

	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> <ul style="list-style-type: none"> <li>-begin with simple songs with a very small range (2 tones: mi-sol)</li> <li>-wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy</li> <li>-singing copy back/ call &amp; respond songs</li> </ul>	<p>Pulse/Beat:</p> <ul style="list-style-type: none"> <li>-walk, move or clap a steady beat with others, changing tempo as music changes</li> <li>-respond to pulse in recorded through movement; i.e., stepping, jumping, walking on tiptoes</li> </ul> <p>Rhythm</p> <ul style="list-style-type: none"> <li>-perform copycat rhythms accurately, led by teacher</li> <li>-perform short repeating rhythm patterns (ostinato) while keeping time with a steady beat</li> <li>-perform word-patterns changes; create, retain and perform own rhythms</li> </ul> <p>Pitch</p> <ul style="list-style-type: none"> <li>-Listen to sounds- compare high/ low sounds</li> <li>-sing familiar songs in both low and high voices and talk about the difference in sound</li> <li>-explore percussion sounds to enhance storytelling</li> </ul>	<ul style="list-style-type: none"> <li>-Begin to identify simple repeated patterns.</li> <li>-To think about what could make their own work better: i.e. faster, louder.</li> <li>-Reflect on music and talk about how it makes people feel, act and move.</li> <li>-Respond to different composers and different genres of music.</li> </ul>	<p>Simple vocal chants (Question/Answer-Call/Respond)</p> <p>'Understand' difference between creating rhythmic pattern/pitch pattern</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>	<p>Follow (recognise) graphic notation representing sounds</p> <p>Explore and invent own symbols</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> <ul style="list-style-type: none"> <li>-singing copy back/ call &amp; respond songs</li> </ul>	<p>Pulse/Beat</p> <ul style="list-style-type: none"> <li>-understand that speed of beat can increase, creating a different tempo</li> <li>-mark the beat to a piece of music</li> <li>-walk/respond to music in time, know difference between left/right to support coordination and shared movement with others</li> <li>-begin to group beats in two and threes, ie by tapping knees on strong beats and clapping others</li> <li>-identify beat groupings in familiar music that they listen to...</li> </ul>	<ul style="list-style-type: none"> <li>-Identify simple repeated patterns and structures.</li> <li>-Listen and understand how to improve own composition.</li> <li>-Notice how music can be used to create different moods and effects and to communicate ideas.</li> <li>- Start to recognise significant pieces, different genres and instruments being played.</li> </ul>	<p>'Question/Answer' phrases with a partner: sing and play on tuned percussion ('musical conversation')</p> <p>Create musical response to a non-musical stimulus</p>	<p>Use graphic symbols</p> <p>'Dot and Stick' notation (to keep a record of compositions)</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"> <li>• Perform actions confidently and in time to a range of action songs</li> <li>• Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</li> <li>• Perform as a choir in school assemblies.</li> </ul>	<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"> <li>• Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi</li> <li>• Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.</li> </ul>	<ul style="list-style-type: none"> <li>-To listen with attention and begin to recall sounds and changes.</li> <li>-To notice and explore the way sounds can be combined and used expressively.</li> <li>-To comment on the effectiveness of own work, identifying and making improvements</li> <li>-Begin to recognise and identify instruments being played.</li> <li>-Comment on likes and dislikes.</li> <li>-Start to learn about the different purposes of music throughout history and in other cultures.</li> </ul>	<p>Inventing 'on-the-spot' responses using a limited note range: using voices and instruments</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>	<ul style="list-style-type: none"> <li>• Introduce the staff, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</li> <li>• Introduce and understand the differences between crotchets and paired quavers.</li> <li>• Apply word chants to rhythms, understanding how to link each syllable to one musical note.</li> </ul>
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"> <li>• 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</li> <li>• Perform a range of songs in school assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop facility in the basic skills of a selected musical instrument over a sustained learning period. [WCIT]</li> <li>• 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.</li> <li>• 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.</li> <li>• Copy short melodic phrases including those using the pentatonic scale (e.g., C, D, E, G, A).</li> </ul>	<ul style="list-style-type: none"> <li>-To listen with focus and recall sounds with increasing accuracy.</li> <li>-To recognise and explore the ways sounds can be combined and used expressively and comment on the effect.</li> <li>-To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.</li> <li>-To recognise and identify instruments being played.</li> <li>-Compare music and express growing tastes in music.</li> <li>-Continue to learn about the different purposes of music throughout history and in other cultures.</li> </ul>	<p>Use limited range of pitches, using musical features</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>	<ul style="list-style-type: none"> <li>• Introduce and understand the differences between minims, crotchets, paired quavers and rests.</li> <li>• Read and perform pitch notation within a defined range (e.g., C-G/do-so).</li> <li>• Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</li> </ul>

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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"> <li>• Sing three-part rounds, partner songs, and songs with multiple sections: verse, chorus, bridge, etc.</li> <li>• <i>Perform a range of songs in school assemblies and in school performance opportunities.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff 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.</li> <li>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).</li> <li>• Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.</li> <li>• Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</li> </ul>	<ul style="list-style-type: none"> <li>-To listen to and recall a range of sounds and patterns with confidence.</li> <li>-To describe, compare and evaluate different types of music, beginning to use musical vocabulary in their comments.</li> <li>-To comment on the success of own and others' work, suggesting improvements on intended outcome</li> </ul>	<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"> <li>• Understand the differences between 2/4, 3/4 and 4/4 time signatures.</li> <li>• Read and perform pitch notation within an octave (e.g. C–C'/do–do).</li> <li>• Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</li> </ul>
			<ul style="list-style-type: none"> <li>-Compare and evaluate different kinds of music using appropriate musical vocabulary.</li> <li>-Understand the different cultural meanings and purposes of music, including contemporary culture.</li> </ul>	<p>Melodies (C major/a minor) from pairs of phrases</p> <ul style="list-style-type: none"> <li>-can be enhanced with rhythmic or chordal accompaniment</li> </ul> <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"> <li>• 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.</li> <li>-explore adding harmony in parts of songs, i.e the chorus, ends of phrases, etc.</li> <li>• <i>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</i></li> </ul>	<p>Play a melody following staff notation written on one staff 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"> <li>• 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.</li> <li>• 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.</li> </ul> <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"> <li>-To listen to, internalise and recall sounds and patterns of sounds with confidence and accuracy.</li> <li>-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.</li> <li>-To evaluate the success of own and others' work, suggesting specific improvements based on the intended outcomes and how this could be achieved.</li> </ul>	<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"> <li>• Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).</li> <li>• Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</li> <li>• Read and play from notation a four-bar phrase, confidently identifying note names and durations.</li> </ul>
			<ul style="list-style-type: none"> <li>-Analyse and compare musical features choosing appropriate musical vocabulary.</li> <li>-Notice and explore how music reflects time, place and culture.</li> <li>-Understand and comment on the different cultural meanings and purposes of music, including contemporary culture</li> </ul>	<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"> <li>-can be enhanced with rhythmic or chordal accompaniment</li> </ul>	

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