timbre, rhythm, dynamics, tempo, pianissimo, piano, mezzoforte, forte, fortissimo, adagio, allegro, crescendo, diminuendo, graphic notation, pitch/staff notation, crotchet, quaver, minim, stave, treble clef, time signature, chord, composition, ostinato.

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Singing

- To sing songs with a more complex structure from memory including verse and chorus-e.g. part of a repertoire for a production
- To sing songs with a more complex structure from memory including pieces in two parts that have contrasting melodies and countermelodies. e.g. a full repertoire for a school production.
- Sing with a greater sense of melody with or without a musical accompaniment or backing track.
- Sing with an even greater sense of melody with or without a musical accompaniment or backing track.
- Perform with increasing expression and control and sing with good intonation and articulation.
- Hold a part in a more complex round.
- Control both short and long sounds when singing.
- Make a range of vocal sounds linked to tone, dynamics, tempo and timbre.
- Make a wider range of vocal sounds linked to tone, texture, tempo, dynamics and pitch.

Composition and Performance.

- On a tuned instrument, keep a steady pulse in: 2/4, 3/4 and 4/4 time signatures, using different tempos with other pupils playing another ostinato to accompany.
- Perform more complex parts on tuned instruments-e.g. 5 note melodies or developed chord progressions.
- Show confidence in leading a group.
- Create basic 3+ note tunes and simple rhythms using crotchets, quavers, minims and their rests in the form of graphic notation.
- Improvise and compose tunes using 5 notes. Create more developed rhythmic patterns (around 4 bars)
- Recognise and explore how sounds can be organised.
- Carefully choose and order sounds to achieve an effect.
- Begin to evaluate performance and make improvements. Listen to and respond to recordings of their performance and the ideas of others.
- Evaluate performance and make improvements to a greater

Singing

- To know a variety of time signatures when singing from memory-e.g. 3/4, 4/4 6/8 time
- To know even more complex lyrics for recall.
- To know simple staff notation. e.g. crotchets and quavers when singing a melody.
- To understand more complex staff notation and apply this knowledge when singing a melody e.g. minims, crotchets, quavers, semi quavers.

Composition and Performance

- To know a variety of time signatures when performing on tuned and untuned instruments-e.g. 3/4, 4/4 6/8 time.
- To know simple staff notation. e.g. minims, crotchets and quavers when performing rhythms and simple melodies.
- To know simple staff notation, including changes in pitch- e.g. specific pitched minims, crotchets and quavers when performing simple melody/ostinato .
- Know that simple rhythms and melodies can be ordered to achieve an effect.
- Know that more complex rhythms and melodies can be ordered to achieve an effect.
- Know that sounds can be combined to create an abstract image-e.g. using percussion to create a Thunderstorm soundscape.
- Know that sounds can be combined to create an abstract image incorporating a sequence of short and long sounds, using changes in pitch, tempo and dynamics-e.g. creating soundscapes to complement images.

Listening

- Know how to use year group appropriate vocabulary when describing recorded music.
- Know how to use year group appropriate vocabulary when describing recorded music.
- To know there are different types of recorded music.

depth in relation to dynamics, tempo and texture by listening to recordings and responding to the views of others.

Listening

- To listen and respond to a variety of high quality recorded music with greater attention to detail.
- To listen and respond to a variety of high quality recorded music with even greater attention to detail.
- To recognise well defined changes in recorded music (e.g. changes in dynamics, tempo and texture.)
- To recognise well defined changes in recorded music (e.g. dynamics, tone, texture, tempo)
- To recognise some different genres of music and their related composers e.g. classical, rock, pop
- Begin to recognise differences between music from different cultures and periods of time.

Vocabulary

Revise names of both tuned and untuned instruments, family groups within the orchestra, percussion, woodwind, strings, brass and names of individual instruments.
Musical elements, structure, texture, pitch, melody, timbre, rhythm, dynamics, tempo, pianissimo, piano, mezzo-piano, mezzoforte, forte, fortissimo, adagio, allegro, crescendo, diminuendo, graphic notation, pitch/staff notation, crotchet, quaver, minim, stave, treble clef, time signature, chord, composition, ostinato.

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Singing

- To sing songs with a more complex structure from memory including pieces in two parts that have contrasting melodies and countermelodies. e.g. a full repertoire for a school production.
- To sing songs with a more complex structure from memory including pieces in two parts that have contrasting melodies and countermelodies. e.g. a full repertoire for a school production.
- Sing with an even greater sense of melody with or without a musical accompaniment or backing track.
- To sing with an even greater sense of melody with or without a musical accompaniment or backing track.
- Place the voice with accuracy over a wider pitch range-'low s- high d'
- Show control through breathing, articulation and dynamic.
- Begin to follow instructions from symbols when singing.
- Hold a part in a more complex round.
- Begin to sing in two part harmony.

Composition and Performance.

- Perform more complex parts on tuned instruments using 5-8 note melodies or developed chord progressions.
- Follow instructions from symbols when playing e.g. following either graphic or staff notation.
- **Improvise and compose tunes using 5 notes. Create more developed rhythmic patterns(around 4 bars)**
- Create 4 bar melodies incorporating different musical elements and using different time signatures.
- Compose using 5-8 pitched notes; capture the work in different formats so it can be recreated e.g. creating a graphic score.
- **Recognise and explore how sounds can be organised.**
- Recognise and explore how sounds can be organised.
- Carefully choose and order sounds to achieve an effect.
- Show confidence in leading a group.
- **Evaluate performance and make improvements to a greater depth in relation to dynamics, tempo and texture by listening to recordings and responding to the views of others.**
- Evaluate performance to an even greater depth and make

Singing

- To know a variety of time signatures when singing from memory-e.g. 3/4, 4/4 6/8 time
- **To know even more complex lyrics for recall.**
- To know a wider range of songs with complex lyrics and melodies for recall.
- To know more complex staff notation and apply this knowledge when singing a melody e.g. minims, crotchets, quavers, semi quavers.
- To know more complex staff notation when singing e.g. minims, semibreve, crotchet and quaver, semi quavers and their rests.

Composing and Performance

- To know a variety of time signatures when performing on tuned and untuned instruments-e.g. 3/4, 4/4 6/8 time.
- Know that simple rhythms and melodies can be ordered to achieve an effect.
- Know that sounds can be combined to create an abstract image incorporating a sequence of short and long sounds, using changes in pitch, tempo and dynamics-e.g. creating soundscapes to complement images.
- Know that sounds can be combined to create an abstract image incorporating a sequence of short and long sounds, using changes in pitch, tempo and dynamics. e.g creating soundscapes to complement images.

Listening

- To know the sections of an orchestra and the names of some of the instruments within each section.
- Know how to use year group appropriate vocabulary when describing high quality recorded music.
- Know how to use year group appropriate vocabulary when describing high quality recorded music.
- To know there are different types of recorded music.

adaptations and improvements linked to specific musical elements e.g. tempo, dynamics, texture, structure and tone.

Listening

- To listen and respond to a variety of high quality recorded music with a broad attention to detail.
- To recognise well defined changes in recorded music (e.g. dynamics, tempo, texture and tone).
- To recognise well defined changes in recorded music In relation to all the main musical elements.
- To recognise some different genres of music and their related composers e.g. classical, rock, pop
- To recognise a wider range of genres of music and their related composers e.g. classical, rock, pop, electronic, hip-hop, jazz, baroque, etc.
- Begin to recognise differences in music from different cultures and periods of time.
- Recognise differences in music from different cultures and periods of time.
- To begin to recognise the key features of different genres e.g. Folk, punk, rhythm and blues, grime.
- Begin to understand the cultural and social meaning of the lyrics
- To recognise and appreciate harmonies, drone and ostinato.

Vocabulary

Musical elements, structure, texture, pitch, melody, timbre, rhythm, dynamics, tempo, pianissimo, piano, mezzopiano, mezzoforte, forte, fortissimo, adagio, allegro, crescendo, diminuendo, accelerando, rallentando,

Notation, graphic notation, pitch/staff notation, crotchet, quaver, semi-quaver, minim, semibreve, stave, metre, treble clef, time signature, chord, scale, flat, sharp, composition, ostinato, drone, repeat signs, coda, musical structure.

Musical genres, classical, rock, punk, folk, grime, blues, country, jazz, world music,

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Singing

- Place the voice with accuracy over a wider pitch range-'low s- high d'
- Place the voice with accuracy over a wider pitch range-'low s- high r'.
- To sing with an even greater sense of melody with or without a musical accompaniment or backing track or by notation.
- Sing musically, responding to the performance directions of the piece and hold their own part when performing by ear, with or without musical accompaniment or by notation.
- Begin to follow instructions from symbols when singing.
- Follow instructions from symbols when singing.
- Begin to sing in two part harmony.
- To sing more extended harmony parts.
- Show control through breathing, articulation and dynamic.
- Show greater control through breathing, articulation and dynamic.

Composition and Performance.

- Perform from and compose using 5-8 pitched notes; capture the work in different formats including staff notation so it can be recreated e.g. creating a score using either staff or graphic notation.
- Perform from and compose using 8 pitched notes; capture the work in different formats so it can be recreated e.g. creating a graphic score.
- Recognise and explore how sounds can be organised and how to use a range of musical elements e.g. dynamics, timbre, pitch and tempo in composition.
- Recognise and explore how sounds can be organised and how to use all of the musical elements.
- Create a range of musical patterns.
- Improvise within a group.
- Carefully choose and order sounds to achieve an effect.
- Evaluate performance to an even greater depth and make adaptations and improvements linked to specific musical elements e.g. tempo, dynamics, texture, structure and tone.
- Develop ways to evaluate performance to adapt and improve performance linked to all the different musical elements.

Singing

- To know a variety of time signatures when singing from memory-e.g. 3/4, 4/4 6/8 time
- To know a variety of time signatures when singing from memory-e.g. 2/4, 3/4, 4/4 6/8, 12/8 time.
- To know a wider range of songs with complex lyrics and melodies for recall.
- To know an even wider range of songs with complex lyrics and melodies for recall.
- To know how to improve vocal performance.
- To know more complex staff notation when singing e.g. minims, semibreve, crotchet and quaver, semi quavers and their rests.
- To know staff/pitch notation when singing e.g. identify minims, semibreve, crotchets, quavers, semi-quavers, dotted notes, their rests, and triplets.

Composition and Performance

- Know that simple rhythms and melodies can be ordered to achieve an effect.
- Know that rhythms and melodies can be ordered to achieve an effect.
- To know musical elements - pitch, dynamic, timbre, tempo and structure.
- Know that sounds can be combined to create an abstract image incorporating a sequence of short and long sounds, using changes in pitch, tempo and dynamics. e.g. creating soundscapes to complement images.
- Know that sounds can be combined to create an abstract image incorporating a sequence of short and long sounds, using all the musical elements e.g. creating soundscapes to complement images.

Listening

- To know the sections of an orchestra and the names of many of the instruments within each section.
- To know the sections of an orchestra and the names of most of the instruments within each section.
- Know how to use year group appropriate vocabulary when describing recorded music.

- Show confidence in leading a group.
- Follow instructions from symbols when playing e.g. following a standard or non-standard score.

Listening

- To listen and respond to a variety of high quality recorded music with a broad attention to detail.
- To listen and respond to a variety of high quality recorded music with a greater attention to detail.
- Talk about and describe the key features of music including tempo, dynamics, texture, instrumentation, melody and key signature.
- To begin to recognise the key features of different genres e.g. Folk, punk, rhythm and blues, grime.
- To recognise the key features of different genres e.g. Folk, punk, rhythm and blues, grime.
- Recognise differences in music from different cultures and periods of time.
- To have a greater understanding of how to recognise differences between music from different cultures and periods of time.
- Begin to understand the cultural and social meaning of the lyrics
- Deepen their understanding of the cultural and social meaning of the lyrics.
- Appreciate harmonies, drone and ostinato.

- Know how to use year group appropriate vocabulary when describing recorded music.
- To know there are different types of recorded music.

Vocabulary

Musical elements, structure, texture, pitch, melody, timbre, rhythm, dynamics, tempo, pianissimo, piano, mezzopiano, mezzoforte, forte, fortissimo, adagio, allegro, crescendo, diminuendo, accelerando, rallentando, Notation, graphic notation, pitch/staff notation, crotchet, quaver, semi-quaver, minim, semibreve, stave, metre, treble clef, time signature, chord, scale, flat, sharp, composition, ostinato, drone, repeat signs, coda, musical structure
Musical genres, classical, rock, punk, folk, grime, blues, country, jazz, world music,