Music

Year 1

Performance | 33.33%

Instruments | 50% (16.67%)

CORE

Learn the names of the instruments they are playing

Play instruments by scraping, shaking, rattling, or tapping

Play a repeated pattern (ostinato) when accompanying a song

Play a range of instruments fast, slow, loudly, and quietly

Learn to listen and follow musical instructions from a leader

Voice | 50% (16.67%)

CORE

Speak and/or chant together

Can sing together with other children

Perform an action or a sound on the steady beat whilst singing

Learn to start and stop singing when following a leader.

Composition & Exploration | 33.33%

Explore | 50% (16.67%)

CORE
To know that we can create rhythms from words.

To explore: high and low sounds (pitch), long and short sounds (duration), loud and quiet sounds (dynamics), fast and slow sounds (tempo)

Compose | 50% (16.67%)

CORE
Help to compose a simple melody using one, two or three notes

Use graphics or symbols to record the sounds they have made

Reflect, Appraise & Listen | 33.33%

Reflect & Appraise | 50% (16.67%)

CORE
To know what the songs are about.

Begin to use musical terms such as, louder/quieter, faster/slower and higher/lower.

To enjoy moving to music by dancing, marching, clapping etc.

Listen | 50% (16.67%)

CORE
To recognise the sound and names of some of the instruments they use.

Listen to a piece of music and move in time to its beat.

Year 2

Reflect, Appraise & Listen | 33.33%

Reflect & Appraise | 50% (16.67%)

CORE
Know how sounds are made by beating, tapping or shaking etc.

Reflect on the sounds of the percussion instruments used and their names.

Begin to use musical language when describing how the mood is created

To learn how songs can tell a story or an idea

Listen | 50% (16.67%)

CORE
Listen to music with increased attention

Respond through movement to different music. For example cheerfully, sadly, angrily etc

Performance | 33.33%

Instruments | 50% (16.67%)

CORE
Learn the names of the notes in their instrumental part from memory or when written down.

Perform a rhythm to accompany a song

Work and perform as part of small groups

Play with control by getting louder or quieter, faster or slower keeping a steady beat

Listen to and follow musical instructions from a leader

Voice | 50% (16.67%)

CORE
Sing a range of songs with developing awareness of pitch

To convey the meaning of songs they sing

Have a sense of tempo (speed) and dynamics (speed) when singing

To know that unison is everyone singing at the same time

Start and stop singing when following a leader.

Composition & Exploration | 33.33%

Compose | 50% (16.67%)

CORE
Compose a structured piece of music with a beginning, middle and end

Compose short melodies

Compose music that has changes in dynamics, tempo and timbre

Explore | 50% (16.67%)

CORE
Take it in turns to improvise using one or two notes.

Explore what happens to sounds when there is a change of pitch dynamics and tempo

Explore how sounds can be manipulated to convey different effects

Year 3

Composition & Exploration | 33.33%

Compose | 50% (16.67%)

CORE

Create your own simple rhythm patterns

Compose rhythmic accompaniment to go with a song

Compose music that uses repetition

Compose music that has a structure of a beginning, middle and end.

Compose at least one simple melody using one, three or five different notes.

Explore | 50% (16.67%)

CORE

Explore the different sounds (timbres) that an instrument can make

Explore longer/shorter, faster/slower, higher/lower and louder/quieter sounds using percussion and voices

Reflect, Appraise & Listen | 33.33%

Reflect & Appraise | 50% (16.67%)

CORE

To think about what the words of a song mean

To take it in turn to discuss how the song makes them feel

To choose a song and be able to talk about its lyrics and what the song is about

Listen | 50% (16.67%)

CORE

Listen to music and identify the beat, rhythm, dynamic, tempo or melody.

Listen to their own compositions and use musical language to describe what happens in them

Listen with concentration to longer pieces or extracts of music

Listen carefully and respectfully to other people's thoughts about the music

Performance | 33.33%

Voice | 50% (16.67%)

CORE

Sing with increasing accuracy of pitch and melody.

Enjoy singing solo.

Sing songs with a structure, e.g. verse and chorus/call and response.

Sing in unison and in simple two-parts

To know why you must warm up your voice

Instruments | 50% (16.67%)

CORE

Play tuned percussion with increasing confidence

Keep a steady beat on an instrument in a group or individually

To rehearse and perform their part within a song.

Play using symbols including graphic or simple traditional notation

Follow hand directions from a leader

Year 4

Reflect, Appraise & Listen | 33.33%

Reflect & Appraise | 50% (16.67%)

CORE
Talk about the music and how it makes them feel

When a child talks they use musical language

Recognise music from different times and countries identifying key elements that give it its unique sound.

Listen | 50% (16.67%)

CORE
Confidently identify and move to the pulse

Identify whether a song has a verse/chorus or call and response structure

Identify the use of metre in 2 or 3 in a piece of recorded or live music

Composition & Exploration | 33.33%

Compose | 50% (16.67%)

CORE
Compose a simple rhythmic accompaniment to a song

Help create at least one simple melody using one, three or all five different notes.

Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo

Explore | 50% (16.67%)

CORE
Improvise using instruments in the context of a song they are learning to perform

Explore music that incorporates effective rests

Explore different sounds to create particular effects

Create simple rhythm patterns and lead the class to copy back

Performance | 33.33%

Voice | 50% (16.67%)

CORE
Sing in unison and in simple two-parts

Enjoy exploring singing solo.

Listen to the group when singing.

Sing songs showing musical expression such as changes of tempo and dynamics

Sing songs in a variety of styles with an increasing awareness of the melody and tone

Instruments | 50% (16.67%)

CORE
Play a tuned percussion instrument with increasing confidence when accompanying songs

Rehearse and perform their part within a song.

Play music that includes rests

Read and play from some conventional music symbols

Listen to and follow musical instructions from a leader, e.g. stopping/starting, playing faster/slower and louder/quieter

Present a musical performance

Year 5

Composition & Exploration | 33.33%

Explore | 50% (16.67%)

CORE

Explore and develop ideas, using musical devices such as repetition or ostinato

Explore chords, both concord and discord

To start to play with scales, such as blues and pentatonic

Explore various styles and genres of music, for example, Grime, Gospel, Folk, Rap, Rock, African, Blues etc

Compose | 50% (16.67%)

CORE

Create simple melodies using up to five different notes and simple rhythms

Listen to and reflect upon the developing composition and make musical decisions

Compose music using a range of symbols graphic or conventional to record compositions.

Refine own compositions after discussion

Use technology to record, sample, loop, manipulate and sequence sounds

Reflect, Appraise & Listen | 33.33%

Reflect & Appraise | 50% (16.67%)

CORE
Discuss what happens during songs/music and identify simple musical structures

Use musical vocabulary when talking about songs/music

Talk about the music and how it makes you feel.

Compare two pieces of instrumental music from different countries, genres or periods and discuss the similarities and differences

Listen | 50% (16.67%)

CORE
Listen carefully and respectfully to other people's thoughts about the music

To identify and move to the pulse with ease

Identify features of expression within music, e.g. dynamics, melody, harmony, and tempo

Performance | 33.33%

Voice | 50% (16.67%)

CORE
To sing with awareness of being 'in tune'.

Sing confidently in a wide variety of styles with expression

Sing a simple second part of a two part song with confidence

To listen to each other and be aware of how you fit into the group

Perform a song from memory

Instruments | 50% (16.67%)

CORE
Play a musical instrument with the correct technique

Perform in groups to an audience

Perform with sensitivity to different dynamics, tempo

Read and play with confidence from graphic or traditional notation

To listen to and follow musical instructions from a leader.

Conduct a group of instrumental performers

Year 6

Reflect, Appraise & Listen | 33.33%

Reflect & Appraise | 50% (16.67%)

CORE

Use musical language when talking about the songs

To think about the message of songs

Describe, using musical language, about the music and how it makes you feel

Listen | 50% (16.67%)

CORE

Listen respectfully to other people's thoughts about the music

Identify and discuss simple musical structures

To talk about the musical dimensions they can hear working together in music/songs

Performance | 33.33%

Instruments | 50% (16.67%)

CORE

Read and play with confidence from graphic or pictorial notation

Perform and react to different tempos and dynamics

Perform own compositions to an audience

Perform as part of a small ensemble on a tuned instrument

Conduct/lead a group in rehearsal or performance

To listen to and follow musical instructions from a leader

Voice | 50% (16.67%)

CORE

To sing in unison or a round, and to sing backing vocals

To experience rapping and solo singing

Sing confidently in a wide variety of styles with expression

Composition & Exploration | 33.33%

Compose | 50% (16.67%)

CORE

Compose own simple songs

Refine and edit own compositions after discussion with peers

Use technology to record, sample, loop, manipulate and sequence sounds

Record the composition using graphic or pictorial notation

Explore | 50% (16.67%)

CORE

Explore and develop ideas, using musical devices such as repetition

Explore various styles and genres of music, for example, Grime, Folk, Rap, Rock, etc

Improvise different sounds creating chords both concord and discord