

Music

	Year 1	Year 2
use their voices expressively and creatively by singing songs and speaking chants and rhymes	<p>Children will:</p> <ul style="list-style-type: none"> • Begin to follow instructions on how and when to sing; • Begin to make and control long and short sounds using the voice; • Begin to imitate changes in pitch. 	<p>Children will:</p> <ul style="list-style-type: none"> • Perform call and response songs and two-part singing; • Perform songs with actions and recognise where changes are needed in dynamics. • Recognise verse and chorus.
play tuned and un-tuned instruments musically	<p>Children will:</p> <ul style="list-style-type: none"> • Begin to follow instructions on how and when to play a range of percussion instruments (e.g. tambourine, maracas, wooden blocks, Indian bells); • Begin to make and control long and short sounds using a range of percussion instruments. 	<p>Children will:</p> <ul style="list-style-type: none"> • Play a range of percussion instruments, following instructions on how and when to play.
listen with concentration and understanding to a range of high-quality live and recorded music	<p>Children will:</p> <ul style="list-style-type: none"> • Begin to identify the beat of a tune; • Begin to recognise changes in dynamics and pitch; • Begin to describe how the music makes them feel. • Begin to recognise instruments of the orchestra. 	<p>Children will:</p> <ul style="list-style-type: none"> • Identify the beat of a tune; • Understand and recognise pitch in different instruments and pieces of music; • Recognise changes in timbre, dynamics and pitch. • Identify orchestral instruments.
experiment with, create, select and combine sounds using the inter-related dimensions of music.	<p>Children will:</p> <ul style="list-style-type: none"> • Begin to clap rhythms and compose short rhythmic and melodic patterns. 	<p>Children will:</p> <ul style="list-style-type: none"> • Begin to compose short musical patterns on instruments and perform them to their peers; • Work collaboratively (as a whole class) to compose alternative verses to a song; • Compose African beats and rhythms using percussion instruments and body percussion; • Begin to recognise simple musical symbols and the stave and understand that this is how music is transcribed.
Key Vocab	Beat, rhythm, pitch, tempo, dynamics	Pitch, timbre, dynamics Stave

	Year 3	Year 4	Year 5	Year 6
<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Children will:</p> <ul style="list-style-type: none"> Perform, controlling sounds through singing and playing – singing from memory with accurate pitch and in tune. Maintain a simple part within a group. Play the recorder with care and produce a good quality sound. Perform an ostinato pattern. Understand the importance of pronouncing words in a song well. Perform with control and an awareness of others in the group. 	<p>Children will:</p> <ul style="list-style-type: none"> Perform, controlling sounds through singing and playing – singing from memory with accurate pitch, in tune with clear enunciation. Maintain a part within a group. Play the recorder and or glockenspiel with care and produce a good quality sound. Perform with control and an awareness of others in the group. Recognise major and minor. Recognise melody and accompaniment. 	<p>Children will:</p> <ul style="list-style-type: none"> Perform solos or as part of an ensemble (voice or tuned instrument). Hold a part within a round. Play a tuned instrument (recorder, glockenspiel or own instrument) as part of a class ensemble, reading music from the stave. Perform a class ensemble, a percussion piece. 	<p>Children will:</p> <ul style="list-style-type: none"> Perform from memory with confidence. Take turns to lead a group, sing a harmony or melody and maintain their own part. Play a tuned instrument (recorder, glockenspiel or own instrument) as part of a class ensemble, reading more complex music from the stave.
<p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Children will:</p> <ul style="list-style-type: none"> Compose and perform simple melodies on the recorder. 	<p>Children will:</p> <ul style="list-style-type: none"> Perform, improvise and compose music of Eastern culture on a tuned instrument (glockenspiel, recorders or on own instrument). Understand and compose a 16 beat phrase. 	<p>Children will:</p> <ul style="list-style-type: none"> Compose and perform a Gregorian chant on tuned instruments. Re-write the lyrics to a well-known song. Understand and compose around two 16 beat phrases, adding a variety of rhythms and pitch. 	<p>Children will:</p> <ul style="list-style-type: none"> Compose simple melodies on tuned instruments to create an effect (e.g. storm, carnival atmosphere, lazy day on the beach) as part of a group.
<p>listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Children will:</p> <ul style="list-style-type: none"> Begin to evaluate own playing and begin to identify how to improve. 	<p>Children will:</p> <ul style="list-style-type: none"> Evaluate own playing and identify how to improve. 	<p>Children will:</p> <ul style="list-style-type: none"> Evaluate own playing and composing, and identify improvements. 	<p>Children will:</p> <ul style="list-style-type: none"> Describe how lyrics often reflect the cultural context and have social meaning (e.g. Bab Marley, social problems).
<p>use and understand stave and other musical notations</p>	<p>Children will:</p> <ul style="list-style-type: none"> Understand how to read notation for the recorder from the stave, through various pieces of music. Read and play five notes from the stave. 	<p>Children will:</p> <ul style="list-style-type: none"> Continue to understand musical language and symbols relevant to the recorder music which they are learning. Expand their knowledge of notation into lower notes using the right hand (Low d, e and f sharp). 	<p>Children will:</p> <ul style="list-style-type: none"> Read notation from a stave and play a tuned instrument. Read notation and perform native north American music on tuned and percussion instruments. 	<p>Children will:</p> <ul style="list-style-type: none"> Transcribe music onto manuscript using correct notation values, time signature and dynamics.
<p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Children will:</p> <ul style="list-style-type: none"> Describe music using technical terms such as duration, texture, timbre, pitch, tempo and beat Identify instrument families. Identify instruments within a piece. 	<p>Children will:</p> <ul style="list-style-type: none"> Listen to Sheherezade (composed by Rimsky Korsikov) Use the combined elements (e.g. pitch, duration etc.) to understand how the sounds are organised to 	<p>Children will:</p> <ul style="list-style-type: none"> Describe the movements from the Planet Suite and evaluate Holst's interpretation of old age, jollity, mystique 	<p>Children will:</p> <ul style="list-style-type: none"> Accurately describe and appraise the music using a wider range of music vocabulary

		<p>communicate different moods and effects.</p> <ul style="list-style-type: none"> • Listen to and describe the music of bands that have come from the Midlands (Slade, UB40, Black Sabbath, CBSO, Giggerty). • Compare music from different genres (e.g. reggae, heavy metal, rock, folk) • CBSO – identify instrument families, sounds produced and how the instruments are played. • Listen to and appraise a variety of styles of music. • Recognise instruments. 		
develop an understanding of the history of music	Children will: Listen to and appraise a variety of styles.	Children will: <ul style="list-style-type: none"> • Listen to music composed by Rimsky Korsikov (Sheherezade) • Investigate the instruments used during this time period, and compare them to instruments today. • Appreciate how instruments have developed through the ages. 	Children will: <ul style="list-style-type: none"> • Learn about the structure of a piece of music. • Learn about Gregorian chants. • Describe and understand the content and context of the songs and any cultural links. • Learn how music is used to enhance a story (silent film accompaniment/film music) 	Children will: <ul style="list-style-type: none"> • Recognise, analyse and evaluate the modern period, including the music of John Williams (film scores). • How instruments are used to create mood. • How a composer uses instruments. • Why certain instruments are used.
Key Vocab	Pulse, tempo, rhythm, pitch, dynamics, semibreve, minim, crotchet, quaver.	Structure: binary form, melody/accompaniment.	Use of Italian terms forte, mezzo forte, mezzo piano, piano. Major/minor	Italian terms – allegro, adagio, largo etc.