

Music 2022/2023

What will our musicians be able to do when they leave us?

Music is a universal language that embodies one of the highest forms of creativity. A high quality 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 will develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. Children will 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. They will 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.

As Musicians we will...							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key Concepts	Key Concept - Singing						
Singing Core Knowledge Progression	- Learn rhymes, poems and songs. - Sing in a group or on their own, increasingly matching the pitch and following the melody. - Sing a range of well-known nursery rhymes and songs.	- Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. - Begin with simple songs with a very small range, mi-so and then slightly wider. - Sing a wide range of call and response songs, control vocal pitch and match pitch with accuracy	- Sing songs regularly with a pitch range of do-so with increasing vocal control. - Sing songs with a small pitch range, pitching accurately. - Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause).	- Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so, tunefully and with expression. - Perform forte and piano, loud and soft. - 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.	- Sing in tune, breathe well, pronounce words, change pitch and dynamics. - Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture). - Perform with control and awareness of what others are singing/ playing. - Improvise within a group using more than 2 notes. - Perform significant parts from memory and from notation, either on a musical instrument or vocally - Maintain a simple	- Show control, phrasing and expression in singing. - Hold part in a round (pitch/structure). - Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune. - Improvise on own with increasing aural memory. - Maintain own part in a performance with confidence, accuracy and an awareness of what others are playing - Maintain a more complex part within an ensemble (e.g.	- Sing or play from memory with confidence. - Take turns to lead a group. - Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing. - Play more complex instrumental parts. - Take the lead in a performances and provide suggestions to others - Identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performances - Improvise using 5

					part within an ensemble	sing in a round or use harmony)	notes of the pentatonic scale
Key Concepts	Key Concept - Listening						
Listening Core Knowledge Progression	- Listen carefully to rhymes and songs, paying attention to how they sound. - Listen attentively, move to and talk about music, expressing their feelings and responses.	- Teachers should develop pupils’ shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. - Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school	- Combine sounds expressively (all dimensions). - Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests). - Know that sense of occasion affects performance. - Describe different purposes of music in history/ other cultures. - Follow a basic melody line, using standard notation - Describe and compare and then evaluate different kinds of music using appropriate musical vocabulary - Describe how a piece of music makes them feel, making an attempt to explain why. - Recall sounds with increasing aural memory.	- Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure). - Read/ work out the musical stave (notes as Year 4). - Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it. - Describe different purposes of music in history/ other cultures. - Perform from simple notation on tuned/untuned instruments - Use musical vocabulary to explain some of the reasons why a piece of music might have been composed - Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects	- Use increased aural memory to recall sounds accurately. - Use knowledge of musical dimensions to know how to best combine them. - Know and use standard musical notation to perform and record own music (adding dotted quavers). - Use different venues and occasions to vary performances. (Combining all musical dimensions). - Describe different purposes of music in history/ other cultures. - Understand/use staff and use unconventional notation when composing - Describe how music can be used to create expressive effects and convey emotion - Identify and explore the relationship between sounds and how different meanings can be expressed through sound and music		
Key Concepts	Key Concept - Composing						

Composing Core Knowledge Progression	● Create collaboratively, sharing ideas, resources and skills. ● Return to and build on their previous learning, refining ideas and developing their ability to represent them. ● Explore, use and refine a variety of artistic effects to express their ideas and feelings.	● Improvise simple vocal chants, using question and answer phrases. ● Create musical sound effects and short sequences of sounds in response to stimuli. ● Combine sounds to make a story, choosing and playing instruments or sound-makers. ● Understand the difference between creating a rhythm pattern and a pitch pattern. ● Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. ● Use music technology, if available, to capture, change and combine sounds. ● Recognise how graphic notation can represent created sounds. Explore and invent own symbols	● Create music in response to a non-musical stimulus. ● Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. ● Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. ● Use music technology, if available, to capture, change and combine sounds.	● Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/ group/individual/instrumental teaching), inventing short ‘on-the-spot’ responses using a limited note-range. ● Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. ● Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources. ● Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). ● Compose song accompaniments on untuned percussion using known rhythms and note values.	● Compose and perform melodies using four or five notes. ● Use a variety of different musical devices including melody, rhythms and chords. ● Record own compositions. ● Create own songs (raps- structure). ● Identify where to place emphasis and accents in a song to create effects (duration). ● Create and repeat extended rhythmical patterns, using a range of percussion and tuned instruments	● Compose and perform melodies using five or more notes. ● Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea. ● Create music reflecting given intentions and record using standard notation. ● Use ICT to organise musical ideas (where appropriate). (Combine all musical dimensions). ● Create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes and intervals)	● Make a sequence of long and short sounds with help (duration). ● Clap longer rhythms with help. ● Make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo; quality of the sound-smooth, crisp, scratchy, rattling, tinkling etc.– timbre). ● Create complex rhythmic patterns using a variety of instrumentation with an awareness of timbre (quality of sound) and duration (length of notes and intervals) ● Improvise using 5 or more notes to compose and perform melodies.
Key Concepts	Key Concept - Musicianship - Pulse/Beat						
Musicianship - Pulse/Beat Core Knowledge	● Combine different movements with ease and fluency ● Explore and engage in music making and dance, performing solo or ingroups.	● Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. ● Use body percussion, (e.g. clapping, tapping,	● Understand that the speed of the beat can change, creating a faster or slower pace (tempo). ● Mark the beat of a listening piece by tapping or clapping	● Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question and	● Recognise rhythm patterns ● Perform a repeated pattern to a steady pulse ● Identify and recall rhythm and melodic patterns	● Identify different speeds of pulse (tempo) by clapping and moving ● Improvise rhythm patterns ● Perform an independent part, keeping to a steady beat	

edge Progre ssion		walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat. Respond to the pulse in recorded/live music through movement and dance.	and recognising tempo as well as changes in tempo. - Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others. - Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. - Identify the beat groupings in familiar music that they sing regularly and listen to.	answer phrases.			
Key Conce pts	Key Concept - Musicianship - rhythm						
Musici anship - rhyth m Core Knowl edge Progre ssion	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	- Perform short copycat rhythm patterns accurately, led by the teacher. - Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. - Perform word-pattern chants; create, retain and perform their own rhythm patterns.	- Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. - Create rhythms using word phrases as a starting point. - Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. - Create and perform their own chanted rhythm patterns with the same stick notation.	Apply word chants to rhythms, understanding how to link each syllable to one musical note.	Improvise and compose rhythmical and simple melodic patterns using an increased number of notes.	Compose and improvise increasingly complicated rhythmic melodic phrases within given structures.	Create and improvise melodic and rhythmic phrases as part of a group performance.
Key Conce pts	Key Concept - Pitch						

Musicianship - Pitch Core Knowledge Progression		• Listen to sounds in the local school environment, comparing high and low sounds. • Sing familiar songs in both low and high voices and talk about the difference in sound. • Explore percussion sounds to enhance storytelling. • Follow pictures and symbols to guide singing and playing.	• Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. • Sing short phrases independently within a singing game or short song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions. • Recognise dot notation and match it to 3-note tunes played on tuned percussion.	Reading Notation • Understand the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. • Understand the differences between crotchets and paired quavers.	• Select instrument to form a group composition for effect • Identify the best way to play an instrument for effect. • Begin to identify and discuss the use of the musical elements in their compositions (e.g. dynamics and texture). • Compose basic melodies and accompaniments to songs. • Lead a group (start, stop, control dynamics).	• Compose lyrics for effect (to an existing or new song). • Use musical elements to inform composition. • Compose musical melodies using 4/5 notes. • Begin to experiment with composing using formal notation for tuned instruments. • Begin to improvise for effect.	• Compose lyrics for effect (to an existing or new song). • Confidence, thought and imagination in selecting sounds and structuring compositions to convey an idea. • Confidently use a range of techniques to inform their composition. • Lead a group to improvise and follow a basic score for effect.
Key Concepts	Key Concept - Performance						
Performance Core Knowledge Progression				• Work together as part of a group remembering the importance of starting and finishing together. • Perform as a group with instructions from a leader (to a range of audiences using actions and instruments). • Listen to others' performances and offer supportive feedback.	• Work together as part of a group remembering the importance of starting and finishing together. • Understand the context of a song and how this affects its performance. • Listen to others' performances and offer supportive feedback.	• Begin to add emotion for effect. • Understand the context of a song and how this affects its performance. • Listen to others' performances and offer supportive feedback.	• Perform to a range of audiences and occasions. • Understand the context of a song and how this affects its performance. • Listen to others' performances and offer supportive feedback. • Use signing throughout the performance of a song.