

Music

Aims The national curriculum for Music aims to ensure that by the end of year 6, 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.

	Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
PERFORM (Singing / Playing)	<u>0 - 3-year olds</u> <u>3 & 4-year olds</u> <ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving 	<ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs, in a group or on their own, increasingly matching the pitch and following the melody. • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. 	Using their voices: <ul style="list-style-type: none"> *Speak and chant together *Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly) *Sing songs in different styles conveying different moods (happy, sad, angry etc) and with sense of enjoyment *Co-ordinate actions to go with a song *Sing in time to a steady beat *Perform an action or a sound (clapping, stamping, etc) on 	Using their voices: <ul style="list-style-type: none"> *Sing a variety of songs with more accuracy of pitch *Sing words clearly and breathing at the end of phrases *Convey the mood or meaning of the song *Sing with a sense of control of dynamics(volume) and tempo (speed) *Echo sing a short melodic phrases *Identify if the pitch is getting higher or lower, 	Using their voices: <ul style="list-style-type: none"> *Sing songs in a variety of styles with confidence, singing an increasing number from memory *Show increasing accuracy of pitch and awareness of the shape of a melody. *Imitate increasingly longer phrases with accuracy *With an awareness of the phrases in a song *Understand that posture, breathing and 	Using their voices: <ul style="list-style-type: none"> *Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody *Sing songs showing musical expression (phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context) *Sing two/three 	Using their voices: <ul style="list-style-type: none"> *Sing confidently in a wide variety of styles with expression *Communicate the meaning and mood of the song *Sing a simple second part of a two part song with confidence *Maintain own part in a round *Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion 	Using their voices: <ul style="list-style-type: none"> *Sing confidently in a wide variety of styles with expression *Communicate the meaning and mood of the song *Sing a simple second part of a two part song with confidence *Maintain own part in a round *Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion

	<p>melody, such as up and down, down and up) of familiar songs.</p> <ul style="list-style-type: none"> ● Create their own songs, or improvise a song around one they know. ● Play instruments with increasing control to express their feelings and ideas. ● Sing a large repertoire of songs. 		<p>the steady beat whilst singing</p>	<p>or is staying the same and copy with their voices</p> <p>*Follow a leader (teacher) starting and stopping together</p>	<p>diction are important.</p> <p>*Demonstrate an awareness of character or style in performance.</p> <p>*Chant or sing a round in two parts</p> <p>*Sing songs with a recognised structure (verse and chorus/ call and response)</p>	<p>part rounds with more confidence and increasing pitch accuracy</p> <p>*Sing confidently as part of a small group or solo being aware of posture and good diction.</p> <p>*Copy short phrases and be able to sing up and down in step independently</p> <p>.</p>		
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			<p>Using Classroom Instruments:</p> <ul style="list-style-type: none"> *Play instruments by shaking, scraping, rattling, tapping etc *Play in time to a steady beat, using instruments or body sounds *Play loudly, quietly, fast, slow *Imitate a rhythm pattern on an instrument *Play a repeated rhythmic pattern (rhythmic ostinato) to accompany a song *Play a single pitched note to accompany a song (drone) *Play with help the rhythmic pattern of a spoken sentence, e.g. 'Hungry caterpillar' *Follow simple hand signals indicating: loud/quiet and start/stop 	<p>Using Instruments:</p> <ul style="list-style-type: none"> *Play with control: a) maintaining steady beat b) getting faster or slower c) getting louder or quieter *Perform a repeated two note melodic ostinato to accompany a song *Perform a rhythm accompaniment to a song *Perform a sequence of sounds using a graphic score *Work and perform in smaller groups *Follow a leader (teacher) starting and stopping together Demonstrate some confidence in performing as a group and as an individual 	<p>Using instruments:</p> <ul style="list-style-type: none"> *Keep a steady beat on an instrument in a group or individually *Maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and/or steady beat *Use tuned percussion with increasing confidence *Copy a short melodic phrase by ear on a pitched instrument *Play using symbols including graphic and / or simple traditional notation *Follow simple hand directions from a leader *Perform with an awareness of others *Combine musical sounds with narrative and movement 	<p>Using instruments:</p> <ul style="list-style-type: none"> *Maintain two or more different ostinato patterns in a small instrumental group against a steady beat *Play music that includes RESTS *Use tuned percussion instruments with increasing confidence to accompany songs and improvise *Play by ear – find known phrases or short melodies using tuned instruments *Play music in a metre of two or three time *Read and play from some conventional music symbols 	<p>Using instruments:</p> <ul style="list-style-type: none"> *Perform on a range of instruments in mixed groups to an audience, with confidence *Read and play with confidence from conventional or graphic notation *Continue to play by ear on pitched instruments, extending the length of phrases, melodies played. *Perform with sensitivity to different dynamics, tempi *Lead/conduct a group of instrumental performers *Maintain a rhythmic or melodic accompaniment to a song *Maintain own part on a pitched instrument in a small ensemble *Perform own compositions to an audience 	<p>Using instruments:</p> <ul style="list-style-type: none"> *Perform on a range of instruments in mixed groups to an audience, with confidence *Read and play with confidence from conventional or graphic notation *Continue to play by ear on pitched instruments, extending the length of phrases, melodies played. *Perform with sensitivity to different dynamics, tempi *Lead/conduct a group of instrumental performers *Maintain a rhythmic or melodic accompaniment to a song *Maintain own part on a pitched instrument in a small ensemble
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					<ul style="list-style-type: none"> *Perform a composed piece to a friendly audience, as a member of a group or class 	<ul style="list-style-type: none"> *Combine instrumental playing with narrative and movement *Follow a leader, stopping / starting, playing faster/ slower and louder / quieter. Perform to an audience of adults, an assembly or other classes with increasing confidence 	<ul style="list-style-type: none"> *Use an mp3 recorder/video recorder to keep a record of work in progress and record performances. <p>Know what makes a good performance</p>	<ul style="list-style-type: none"> *Perform own compositions to an audience *Use an mp3 recorder/video recorder to keep a record of work in progress and record performances. <p>Know what makes a good performance</p>
EXPLORE and COMPOSE			<p>Exploring:</p> <ul style="list-style-type: none"> *Different sounds made by the voice and hands (timbre) *High and low sounds (pitch) *Long and short sounds (duration) *Loud and quiet sounds (dynamics) *Fast and slow sounds (tempo) *Pitch shapes (moving up and down) and 	<p>Explore:</p> <ul style="list-style-type: none"> *Ways in which sounds are made (<i>tapped, blown, scraped, shaken</i>), and can be changed *Long and short sounds (rhythm – duration) *The rhythm patterns of words and sentences *Changes in pitch (higher and lower) 	<p>Explore:</p> <ul style="list-style-type: none"> *Longer – shorter / faster - slower / higher - lower / louder - quieter sounds on tuned and untuned percussion and voices. *Pitch notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them) *Symbols to represent sound 	<p>Explore:</p> <ul style="list-style-type: none"> *Sounds to create particular effects (timbre) *Rhythm patterns in music from different times and places (duration) *The pentatonic scale *Pitched notes that move by steps 	<p>Explore:</p> <ul style="list-style-type: none"> *Chords / harmony – concord and discord *Scales, such as PENTATONIC, RAG, BLUES *Texture created by layering rhythmic and/or melodic ostinatos *Developing ideas, using musical devices such as repetition, question and answer, ostinato. 	<p>Explore:</p> <ul style="list-style-type: none"> *Chords / harmony – concord and discord *Scales, such as PENTATONIC, RAG, BLUES *Texture created by layering rhythmic and/or melodic ostinatos *Developing ideas, using musical devices such as repetition,

			<p>rhythmic patterns</p> <p>Composing:</p> <ul style="list-style-type: none"> *Add sound effects to a story *Choose musical sound effects to follow a story line or match a picture 	<ul style="list-style-type: none"> *Sequences of sound (structure) *Sounds in response to a stimulus (visual or aural) *How sounds can be manipulated to convey different effects and moods <p>Compose:</p> <ul style="list-style-type: none"> *Short melodic phrases *Short repeated rhythmic patterns (ostinati) 	<p>(graphic scores / traditional notation)</p> <ul style="list-style-type: none"> *The sounds of different instruments - TIMBRE and how they can represent pictures/ stories/ moods *The different sounds (timbres) that one instrument can make *How the musical elements can be combined to compose descriptive music <p>Compose:</p> <ul style="list-style-type: none"> *Words and actions to go with songs *A simple rhythmic accompaniment to go with a song, using 	<ul style="list-style-type: none"> and/ or leaps to make short phrases/melodies *Music that describes feelings or moods using 'tense' or 'calm' sounds using dynamics, different tempi, different timbres etc *Combining and controlling sounds to achieve a desired effect *Music that incorporates effective silences (rests) *Different groupings of beats (metre of 2/3) <p>Compose:</p> <ul style="list-style-type: none"> *A simple rhythmic accompaniment to a song using ostinato patterns and drones 	<ul style="list-style-type: none"> *Characteristics of various styles, for example, Blues, Rap, Gospel , Folk, African etc *Improvising in a variety of styles <p>Compose / Arrange:</p> <p>(Always considering the musical elements)</p> <ul style="list-style-type: none"> *Create own simple songs reflecting the meaning of the words 	<p>question and answer, ostinato.</p> <ul style="list-style-type: none"> *Characteristics of various styles, for example, Blues, Rap, Gospel , Folk, African etc *Improvising in a variety of styles <p>Compose / Arrange:</p> <p>(Always considering the musical elements)</p> <ul style="list-style-type: none"> *Create own simple songs reflecting the
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			<p>*Use graphics/symbols to portray the sounds they have made</p> <p>*Sequence these symbols to make a simple structure (score)</p> <p>*Compose own sequence of sounds without help and perform.</p> <p>KEY WORDS OSTINATO <i>Repeated rhythmic pattern or melodic shape</i> DRONE <i>Pitched note played continuously throughout a piece of music</i> STEADY BEAT <i>Regular pulse (in time)</i> SCORE A <i>written form of musical composition</i></p>	<p>*Rhythm patterns from words</p> <p>*A piece of music that has a beginning, middle and end (structure)</p> <p>*Music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups</p> <p>*Music that conveys different moods</p> <p>KEY WORDS</p> <p>PHRASE <i>Short section of a melody</i></p> <p>SEQUENCE <i>One after another</i></p> <p>OSTINATO <i>Short repeated rhythmic pattern or melodic shapes</i> DRONE <i>Continuous or repeated pitch or pitches</i></p>	<p>ostinato patterns</p> <p>*Music that has a recognisable structure; Beginning, Middle and End or verse/chorus</p> <p>*Music that tells a story, paints a picture or creates a mood</p> <p>*Music that uses repetition / echo</p> <p>KEY WORDS</p> <p>STEADY BEAT RHYTHM OSTINATO PITCH PHRASE REPETITION MUSICAL SYMBOLS</p>	<p>*A simple melody from a selected group of notes (i.e. a pentatonic scale)</p> <p>*Music that has a recognisable structure</p> <p>*A piece of music that reflects images/ and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect</p> <p>*Arrange a song using tuned and untuned accompaniments developed from the song and perform to a friendly audience</p> <p>*Use a range of ICT to sequence, compose, record and share work</p>	<p>*Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment</p> <p>*Arrange a song for class performance with an appropriate pitched and unpitched accompaniment</p> <p>*Refine own compositions after discussion</p> <p>*Use a range of symbols (conventional or graphic) to record compositions.</p> <p>*Use ICT (computers/ipads/tablets/MP3 recorders etc) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions</p> <p>KEY WORDS</p> <p>RHYTHM, PHRASE, MELODY, HARMONY, OSTINATO, METRE,</p>	<p>meaning of the words</p> <p>*Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment</p> <p>*Arrange a song for class performance with an appropriate pitched and unpitched accompaniment</p> <p>*Refine own compositions after discussion</p> <p>*Use a range of symbols (conventional or graphic) to record compositions.</p> <p>*Use ICT (computers/ipads/tablets/MP3 recorders etc) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions</p> <p>KEY WORDS</p>
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				<p>GRAPHIC SCORE <i>Notation using pictures or symbols</i></p> <p>STEADY BEAT <i>Regular pulse</i></p> <p>RHYTHM PATTERN <i>A group of long and short sounds</i></p>		<p>KEY WORDS</p> <p>OSTINATO DRONE REPETITION METRE RESTSTEP LEAP PHRASE MELODY PENTATONIC TUNED PERCUSSION UNTUNED PERCUSSION</p>	<p>REPETITION, SCALE, ACCOMPANIMENT, STYLE, EXPRESSION, RECORD, ICT</p>	<p>RHYTHM, PHRASE, MELODY, HARMONY, OSTINATO, METRE, REPETITION, SCALE, ACCOMPANIMENT, STYLE, EXPRESSION, RECORD, ICT</p>
LISTEN, REFLECT and APPRAISE			<p>Listening: *Listen to a piece of music and move in time to its steady beat. *Recognise and respond through movement /dance to the different musical characteristics and moods of music *Recognise the sounds of the percussion instruments used in the classroom and identify and name them</p>	<p>Listening and appraising *Listen with increased concentration *Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds *Recognise how sounds are made – tapping, rattling, scraping, blowing etc</p>	<p>Listening, reflecting and appraising: *Listen with concentration to longer pieces / extracts of music *Listen to live/recorded extracts of different kinds of music and identify where appropriate -a steady beat / no steady beat -a specific rhythm pattern or event</p>	<p>Listening, Reflecting and Appraising: *Recognise aurally the range of percussion (tuned and untuned) used in school and some individual orchestral instruments taught in school. *Recognise and talk about some contrasting styles of music in broad</p>	<p>Listening, Reflecting and Appraising *Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation *Identify and discuss ‘what happens when’ within simple musical structures *Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre</p>	<p>Listening, Reflecting and Appraising *Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation *Identify and discuss ‘what happens when’ within simple musical structures *Recognise and identify features of expression (phrasing, melody,</p>

			<p>Appraising:</p> <p>*Begin to use musical terms (louder/quieter, faster/slower, higher/lower)</p> <p>*Begin to articulate how changes in speed, pitch and dynamics effect the mood</p>	<p>*Identify different qualities of sound such as smooth, scratchy, clicking, ringing (timbre)</p> <p>*Recognise and respond to different changes of speed (tempo)/volume (dynamics) and pitch</p> <p>*Respond through movement/dance to different musical characteristics and moods (angrily, sadly, cheerfully, daintily etc)</p> <p>*Recognise and respond to the mood of a piece of music. Begin to use music terminology when describing how the mood is created (i.e. the mood is sad because the music is played very slowly and quietly)</p>	<p>-the speed (TEMPO) of the music</p> <p>-the volume (DYNAMICS)</p> <p>-the melody using appropriate musical terms/language</p> <p>*Identify common characteristics</p> <p>*Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar drums etc)</p> <p>*Identify repetition in music ie a song with a chorus</p> <p>*Recognise aurally wooden, metal, skin percussion instruments and begin to know their names</p> <p>*Listen to their own compositions and use musical language to describe what happens in them</p>	<p>terms, using appropriate musical language (the tempo, dynamics, metre, texture, timbre)</p> <p>*Recognise music from different times and countries identifying key elements that give it its unique sound.</p> <p>*Identify repeated rhythmic or melodic phrases in live or recorded music</p> <p>*Identify whether a song has a verse/chorus or call and response structure</p> <p>*Identify the use of metre in 2 or 3 in a piece of recorded or live music</p> <p>*Recognise the combined</p>	<p>and tempi) in an extract of live or recorded music</p> <p>*Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences</p> <p>*Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions</p> <p>*Use musical vocabulary and knowledge to help identify areas for development or refinement when composing</p>	<p>harmony, different dynamics, metre and tempi) in an extract of live or recorded music</p> <p>*Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences</p> <p>*Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions</p> <p>*Use musical vocabulary and knowledge to help identify areas for development or refinement when composing</p>
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				<p>MUSICAL ELEMENTS</p> <p>PITCH High, low, getting higher, getting lower</p> <p>DYNAMICS Loud, quiet, getting louder or quieter</p> <p>TEMPO Fast, slow, getting faster or slower</p> <p>STRUCTURE Phrases of a song, overall plan of a piece of music</p> <p>TIMBRE The tone quality of the sound i.e. smooth, scratchy, heavy, light, cold, warm, dull, bright.</p> <p>DURATION Long and short</p>	<p>MUSICAL ELEMENTS</p> <p>DURATION Beat (pulse), rhythm, longer, shorter, sustained</p> <p>TEXTURE Layering of sounds</p> <p>TEMPO Steady, faster, slower</p> <p>DYNAMICS Louder, quieter</p> <p>STRUCTURE Beginning, middle, end, repetition</p> <p>PITCH Notes moving by step/leap</p> <p>TIMBRE Sound quality of individual instruments</p>	<p>effect of layers of sound by listening to their own arrangements, compositions and recordings.</p> <p>MUSICAL ELEMENTS</p> <p>DURATION Metre – the organisation of beats</p> <p>TEXTURE Layers of sound</p> <p>TIMBRE Different instruments/ tone quality</p> <p>PITCH Pentatonic scales</p> <p>STRUCTURE Repetition, verse chorus / call and response, plan</p> <p>METRE The organisation of beats into groups</p>	<p>MUSICAL ELEMENTS</p> <p>DURATION (beat, rhythm, metre)</p> <p>PITCH(melody, harmony),</p> <p>TEXTURE, TIMBRE, DYNAMICS, STRUCTURE, TEMPO</p>	<p>MUSICAL ELEMENTS</p> <p>DURATION (beat, rhythm, metre)</p> <p>PITCH(melody, harmony),</p> <p>TEXTURE, TIMBRE, DYNAMICS, STRUCTURE, TEMPO</p>
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				<i>sounds, beat, rhythm</i>		<i>TEMPO The speed of the music</i>		
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