

Music

Music is a universal language that embodies one of the highest forms of creativity. A highquality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

The national curriculum for music aims to ensure that 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

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and Appraise	To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes.	To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use.	To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style.	To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: - Its lyrics: what the song is about - Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) - Identify the main sections of the song (introduction, verse, chorus etc.)	To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: - Some of the style indicators of that song (musical characteristics that give the song its style). - The lyrics: what the song is about. - Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). - Identify the main	To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs from the Units in those styles. To choose two or three other songs and be able to talk about: - Some of the style indicators of the songs (musical characteristics that give the songs their style) - The lyrics: what the songs are about - Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) - Identify the structure of	To know five songs from memory, who sang or wrote them, when they were written and why? • To know the style of the songs and to name other songs from the Units in those styles. • To choose three or four other songs and be able to talk about: - The style indicators of the songs (musical characteristics that give the songs their style) - The lyrics: what the songs are about - Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) - Identify the structure of

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					- Name some of the instruments they heard in the song	sections of the song (introduction, verse, chorus etc). - Name some of the instruments they heard in the song.	songs and where they are used (texture, dynamics, tempo, rhythm and pitch) - Identify the main sections of the songs (intro, verse, chorus etc.) - Name some of the instruments they heard in the songs - The historical context of the songs. What else was going on at this time?	the songs (intro, verse, chorus etc.) - Name some of the instruments used in the songs - The historical context of the songs. What else was going on at this time, musically and historically? - Know and talk about that fact that we each have a musical identity
Elements of Music		To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures.	To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals.	To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments.	Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer.	Know and be able to talk about: - How pulse, rhythm and pitch work together - Pulse: Finding the pulse – the heartbeat of the music - Rhythm: the long and short patterns over the pulse - Know the difference between pulse and rhythm - Pitch: High and low sounds that create melodies - How to keep the internal pulse - Musical Leadership: creating musical ideas for the group to copy or respond to	Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to	Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to

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Singing		To sing or rap nursery rhymes and simple songs from memory. Songs have sections.	To confidently sing or rap five songs from memory and sing them in unison.	To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices.	To know and be able to talk about: Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other To know why you must warm up your voice	To know and be able to talk about: - Singing in a group can be called a choir - Leader or conductor: A person who the choir or group follow - Songs can make you feel different things e.g. happy, energetic or sad - Singing as part of an ensemble or large group is fun, but that you must listen to each other - Texture: How a solo singer makes a thinner texture than a large group - To know why you must warm up your voice	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To choose a song and be able to talk about: - Its main features - Singing in unison, the solo, lead vocal, backing vocals or rapping - To know what the song is about and the meaning of the lyrics - To know and explain the importance of warming up your voice	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To know about the style of the songs so you can represent the feeling and context to your audience To choose a song and be able to talk about: - Its main features - Singing in unison, the solo, lead vocal, backing vocals or rapping - To know what the song is about and the meaning of the lyrics - To know and explain the importance of warming up your voice
Playing			Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing.	Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class.	To know and be able to talk about: - The instruments used in class (a glockenspiel, a recorder)	To know and be able to talk about: - The instruments used in class (a glockenspiel, recorder or xylophone). - Other instruments they might play or be played in a band or orchestra or by their friends.	To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends	To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends
Improvisation			Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that	Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that	To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot	To know and be able to talk about improvisation: - Improvisation is making up your own tunes on the spot	To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone	To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone

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		has never been heard before. It is not written down and belongs to them. Everyone can improvise!	has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes.	When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake	- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. - To know that using one or two notes confidently is better than using five - To know that if you improvise using the notes you are given, you cannot make a mistake - To know that you can use some of the riffs you have heard in the Challenges in your improvisations	improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the Challenges in your improvisations To know three well-known improvising musicians	improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one, two or three notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations To know three well-known improvising musicians
Composition		Composing is like writing a story with music. Everyone can compose.	Composing is like writing a story with music. Everyone can compose.	To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.)	To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.)	To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol	To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol

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Performance		A performance is sharing music.	A performance is sharing music with other people, called an audience.	A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.	To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music	To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music	To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song/music	To know and be able to talk about: Performing is sharing music with an audience with belief A performance doesn't have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song/music

