

| | SINGING | MUSICIANSHIP/PLAYING | LISTENING | COMPOSITION | NOTATION |
|--------|--|---|--|---|--|
| YEAR 1 | <p>Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to visual directions and counting in.+-</p> <p>-begin with simple songs with a very small range (2 tones: mi-sol)</p> <p>-wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy</p> <p>-singing copy back/ call & respond songs</p> | <p>Pulse/Beat:</p> <ul style="list-style-type: none"> -walk, move or clap a steady beat with others, changing tempo as music changes -respond to pulse in recorded through movement; i.e., stepping, jumping, walking on tiptoes <p>Rhythm</p> <ul style="list-style-type: none"> -perform copycat rhythms accurately, led by teacher -perform short repeating rhythm patterns (ostinato) while keeping time with a steady beat -perform word-patterns changes; create, retain and perform own rhythms <p>Pitch</p> <ul style="list-style-type: none"> -Listen to sounds- compare high/ low sounds -sing familiar songs in both low and high voices and talk about the difference in sound -explore percussion sounds to enhance storytelling | <p>-Begin to identify simple repeated patterns.</p> <p>-To think about what could make their own work better: i.e. faster, louder.</p> | <p>Simple vocal chants (Question/Answer- Call/Respond)</p> <p>'Understand' difference between creating rhythmic pattern/pitch pattern</p> | <p>Follow (recognise) graphic notation representing sounds</p> <p>Explore and invent own symbols</p> |
| | | | <p>-Reflect on music and talk about how it makes people feel, act and move.</p> <p>-Respond to different composers and different genres of music.</p> | <p>Create musical sound effects and short sequences of sounds in response to stimuli.</p> <p>Using technology, capture, change and combine sounds.</p> <p>Invent, retain and recall rhythm and pitch patterns and perform for others.</p> | |
| YEAR 2 | <p>Sing songs regularly with a pitch range of do-sol with increasing vocal control</p> <p>Sing songs with small pitch range (mi-sol-la), pitching accurately</p> <p>Demonstrate the understanding of dynamics (loud/quiet) and tempo (fast/slow)</p> <p>-singing copy back/ call & respond songs</p> | <p>Pulse/Beat</p> <ul style="list-style-type: none"> -understand that speed of beat can increase, creating a different tempo -mark the beat to a piece of music <p>-walk/respond to music in time, know difference between left/right to support coordination and shared movement with others</p> <ul style="list-style-type: none"> -begin to group beats in two and threes, ie by tapping knees on strong beats and clapping others -identify beat groupings in familiar music that they listen to... | <p>-Identify simple repeated patterns and structures.</p> <p>-Listen and understand how to improve own composition.</p> | <p>'Question/Answer' phrases with a partner: sing and play on tuned percussion ('musical conversation')</p> | <p>Use graphic symbols</p> <p>'Dot and Stick' notation (to keep a record of compositions)</p> |
| | | | <p>-Notice how music can be used to create different moods and effects and to communicate ideas.</p> <p>- Start to recognise significant pieces, different genres and instruments being played.</p> | <p>Create musical response to a non-musical stimulus</p> | |
| YEAR 3 | <p>Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so <i>tunefully and with expression</i>, simple dynamics</p> <ul style="list-style-type: none"> • Perform actions confidently and in time to a range of action songs • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Perform as a choir in school assemblies. | <p>Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder.</p> <p>Play and perform melodies following staff notation using a small range (e.g. Middle C-E/do-mi) as a whole class or in small groups</p> <ul style="list-style-type: none"> • Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi • Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases. | <p>-To listen with attention and begin to recall sounds and changes.</p> <p>-To notice and explore the way sounds can be combined and used expressively.</p> <p>-To comment on the effectiveness of own work, identifying and making improvements</p> | <p>Inventing 'on-the-spot' responses using a limited note range: using voices and instruments</p> | <ul style="list-style-type: none"> • Introduce the staff, lines and spaces, and clef. Use dot notation to show higher or lower pitch. • Introduce and understand the differences between crotchets and paired quavers. • Apply word chants to rhythms, understanding how to link each syllable to one musical note. |
| | | | <p>-Begin to recognise and identify instruments being played.</p> <p>-Comment on likes and dislikes.</p> <p>-Start to learn about the different purposes of music throughout history and in other cultures.</p> | <p>Structure musical ideas: compose using stimuli-beginning middle end.</p> <p>Combine rhythm and pitch (do re mi)</p> <p>Compose accompaniments on untuned percussion using known rhythms and note values</p> | |
| YEAR 4 | <p>Continue to sing a broad range of unison songs with the range of an octave (do-do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).</p> <ul style="list-style-type: none"> • Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony • Perform a range of songs in school assemblies. | <ul style="list-style-type: none"> • Develop facility in the basic skills of a selected musical instrument over a sustained learning period. [WCIT] • Play and perform melodies following staff notation using a small range (e.g. Middle C-G/do-so) as a whole-class or in small groups. • Perform in two or more parts (e.g., melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. • Copy short melodic phrases including those using the pentatonic scale (e.g., C, D, E, G, A). | <p>-To listen with focus and recall sounds with increasing accuracy.</p> <p>-To recognise and explore the ways sounds can be combined and used expressively and comment on the effect.</p> <p>-To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.</p> | <p>Use limited range of pitches, using musical features</p> | <ul style="list-style-type: none"> • Introduce and understand the differences between minims, crotchets, paired quavers and rests. • Read and perform pitch notation within a defined range (e.g., C-G/do-so). • Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. |
| | | | <p>-To recognise and identify instruments being played.</p> <p>-Compare music and express growing tastes in music.</p> <p>-Continue to learn about the different purposes of music throughout history and in other cultures.</p> | <p>Begin to make 'compositional decisions' about structure overall.</p> <p>Combine known rhythmic notation with letter names (pentatonic) to make short phrases</p> <p>Arrange phrases to create sequences- arrange into bars</p> <p>Explore creating music to create a specific mood (accompany a short film clip)</p> <p>Introduce major and minor chords</p> | |

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| YEAR 5 | <p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.</p> <ul style="list-style-type: none"> • Sing three-part rounds, partner songs, and songs with multiple sections: verse, chorus, bridge, etc. • <i>Perform a range of songs in school assemblies and in school performance opportunities.</i> | <ul style="list-style-type: none"> • Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance. Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs (e.g., Yellow Submarine by The Beatles). • Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. • Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. | <ul style="list-style-type: none"> -To listen to and recall a range of sounds and patterns with confidence. -To describe, compare and evaluate different types of music, beginning to use musical vocabulary in their comments. -To comment on the success of own and others' work, suggesting improvements on intended outcome | <p>Improvise freely over a drone</p> <p>Improvise over a simple groove: creating a satisfying melodic shape, experiment using broader range of dynamics</p> | <p>Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <ul style="list-style-type: none"> • Understand the differences between 2/4, 3/4 and 4/4 time signatures. • Read and perform pitch notation within an octave (e.g. C–C'/do–do). • Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. |
| | | | <ul style="list-style-type: none"> -Compare and evaluate different kinds of music using appropriate musical vocabulary. -Understand the different cultural meanings and purposes of music, including contemporary culture. | <p>Melodies (C major/a minor) from pairs of phrases</p> <ul style="list-style-type: none"> -can be enhanced with rhythmic or chordal accompaniment <p>Compose a ternary piece</p> <p>Use chords to compose music to evoke a specific atmosphere</p> | |
| YEAR 6 | <p>Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p> <ul style="list-style-type: none"> • Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence. -explore adding harmony in parts of songs, i.e the chorus, ends of phrases, etc. • <i>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</i> | <p>Play a melody following staff notation written on one stave and using notes within an octave range (do–do); <i>make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet.</i></p> <ul style="list-style-type: none"> • Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard. • Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line. <p><i>TRANSITION PROJECT:</i> <i>The end of Year 6 transition project provides a way to bring together what the pupils have learnt about reading notation, playing an instrument, composing melodies and singing as a class.</i></p> | <ul style="list-style-type: none"> -To listen to, internalise and recall sounds and patterns of sounds with confidence and accuracy. -To describe, compare and evaluate different types of music using a range of musical vocabulary to comment on the use of the inter-related musical dimensions of music for effect. -To evaluate the success of own and others' work, suggesting specific improvements based on the intended outcomes and how this could be achieved. | <p>Extend skills through working in small groups to:</p> <p>Create music with multiple sections, (verse/chorus, Themes-A,B,A: ternary) including repetition and contrast</p> <p>Use chord changes as part of an improvised sequence</p> <p>Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape</p> | <p>Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</p> <ul style="list-style-type: none"> • Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do). • Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. • Read and play from notation a four-bar phrase, confidently identifying note names and durations. |
| | | | <ul style="list-style-type: none"> -Analyse and compare musical features choosing appropriate musical vocabulary. -Notice and explore how music reflects time, place and culture. -Understand and comment on the different cultural meanings and purposes of music, including contemporary culture | <p>Plan and compose 8- or 16- beat melodic phrase using pentatonic scale- incorporate rhythmic variety and interest</p> <p>Play on instruments, note Melodies (G major/E minor) from pairs of phrases</p> <ul style="list-style-type: none"> -can be enhanced with rhythmic or chordal accompaniment | |

National Curriculum links:

- ♣ Singing: using the voice creatively and expressively with increasing accuracy, fluency, control and expression
- ♣ Play and perform in solo and ensemble contexts; 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
- ♣ Use and understand staff and other musical notations
- ♣ Listen with attention to detail and recall sounds with increasing aural memory
- ♣ Develop an understanding of the history of music, drawn from different traditions and from great composers and musicians