

MUSIC

KS1	Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Play tuned and untuned instruments musically	Listen with attention to detail and recall sounds with increasing aural memory	Experiment with, create, select and combine sounds using the interrelated dimensions of music
Year 1	<p>To enjoy singing                      To be able to find my singing voice                      To be able to create different sounds with my voice                      To take part in singing in class                      To be able to make high and low sounds with my voice                      To be able to sing a simple song from memory                      To be able to join in with actions to the songs</p>	<p>To be able to feel a sense of beat                      To be able to play in a group                      To be able to play my instrument with control                      To be able to play an instrument in different ways                      To be able to make up rhythm pattern on an instrument                      To be able to play an instrument loudly, quietly fast and slow                      To be able to follow hand signs to tell me when to start and stop</p>	<p>Recognise different sounds                      Know the sounds of some instruments                      Be able to listen to music, recognising loud and quiet sounds (dynamics)                      Be able to draw/imagine a picture as I listen to some music                      Be able to listen and dance to music making up my own movements                      Be able to remember patterns of sounds on an instrument or body percussion</p>	<p>To be able to make long and short sounds                      To be able to make high and low sounds                      To be able to make fast and slow sounds                      To be able to match a sound to a percussion instrument                      To be able to make a sound effect for part of a story using my voice or on an instrument                      To be able to choose a sound effect to match part of a storyline                      I understand when to start and when to stop                      To be able to make up my own tune on an instrument                      To be able to sing and play an instrument at the same time</p>
<p><b>Element of Music</b>                      Pitch – high, low                      Duration – long, short, beat, rhythm, pulse                      Dynamics – loud, quite, silence, getting louder/quieter                      Tempo – fast, slow                      Timbre– type/tone of sound, different instruments                      Texture– layers of sound, one sound, two sounds, many sounds,                      Structure – beginning, end</p> <p><b>Key Words</b>                      Instrument, steady beat, pulse, loud, quiet, silence, high, low, long, short, fast, slow, rhythm, beginning, end, percussion, tune, symbol, body percussion, sound effects</p>				
Year 2	<p>To enjoy singing                      To take part in singing songs following the tune (melody) well                      To be able to sing simple songs and chants from memory                      To understand the importance of pronouncing the words in a song well</p>	<p>I know the names of many percussion instruments (timbre)                      I show control when playing musical instruments                      To be able to feel and keep a steady beat (duration/tempo)                      To be able to clap short rhythmic phrases</p>	<p>To be able to listen to music for a minute without talking                      To be able to recognise different moods in music                      To be able to recognise loud and quiet music (dynamics)                      To be able to recognise when the music is</p>	<p>To be able to tell the difference between wooden sounds and metal sounds (timbre)                      To be able to make sounds that are very different (loud and quiet, high and low etc)                      To carefully choose sounds to achieve and</p>

	<p>To be able to sing quietly and loudly when appropriate</p> <p>To be able to make and control long and short sounds using my voice</p> <p>To be able to imitate changes in pitch</p> <p>To be able to maintain a simple part within a group</p> <p>To be able to sing short responses and phrases on my own</p> <p>To be able to make up my own words to a well-known song</p> <p>To be able to keep a steady beat on an instrument in a group or individually</p>	<p>To be able to make and control long and short sounds on an instruments (duration)</p> <p>To be able to perform with others, taking instructions from the leader</p> <p>To be able to choose sounds to represent different things (ideas, thoughts, feelings, moods etc). (timbre)</p> <p>To be able to make two or three note repeating patterns (ostinato)</p> <p>To be able to use changes in pitch to communication an idea, e.g. climbing stairs</p>	<p>low or high</p> <p>To be able to respond to music by moving my body</p> <p>To be able to move in time to the beat of the music</p> <p>To be able to listen to music and talk about it</p> <p>To be able to talk about my favourite piece of music or song</p> <p>To be able to identify or talk about a piece of music I have hear and know who wrote it or performed in it</p> <p>To be able to talk about music I like and dislike</p>	<p>effect (including use of music technology)</p> <p>To be able to explore and create short patterns of sound</p> <p>To be able to make a sequence of long and short sounds using symbols</p> <p>To be able to clap simple rhythm patterns</p> <p>To be able to create a mixture of different sounds (long/short, loud/quiet, high/low)</p> <p>To be able to create short rhythmic phrases</p> <p>To be able to use my own signs and symbols to represent sounds</p> <p>To be able to use symbols to represent a composition and use them to help with a performance</p> <p>To be able to choose sounds to create an overall effect, e.g. scary music, sleepy music</p> <p>To be able to create a sequence of sounds to create an effect</p> <p>To be able to be creative with sounds</p> <p>To be able to use technology to create sounds</p> <p>To be able to find different ways of making sounds on one instrument</p>
	<p><b>Element of Music</b></p> <ul style="list-style-type: none"> <li>• Pitch-high, low, getting higher, getting lower</li> <li>• Duration-long, short, beat, rhythm, ostinato, pattern</li> <li>• Dynamics-loud, quiet, silence, getting louder/quieter</li> <li>• Tempo- fast, slow, getting slower, getting faster</li> <li>• Timbre - type/tone of sound (wooden, metal, rattle, scrape etc)</li> <li>• Texture - layers of sound, one sound, two sounds, many sounds</li> <li>• Structure- beginning, end</li> </ul> <p><b>Key Words</b></p> <p>Instrument, steady beat, pulse, loud, quiet, volume, silence, pitch, long, short, symbol, fast, slow, percussion, rhythm, pattern, high, low, singing voice, compose.</p>			

KS2	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control & expression	Improvise and compose music for a range of purposes using the inter-related dimension of music	Listen with attention to detail and recall sounds with increasing aural memory	Use and understand staff & other notations	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions & from great composers and musicians	Develop an understanding of the history of music
Year 3	<p>When singing songs, show control in voice</p> <p>To be able to perform with control and awareness of what others in the group are singing or playing</p> <p>To be able to make up my own songs</p> <p>To be able to sing a range of songs from memory</p> <p>To be able to sing most of the pitches of a song with accuracy</p> <p>To be able to convey the mood or meaning of a song</p> <p>To play sounds on instruments with care</p> <p>To be able to combine sounds to make an effect</p> <p>To be able to maintain a simple part in a group</p> <p>To be able to play my own composed tune on an instrument</p> <p>To be able to make up and play a simple rhythmic accompaniment to a tune</p> <p>To be able to play a three-note repeating pattern on a tuned instrument</p> <p>To be able to clap a short</p>	<p>To be able to recognise and can create repeated patterns on a range of class percussion instruments</p> <p>To recognise how the music elements can be used together to compose music</p> <p>To be able to make up a simple rhythmic accompaniment to go with a song using ostinato patterns</p> <p>To be able to make up a piece of music/song that has a beginning, middle and end</p> <p>To be able to compose a song that has a verse and chorus</p> <p>To be able to create a piece of music that tells a story, paints a picture or creates a mood</p> <p>To be able to use repetition in my music</p> <p>To be able to explore an instrument to make more than one sound</p> <p>To be able to explore sounds to create some abstract images using instruments of music technology</p>	<p>To be able to identify several layers of sounds (texture)</p> <p>To be able to describe music using words such as dynamics, pitch or tempo</p> <p>To be able to recognise familiar instrumental sounds (timbre)</p> <p>To be able to identify repetition in music (structure) verses and chorus</p> <p>To be able to listen to my own composition and use musical language to describe what happens</p> <p>To be able to listen and talk about the mood or atmosphere created by a piece of music</p> <p>To be able to listen to two different styles of music and talk about the differences</p> <p>To be able to identify sections of sound that represent a character or a scene in a piece of music studied</p>	<p>To be able to create and use symbols to represent sound</p> <p>To be able to use graphic notation</p> <p>To recognise the symbols for basic notation e.g. crotchet, quaver, minim and semi-breve</p> <p>To be able to recognise how many beats there are in a crotchet, quaver, minim and semi-breve</p> <p>To know some symbols for rests in music</p> <p>To be able to perform and create rhythm grids</p> <p>To be able to create my own rhythm patterns using standard notation</p> <p>To be able to use music technology to record my compositions</p>	<p>To recognise music that is not from England</p> <p>To recognise music from the British Isles with some explanation</p>	<p>To recognise some pieces of music that were written in the past</p> <p>To be able to talk about some music that was written a long time ago</p> <p>To be able to discuss a piece of music with my friend</p> <p>To identify instruments in a piece of music</p>

	<p>rhythmic phrase To be able to perform with an awareness of others To be able to combine musical sounds with narrative and movement To be able to perform my music to an audience as a member of a group or class To be able to perform with a sense of pulse</p>					
	<p><b>Music Elements</b></p> <ul style="list-style-type: none"> <li>● <b>Pitch</b> - high, low, melody, tune, steps, leaps, phrase</li> <li>● <b>Duration-</b> steady beat, short, long sounds, rhythmic pattern</li> <li>● <b>Dynamics</b> - loud, quiet, silence, getting louder/quieter</li> <li>● <b>Tempo</b> - fast, slow, steady</li> <li>● <b>Timbre</b> - type/tone of sound, different instruments</li> <li>● <b>Texture</b> - layers of sound</li> <li>● <b>Structure</b> - beginning, verse, chorus, introduction, repetition</li> </ul> <p><b>Key words</b> Instrument, steady beat, pulse, loud, quiet, silence, pitch, (steps, Leaps), melody, symbol, crotchet, quaver, minim, semi-breve, fast, slow, percussion, rhythm, pattern, high, low, singing voice, expression, pentatonic, beginning, middle, end, ostinato, (repeated rhythm pattern), notation, graphic notation, rehearse, verse, chorus</p>					
<p><b>Year 4</b></p>	<p>To be able to sing in tune To be able to sing or play from memory with confidence To be able to perform songs in a way that reflects their meaning and the occasion To be able to pronounce words within a song clearly To be able to change pitch and show control in my</p>	<p>To be able to choose, order and combine sounds to make an effect To be able to play a rhythmic accompaniment on an instrument e.g. bass drum. Tambourine To be able to make up tunes on the pentatonic scale starting and ending on the note C To be able to create repeated patterns with a range of</p>	<p>To be able to identify percussion and orchestral instruments by listening to music To be able to recognise and talk about some contrasting styles of music using appropriate musical language To be able to use terms: pitch, beat, tempo and dynamics to describe music To be able to count in</p>	<p>To be able to perform by ear and from simple notations/symbols To be able to devise music symbols to indicate play and rest To be able to clap/play and count crotchets, quavers, minims and semi-breves To be able to select the notes of the C pentatonic scale and use them to create a melody To be able to select the</p>	<p>To be able to talk about similarities and differences To be able to evaluate music using musical vocabulary to identify areas of likes and dislikes To be able to identify the kind of music I like To be able to identify music that comes from a variety of countries To be able to identify some current composers and musicians from the</p>	<p>To be able to talk about music using some music vocabulary To be able to talk about similarities and differences by referring to the musical elements when listening to live music or music on CD To be able to recognise that the music has changed over the years and has its own "history" To be able to talk about</p>

	<p>singing</p> <p>To be able to hold my part in a round</p> <p>To be able to maintain a simple instrumental or vocal part in a group</p> <p>To be able to compose and perform my won song/piece of music in front of friends</p> <p>To be able to make up lyrics to songs and understand syllables</p> <p>To be able to make up a tune on 5 notes (C pentatonic scale)</p> <p>To be able to clap/sing or play music that has rests</p> <p>To be able to use tuned instruments with increasing confidence to accompany songs and to improvise patterns</p> <p>To be able to sustain a drone of ostinato or pattern to accompany singing</p> <p>To be able to recognise when music is in 2 or 3 time</p>	<p>instruments</p> <p>To be able to create a rhythmic pattern to describe an action or movement in a story or scene</p> <p>To be able to make up a simple melody from a selected group of notes e.g. C pentatonic Scale</p> <p>To be able to make up a drone on two notes and use this to accompany a melody or song</p> <p>To be able to make up an ostinato of two notes and use this to accompany a melody</p> <p>To be able to compose and perform simple songs independently</p> <p>To be able to recognise how the musical elements can be used to create different moods and effects</p> <p>To be able to combine sounds expressively</p> <p>To be able to use IT to record, share and improve work</p> <p>To be able to create a piece with two sections (binary form)</p>	<p>twos or threes when listening to a march or a waltz</p> <p>To be able to identify how many choruses and verses there are in some songs</p> <p>To be able to talk about different styles of dance music</p> <p>To be able to talk about how a compose has used different musical elements to create clear sections in a piece of music</p>	<p>notes of the C pentatonic scale and use them to create an accompaniment</p> <p>To be able to recognise the notes EGBDF and FACE on the treble stave</p> <p>To be able to read the notes on the treble stave with help</p> <p>To be able to use music technology to record my compositions</p>	<p>past and present</p>	<p>the words or style of the song/piece of music</p>
	<p><b>Music Elements</b></p> <ul style="list-style-type: none"> <li>● Pitch - high, low Harmony, unison</li> <li>● Duration - Steady beat, short, long sounds, syllables</li> <li>● Dynamics - loud, quiet, silence, getting louder/quieter</li> <li>● Tempo - fast, slow, crescendo (getting louder), pulse</li> <li>● Timbre - type/tone of sound</li> <li>● Texture - layers of sound</li> <li>● Structure - verse, chorus, repetition, binary (AB)</li> </ul>					

	<p><b>Key Words</b>  Tempo (speed fast-slow), expression, pentatonic (5 note scale), structure, metre, pulse 2,3,4, record, drone (repeated notes,) ostinato (repeated rhythmic pattern), melodic ostinato (repeated melodic pattern), graphic, grid, crotchet, minim, semi-breve, rest, treble clef, stave, notes, accompaniment, syllables, sound scape. Record, loop, reverse, layer, harmony, scale, treble clef, binary form (AB)</p>					
<p><b>Year 5</b></p>	<p>To be able to play known phrases or short melodies using tuned instruments  To be able to sing or play from memory with confidence  To be able to take turns to lead a group  To be able to perform alone and in a group, displaying a variety of techniques  To be able to sing with expression  To be able to compose and perform my own song  To be able to use sounds to create abstract effects  To be able to create accompaniments for tunes  To be able to hold my part in a round  To be able to sing a harmony part confidently and accurately  To be able to maintain my own part with an awareness of what others are playing  To be able to play a range of percussion and other instruments with increasing confidence and ability  To be able to sustain a melodic ostinato pattern or drone to accompany</p>	<p>To be able to play and improvise as part of a group and as a solo performer  To be able to create and sustain a drone or melodic ostinato on an instrument to accompany singing  To be able to choose, order, combine and control sounds to create an effect  To be able to use digital technologies to compose pieces of music  I know how to make up a pentatonic scale starting on the note C  To be able to refine own compositions after discussion  To be able to use IT to record, share, manipulate and improve sounds  To be able to create a melody to describe someone or something  To be able to create a composition which uses the ternary structure</p>	<p>To be able to recognise a characters theme in a piece of music  To be able to recognise different types of music  To be able to appreciate different types of songs for different occasions  To be able to recognise different textures in music e.g. soloists, clusters of sound  To be able to use terms: pitch, bear, tempo, rhythm, timbre, texture and silence to describe music  To be able to listen carefully to peer compositions and suggest an improvement  To be able to recognise the differences between pieces that have binary form (AB) and ternary form (ABA)</p>	<p>To be able to use crotchets, quavers, minims and semi-breves in my music making  To be able to create and record my piece of music using notation (graphic or standard)  To be able to use graphic notation with confidence  To be able to read the notes on the stave with confidence  To be able to use music technology to record my compositions</p>	<p>To be able to recognise music from different countries  To be able to recall the names and works of some great composers  To be able to recall the names and works of some great musicians</p>	<p>To be able to identify some musical styles that were written before I was born  To be able to compare two pieces of contrasting music  To be able to talk about an instrument in detail  To be able to talk about how the invention of a new instrument has caused changes to the types of music that composers created</p>

	<p>singing or other instruments</p> <p>To be able to practise, rehearse and perform with others and contribute to gradual improvement in the performance</p>					
	<p><b>Music Elements</b></p> <ul style="list-style-type: none"> <li>● <b>Pitch</b> - high, low melody, tune</li> <li>● <b>Duration</b>- steady beat, short, long sounds</li> <li>● <b>Dynamics</b> - loud, quiet, silence, getting louder/quieter</li> <li>● <b>Tempo</b> - fast/slow</li> <li>● <b>Timbre</b> - type/tone of sound</li> <li>● <b>Texture</b> - layers of sound</li> <li>● <b>Structure</b> - verse, chorus, beginning/middle/end, binary, ternary</li> </ul> <p><b>Key words</b></p> <p>Tempo (speed fast-slow), expression, pentatonic (5 note scale), beginning, middle, end, metre (pulse 2,3,4), rhythmic ostinato (repeated pattern), melodic ostinato (repeated pattern using pitched notes on a tuned instrument), graphic, grid, staff notation, occasion, venue, major, minor, Binary (a musical piece with two sections: AB) Ternary (a musical piece with three sections : ABA)</p>					
<p><b>Year 6</b></p>	<p>To be able to sing or play from memory</p> <p>To be able to perform alone and in a group, displaying a variety of techniques</p> <p>To be able to sing or play expressively and in tune</p> <p>To be able to hold my part in a round</p> <p>To be able to create songs with verses and chorus</p> <p>To be able to play music with 2,3, or 4 beats</p> <p>To be able to perform on a range of percussion instruments</p> <p>To be able to play an orchestral instrument</p> <p>To be able to</p>	<p>To be able to compose and sustain a drone or more complex melodic ostinato to accompany singing</p> <p>To be able to combine a variety of musical devices, including melody, rhythm and chords</p> <p>To be able to use digital technologies to compose, edit and refine pieces of music</p> <p>To be able to create rhythmic patterns with an awareness of timbre and duration</p> <p>To be able to play a drone or ostinato pattern on a pentatonic scale</p> <p>To be able to choose from a wide range of musical vocabulary to accurately describe and appraise music</p>	<p>To be able to use music vocabulary and knowledge to help identify areas for development or refinement when composing or improvising</p> <p>To be able to listen to the compositions of others in the class or another year group and make judgements about its effectiveness e.g. dynamics</p> <p>To be able to use some Italian terms used in music</p> <p>To be able to analyse and describe musical structures</p>	<p>To be able to use appropriate notations to record my own or others compositions</p> <p>To be able to read and create notes on the musical stave including middle C (Ledger line)</p> <p>To understand the purpose of the treble clef and a time signature</p> <p>To be aware of sharps and flats</p> <p>To be able to create chords</p> <p>To be able to use staff notation with confidence</p> <p>To be able to use music technology to record my compositions</p>	<p>To be able to name and talk about some great composers and musicians and their music</p> <p>To be able to analyse and criticize a piece of music</p> <p>To be able to talk about how the music is related to time and place</p>	<p>To be familiar with some great composers and their place in the history of music, and is able to describe their musical style and achievements</p>

	<p>lead/conduct a group of instrumental performers or singers</p> <p>To be able to maintain a rhythmic or melodic accompaniment to a song/piece of music</p> <p>To be able to play instruments with control and rhythmic accuracy</p> <p>To be able to play more complex instrumental parts e.g. Xylophone, flute, recorder, with control</p> <p>To be aware of performing in different styles, e.g. blues, reggae</p> <p>To be confident in singing or playing on my own or as part of a solo group</p> <p>To be able to sing a harmony part confidently and accurately</p> <p>To be able to maintain my own part with an awareness of what others are playing</p>	<p>To be able to refine my own compositions after discussion</p> <p>To be able to use ICT to record, sample, sequence, loop and manipulate sound to create soundscapes/compositions</p> <p>To be able to recognise the 12 Blues structure and create a song in this style</p> <p>To be able to create a piece of music using a scale</p> <p>To be able to compose music for different occasions and purposes</p> <p>To be able to use a musical device made successful by a famous composer in my own composition</p>	<p>To be able to describe how different parts fit together</p> <p>To be able to describe how lyrics often reflect the cultural context of music and have social meaning</p> <p>To be able to hear an instrumental theme or motive being repeated or developed during a piece</p>			
	<p><b>Music Elements</b></p> <ul style="list-style-type: none"> <li>● Pitch - melody, stave, flats, sharps, chords</li> <li>● Duration- steady beat, rhythm</li> <li>● Dynamics - loud (forte), quiet (piano), silence, getting louder/quieter</li> <li>● Tempo - crescendo, diminuendo</li> <li>● Timbre - type/tone of sound</li> <li>● Texture - layers of sound</li> <li>● Structure - beginning – middle 8, verse, chorus, bindary, ternary, theme and variations</li> </ul> <p><b>Key words</b></p> <p>Expression, metre, sequence, pentatonic, 12 bar blues, stave, syllables, flats, sharps, notation, chords, lyrics, verse, chorus, middle 8 (instrumental section), ledger line, middle C, bass clef, harmony, scale, phrasing, improvising, time signature, drone, ostinato, Italian terms e.g. forte (loud)</p>					



