

## K.O : Music

### Music in Nursery (Development Matters)

*The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.*

#### Birth to 3:

Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Explore their voices and enjoy making sounds.

Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of soundmakers and instruments and play them in different ways. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.

#### 3-4 year olds:

Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.

Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.

Music is a subjective art form or cultural activity that combines interrelated elements such as pulse, rhythm and pitch. The sounds created may be vocal, instrumental or mechanical and are often an expression of emotion.

### The Interrelated Dimensions of Music

Progression:	KS1	Y3/4	Y5/6
<b>PULSE</b> is the steady beat of music.	Recognise and respond to a pulse. Find and keep a steady beat.	Find the pulse and join in getting faster and slower together. Have an awareness of the pulse internally when listening/performing.	Keep the internal pulse when listening/performing. Identify the strong and weak beats within bars of music.
<b>RHYTHM</b> is the pattern of long and shorter sounds, and silences.	Recognise and respond to patterns of long and short sounds.	Understand that rhythmic patterns fit to the beat. Begin to understand 4/4 rhythm patterns	Understand 2/4, 3/4, and 4/4 rhythm patterns and how rhythms fit in to a steady beat. Recognise and use a syncopated rhythm.
<b>PITCH</b> is the range of high to low sounds.	Recognise and respond to high, low and middle sounds.	Recognise and respond to higher and lower sounds and general shapes of melody. Begin to recognise steps, leaps and repeated notes.	Identify steps, leaps and repeated notes. Identify a major scale pattern and use pitch knowledge to create a piece on tuned instruments.
<b>DYNAMICS</b> is how loud or quiet the music sounds.	Understand loud, quiet and silence.	Understand getting louder and quieter in finer graduations.	Understand how a wider range of dynamics can be used for expressive effect.

<b>TEMPO</b> describes how fast or slow the music goes	Understand fast and slow.	Understand getting faster and slower in finer graduations.	Understand how a wider range of tempi can be used for expressive effect.
<b>TIMBRE</b> is recognising the sounds of different instruments and voices.	Identify different percussion sounds and how they are made. Discuss the quality of sounds – smooth, crisp, scratchy, rattling, tinkling...	Identify a range of instruments by name and how they are played. Discuss the quality of ‘voice’ of both instrumental and vocal pieces.	Discuss the ‘quality’ of voice of vocal and instrumental pieces. Identify families of instruments and ensemble combinations (choir, orchestra).
<b>STRUCTURE</b> is how the music is ordered.	Understand and identify beginning, middle and end, use of repetition and introduction.	Develop an understanding of repetition (ostinato) and contrast (verse/chorus) structures and repeat signs.	Develop an understanding of conventional musical structures (repeat signs, coda, drone/ostinato, rondo, theme and variations).
<b>TEXTURE</b> is the layers of sound in music; working together to make music interesting.	Recognise and respond to one sound, leading to many sounds.	Recognise different combinations of layers in music.	Begin to understand different types of harmony (simple parts, use of chords, A Capella).
<b>NOTATION</b> is the ways to visually represent music. Symbols represent the sounds.	Invent symbols to represent sound and create a simple score for pitch or duration that others can follow. Know the names of the notes in their instrumental part from memory or when written down	Use different ways of recording compositions and sounds (letter names, symbols – both standard and invented, audio etc.) Staff Notation: Work out notes on the stave (EGBDF and FACE), the symbols for rests and note values of quaver, crotchet, dotted crotchet, minim and semibreve. Know some Italian musical terminology e.g. forte/piano	Use different ways of recording compositions and sounds (letter names, symbols – both standard and invented, audio, ICT etc.) Staff Notation: Recognise notes on the stave (EGBDF and FACE), the symbols for rests and note values of semiquaver, quaver, crotchet, dotted crotchet, minim and semibreve, also groups of pitches (chords). Know and use some Italian musical terminology within vocal and instrumental composition, e.g. forte/piano

*With any new song or piece of music always start with the foundations of pulse, then rhythm and then pitch, integrating new dimensions as you progress.*

**Curriculum Threads** 1. Core Values lead 2. Sense of Community 3. Strengths and Interests 4. Appreciation and difference  
5. Environmental Activism 6. Creativity and Appreciation of beauty 7. Mental Wellbeing

MUSIC PROGRESSION OF KNOWLEDGE AND SKILLS

BASED ON CHARANGA UNITS OF WORK

***The Interrelated Dimensions of Music:***

**Pulse - Rhythm - Pitch – Dynamics – Tempo – Timbre – Structure – Texture - Notation**

*All Year groups learn the simple definitions for The Interrelated Dimensions of Music and integrate this knowledge within the music curriculum through listening and reviewing, performing, improvising and composing.*

(new)	Reception/Y1	Y2
<b>VOCABULARY</b>	Pulse, rhythm, pitch, dynamics, tempo, structure perform, audience, singers, orchestra, band, conductor, drums, keyboard, percussion, trumpet, saxophone, glockenspiel, bass guitar, decks,	Pulse, rhythm, pitch, dynamics, tempo, structure, <b>timbre, texture, notation</b> perform/ <b>performance</b> , audience, singers, orchestra, band, conductor, drums, keyboard, percussion, trumpets, saxophone glockenspiel, bass guitar, <b>electric guitar</b> , decks



	<ul style="list-style-type: none"> <li>Compare two contrasting pieces of music for dimensions such as pitch or tempo.</li> </ul>	<ul style="list-style-type: none"> <li>Compare two contrasting pieces of music for dimensions such as pitch or tempo.</li> </ul>
<p><b>SINGING</b></p> <p><i>Learn about using their voice expressively and creatively</i></p>	<ul style="list-style-type: none"> <li>Find their singing voice and confidently sing songs from memory, in unison.</li> <li>Sing showing awareness of melody.</li> <li>Pitch Copy Back- use the voice to copy back using 'la'</li> <li>Sing notes of different pitches (high and low).</li> <li>Sing loud or quiet.</li> <li>Start and stop singing when following a leader.</li> </ul>	<ul style="list-style-type: none"> <li>Find their singing voice and confidently sing songs from memory, in unison.</li> <li>Sing following the shape of a melody, <b>with control of pitch, an awareness of pulse and control of rhythm.</b></li> <li>Pitch Copy Back- use the voice to copy back using 'la'</li> <li>Sing notes of different pitches (high, low)</li> <li><b>Follow pitch movement with their hands.</b></li> <li>Sing loud or quiet</li> <li><b>Sing simple repeated phrases.</b></li> <li><b>Find a comfortable singing position.</b></li> <li>Start and stop singing when following a leader.</li> </ul>
<p><b>PLAY INSTRUMENTS:</b></p> <p><b>Untuned Instruments</b> (e.g. drums, shakers, triangle)</p> <p><b>and</b></p> <p><b>Tuned Instruments</b> (e.g. glockenspiel, recorder, ocarina or any instrument a child is learning to play)</p>	<ul style="list-style-type: none"> <li>Know the names of the instruments they are playing.</li> <li>Treat instruments carefully and with respect.</li> <li>Explore the different sounds instruments make.</li> <li>Listen to and follow musical instructions from a leader.</li> <li>Copy/play back rhythmic and melodic patterns.</li> <li>Play the rhythm of their own name or favourite colour/food/animal</li> <li>Play instrumental parts accurately and in time with the steady pulse (tuned instruments: <b>one note</b> e.g. C) as part of the performance</li> <li>Know the names of the notes in their instrumental part from memory or when written down</li> </ul>	<ul style="list-style-type: none"> <li>Know the names of the untuned percussion instruments and tuned instruments played in class.</li> <li>Treat instruments carefully and with respect.</li> <li>Explore the different sounds instruments make.</li> <li>Listen to and follow musical instructions from a leader.</li> <li>Copy/play back rhythmic and melodic patterns, <b>including fast/slow.</b></li> <li>Play the rhythm of their own name or favourite colour/food/animal</li> <li>Play instrumental parts accurately and in time with the steady pulse (tuned instruments: <b>2/3 notes</b>) as part of the performance.</li> <li>Know the names of the notes in their instrumental part from memory or when written down.</li> </ul>
<p><b>IMPROVISE</b></p> <p><i>Make up rhythms/music in the moment</i></p>	<ul style="list-style-type: none"> <li>Know that improvisation is making up your own tune on the spot, that has never been heard before. It is not written down and belongs to them.</li> <li>Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> <li>Take it in turns to improvise using one or two notes.</li> </ul>	<ul style="list-style-type: none"> <li>Know that improvisation is making up your own tune on the spot, that has never been heard before. It is not written down and belongs to them.</li> <li>Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> <li>Take it in turns to improvise using one or two notes.</li> <li>Improvise in lessons as part of a performance – <b>1-2 notes</b></li> <li><b>Improvise using words</b></li> </ul>
<p><b>COMPOSE</b></p> <p><i>Make up and refine music (4 bars) over a period of time. The finished product can be reproduced.</i></p>	<ul style="list-style-type: none"> <li>Know that composing is writing music.</li> <li>Create rhythmic patterns by clapping, using untuned or tuned instruments, or the voice.</li> <li>Help to create a simple melody using one, two or three notes.</li> <li>Compose a simple melody using simple rhythms and use as part of a performance – 2 notes (e.g. C, D)</li> <li>Choose instruments to reflect a topic or achieve a sound effect.</li> </ul>	<ul style="list-style-type: none"> <li>Know that composing is writing music.</li> <li>Create rhythmic patterns by clapping, using untuned or tuned instruments, or the voice.</li> <li>Help create simple melodies using one to <b>five notes.</b></li> <li>Create patterns of sound – long/short, high/low, <b>loud/quiet, fast/slow.</b></li> <li>Read and write notation: Invent symbols to represent sound and create a simple score for pitch or duration that others can follow.</li> </ul>

		<ul style="list-style-type: none"> <li>● Compose a simple melody using simple rhythms and use as part of a performance – 2-3 notes (e.g. C, D, E)</li> <li>● Choose instruments to reflect a topic or achieve a sound effect.</li> </ul>
<b>PERFORM</b>	<ul style="list-style-type: none"> <li>● Know that a performance is sharing music with other people, called an audience.</li> <li>● Choose a song they have learnt and perform it.</li> <li>● Record the performance and say how they were feeling about it.</li> <li>● Look back at a recorded class performance. Discuss: What they liked the best? How they felt about it? How they felt during the performance?</li> </ul>	<ul style="list-style-type: none"> <li>● Know that a performance is sharing music with an audience, <b>which can include your parents and friends.</b></li> <li>● Choose a song they have learnt and perform it.</li> <li>● Add their ideas to the performance.</li> <li>● Record the performance and say how they were feeling about it.</li> <li>● Look back at a recorded class performance. Discuss: What they liked the best? How they felt about it? How they felt during the performance?</li> </ul>
<b>Understanding Music History</b>	Develop historical understanding by: <ul style="list-style-type: none"> <li>● Listening and responding to a range of composers from different periods (e.g. Classical) genres (e.g. Dance-ballet/tap/ballroom...), styles (e.g. Blues), music traditions and Pupil Choice (what they like listening to).</li> <li>● Looking at those who are best at it.</li> <li>● Understanding that music can be performed or listened to for a variety of reasons, including different cultures.</li> </ul>	

(new)	Y3/4	Y5/6
<b>VOCABULARY</b>	Pulse, rhythm, pitch, dynamics, tempo, structure, timbre, texture, notation perform/performance, audience, singers, <b>backing vocals, accompaniment</b> , orchestra, band, conductor, drums, keyboard, <b>piano, organ</b> , percussion, trumpets, saxophone glockenspiel, bass guitar, electric guitar <b>acoustic guitar</b> , decks, <b>synthesizer, turntables, digital/electronic sounds</b> improvise, compose, melody, <b>melodic</b> , rap, <b>solo</b> , unison, <b>intro/</b> introduction, verse, chorus, question and answer, repetition, <b>outro, hook, riff, canon, ostinato, mood, emotion, expression, contrast, soundscape</b> Symbols, score, <b>rhythm patterns, bars, crotchet, minim, quaver, repeat signs, staff/stave, time signature, forte, piano (dynamic) bridge</b>  <b>rapping, lyrics</b>  Musical Style, Blues, Baroque, Latin, Irish Folk, Funk, groove, Rock, Reggae, <b>Disco</b>	Pulse, rhythm, pitch, dynamics, tempo, structure, timbre, texture, notation, <b>dimensions of music</b> perform/performance, audience, singers, backing vocals, accompaniment, orchestra, band, conductor, drums, keyboard, piano, organ, percussion, trumpets, saxophone glockenspiel, bass guitar, electric guitar, acoustic guitar, decks, synthesizer, turntables, <b>bass</b> , digital/electronic sounds, <b>amplifier, brass section, strings</b> improvise, compose, melody, melodic, rap, solo, unison, intro/ introduction, verse, chorus, question and answer, repetition, <b>outro, hook, riff, canon, ostinato, mood, emotion, expression, contrast, soundscape, A Capella, ensemble, arrangements</b> Symbols, score, pentatonic scale, rhythm patterns, <b>note values</b> , bars, crotchet, minim, quaver, <b>semibreve, semiquaver</b> , repeat signs, staff/stave, time signature, forte, piano (dynamic), <b>Allegro, Adagio, stanza, note names, chords, coda, balance, bridge, ballad, interlude, bass line, harmony, ostinato, phrases, syncopation, scratching</b> rapping, lyrics, <b>improvisation, cover</b> , choreography, <b>producer</b> Musical Style, <b>style indicators</b> , Blues, Baroque, Latin, Irish Folk, Funk, groove, Rock, Reggae, Disco, <b>Bossa Nova, Swing, Old-school, Hip Hop, Rap, Soul, Neo Soul, Motown, Jazz, Urban Gospel, Big band</b>
<b>LISTEN AND APPRAISE</b>	<ul style="list-style-type: none"> <li>● Listen with concentration and understanding to a range of high quality live and recorded music</li> </ul>	

Including listening, movement and memory activities.

### LISTEN AND APPRAISE

Sequencing Listening: R-Y2 Personal Expressiveness: Awareness of the expressive gestures and moods in music (Sounds like a tiny mouse).

Y3/4 Vernacular: Recognising established musical conventions e.g. structure.

Y5/6 Speculative: Recognising what is usual or is unexpected.

- Listen and Respond imaginatively through movement/dance, responding to different moods, thoughts or sounds in music.
- Listen and then talk about a song/piece of music/composition heard using appropriate musical vocabulary.
- Know who sang or wrote the song/piece of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Talk about what they like or dislike about the music and how the piece of music makes them feel: using musical language to describe the music.
- Compare music and express growing tastes in music.
- Understand the theme, character or purpose of a piece of music.
- Explore how music and different sounds can affect emotions, create different moods and communicate ideas.
- Identify the instruments/voices they can hear: male/female voices, drums...
- Know that instruments belong to different groups e.g. string, brass, woodwind, percussion
- Recognise how an instrument may represent a sound e.g. flute/bird, drum/thunder
- Know that songs have a musical style.
- Identify and name some of the musical styles that they have listened to e.g. Rock, Reggae, traditional folk songs, Disco
- Identify the piece's structure e.g.(beginning, middle, end, introduction, verse, bridge, chorus, outro, a musical question and answer section, repetition, rapped verse, sung chorus etc.)
- Know that music has a steady pulse, like a heartbeat.
- Know that we add high and low sounds, pitch, when we sing and play our instruments.
- Begin to understand 4/4 rhythm patterns.

- Listen and Respond imaginatively through movement/dance, responding to different moods, thoughts or sounds in music.
- Use musical vocabulary to describe a song, piece of music or composition.
- Know who sang or wrote the song/piece of music, when it was written, and why?
- Know the historical context of the song/composition. What else was going on at this time, musically and historically?
- Listen with attention to detail and recall sounds with increasing aural memory.
- Talk about what they like or dislike about the music and how the piece of music makes them feel: using musical language to describe the music.
- Explain why they think the music is successful or unsuccessful. Analyse, evaluate and compare features and suggest improvements.
- Compare music and express growing tastes in music.
- Understand the theme, character or purpose of a piece of music.
- Think about the message of songs.
- Explore how music and different sounds can affect emotions, create different moods, communicate ideas and reflect different intentions.
- Identify the instruments/voices they can hear: male/female voices, drums...lead vocal, loops, decks, scratching, synthesizer, rhythm section, brass section
- Know that instruments belong to different groups e.g. string, brass, woodwind, percussion
- Recognise how an instrument may represent a sound e.g. flute/bird, drum/thunder
- Know that songs have a musical style.
- Identify and name some of the musical styles that they have listened to e.g. traditional folk songs, Disco and to name other songs from those styles.
- Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.
- Describe the piece's structure e.g.(beginning, middle, end, introduction, verse, bridge, chorus, outro, a musical question and answer section, repetition, rapped verse, sung chorus, intro, tune, lead tune, improvisation, lead – 8-bar intro, 8-bar tune repeated, middle 8, lead
- Know that music has a steady pulse, like a heartbeat.
- Identify the strong and weak beats within bars of music.
- Know that we add high and low sounds, pitch, when we sing and play our instruments.
- Begin to understand 2/4, 3/4, and 4/4 rhythm patterns.
- Recognise a syncopated rhythm

<p><b>LISTEN AND APPRAISE</b></p>	<p><b>Be able to talk about:</b></p> <ul style="list-style-type: none"> <li>• The difference between rhythms (long and short patterns) and the steady pulse (beat). How rhythmic patterns fit to the beat.</li> <li>• Pitch: High and low sounds that create melodies</li> <li>• <i>How pulse, rhythm and pitch work together to create music.</i></li> </ul> <p>•Some of the style indicators of that song (musical characteristics that give the song its style). How do you know this is rock music? Instruments used? etc.</p> <p>• <b>Pulse, rhythm and pitch. Confidently:</b></p> <ul style="list-style-type: none"> <li>• Find, clap and move in time to the pulse, keeping a steady beat.</li> <li>• <i>Keep the internal pulse while listening.</i></li> <li>• Keep together when the pulse gets faster and slower.</li> <li>• Create rhythms by using words - our names, favourite food, colours and animals.</li> <li>• Listen to a rhythm and clap back, identifying long and short sounds.</li> <li>• Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.</li> <li>• Create rhythmic patterns for others to copy.</li> <li>• Compare two contrasting pieces of music for dimensions such as pitch or tempo.</li> </ul>	<p><b>Be able to talk about:</b></p> <ul style="list-style-type: none"> <li>• The difference between rhythms (long and short patterns) and the steady pulse (beat). How rhythmic patterns fit to the beat.</li> <li>• Pitch: High and low sounds that create melodies</li> <li>• How pulse, rhythm and pitch work together to create music.</li> </ul> <p>•Some of the style indicators of that song (musical characteristics that give the song its style). How do you know this is rock music? Instruments used? etc.</p> <p>• <b>Pulse, rhythm and pitch. Confidently:</b></p> <ul style="list-style-type: none"> <li>• Find and move in time to the pulse, keeping a steady beat, <i>with ease.</i></li> <li>• Keep the internal pulse while listening.</li> <li>• Keep together when the pulse gets faster and slower</li> <li>• Create rhythms by using words - our names, favourite food, colours and animals.</li> <li>• Listen to a rhythm and clap back, identifying long and short sounds.</li> </ul> <p>• Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.</p> <ul style="list-style-type: none"> <li>• Create rhythmic patterns for others to copy.</li> <li>• Compare two contrasting pieces of music for dimensions such as pitch or tempo.</li> </ul>
<p><b>SINGING</b></p> <p><i>Learn about using their voice expressively and creatively</i></p>	<ul style="list-style-type: none"> <li>• Confidently sing songs from memory with the class in unison and in <i>simple two-parts and explore singing solo.</i></li> <li>• Sing in time to the music, with <i>mostly reliable</i> control of pitch.</li> <li>• Know why you must warm up your voice.</li> <li>• Demonstrate a good singing position/<i>posture</i></li> </ul>	<ul style="list-style-type: none"> <li>• Confidently sing songs from memory with the class in unison, in simple two/<i>three-part</i> harmony, solo, <i>a round (two parts) and backing vocals, maintaining their own part whilst others are singing their part. Identify the melodic phrases and how they fit together.</i></li> <li>• Sing in time to the music, with <i>accurate</i> control of pitch, <i>knowing how you fit into the group.</i></li> <li>• Know and explain the importance of warming up your voice.</li> <li>• <i>Developing breath support</i></li> <li>• Demonstrate a good singing posture.</li> <li>• <i>Begin to have an awareness of improvisation with the voice.</i></li> </ul> <p><i>Perform songs with an awareness of the meaning of the words and the occasion.</i></p>



	<ul style="list-style-type: none"> <li>● Know that singing in a group can be called a choir.</li> <li>● Know the importance of, and follow, the conductor: the person who leads a choir/group/orchestra/band.</li> </ul> <ul style="list-style-type: none"> <li>● Pitch Copy Back- use the voice to copy back using 'la', whilst maintaining the steady beat.</li> <li>● Sing notes of different pitches (high, low and middle).</li> <li>● Follow pitch movement with their hands.</li> <li>● Control basic dynamics when singing (loud, medium, quiet).</li> </ul> <ul style="list-style-type: none"> <li>● Sing songs expressively with awareness and control of the expressive elements i.e. timbre, dynamics and increasing/decreasing tempo.</li> </ul>	<ul style="list-style-type: none"> <li>● Know that singing in a group can be called a choir.</li> <li>● Know the importance of, and follow, the conductor: the person who leads a choir/group/orchestra/band.</li> <li>● Know about the song - its style, meaning of the lyrics, main features -so you can represent the feeling and context to your audience.</li> <li>● Understand texture: how a solo singer makes a thinner texture than a large group.</li> <li>● Pitch Copy Back- use the voice to copy back using 'la', whilst maintaining the steady beat.</li> </ul> <ul style="list-style-type: none"> <li>● Follow pitch movement with their hands.</li> <li>● Sing with subtle control of dynamics (loud, medium loud, medium, medium quiet, quiet)</li> <li>● Sing songs expressively with awareness and control of the expressive elements i.e. timbre, dynamics, tempo and sound projection.</li> </ul>
<p><b>PLAY INSTRUMENTS:</b>  <b>Untuned Instruments</b> (e.g. drums, shakers, triangle)</p> <p><b>and</b></p> <p><b>Tuned Instruments</b> (e.g. glockenspiel, recorder, ocarina or any instrument a child is learning to play)</p>	<ul style="list-style-type: none"> <li>● Know the names of the untuned percussion instruments and tuned instruments played in class.</li> <li>● Name and talk about other instruments played in a band or orchestra or by their friends.</li> <li>● Staff Notation: Work out notes on the stave (EGBDF and FACE), the symbols for rests and note values of quaver, crotchet, dotted crotchet, minim and semibreve.</li> <li>● Know that pulse, rhythm and pitch work together to make a song/instrumental piece</li> </ul> <p><b>Using both untuned &amp; tuned instruments</b></p> <ul style="list-style-type: none"> <li>● Explore the different sounds instruments make.</li> <li>● Select instruments to describe visual images.</li> </ul> <ul style="list-style-type: none"> <li>● Listen to and follow musical instructions from a leader.</li> <li>● Use correct technique and control when playing a range of class instruments; notes should sound clear.</li> </ul> <ul style="list-style-type: none"> <li>● Copy/play back rhythmic and melodic patterns, including fast/slow, without and with notation.</li> <li>● Make up their own short rhythmic and melodic sequence of sounds: use different ways including shaking, hitting and blowing. Discuss the quality of sounds and recognise silence.</li> </ul> <ul style="list-style-type: none"> <li>● Play instrumental parts accurately and in time (tuned instruments: 3-4 notes) as part of the performance from memory, and also by using notation.</li> </ul>	<ul style="list-style-type: none"> <li>● Know the names of the untuned percussion instruments and tuned instruments played in class.</li> <li>● Name and talk about other instruments played in a band or orchestra or by their friends.</li> <li>● Staff Notation: Recognise notes on the stave (EGBDF and FACE), the symbols for rests and note values of semiquaver, quaver, crotchet, dotted crotchet, minim and semibreve, also groups of pitches (chords).</li> <li>● Know that pulse, rhythm and pitch work together to make a song/instrumental piece</li> </ul> <p><b>Using a wider variety of both untuned and tuned instruments</b></p> <ul style="list-style-type: none"> <li>● Explore the different sounds instruments make.</li> <li>● Select instruments to describe visual images and to create different effects or moods. Use ICT to change and manipulate sounds.</li> <li>● Listen to and follow musical instructions from a leader.</li> <li>● Use correct technique and control when playing a range of class instruments; notes should sound clear.</li> </ul> <ul style="list-style-type: none"> <li>● Copy/play back rhythmic and melodic patterns, without and with notation, including syncopated rhythms.</li> <li>● Make up their own short rhythmic and melodic sequence of sounds: use different ways including shaking, hitting and blowing. Discuss the quality of sounds and recognise silence.</li> <li>● Copy back one-note riffs using a simple and syncopated rhythm</li> <li>● Select and play an instrumental part accurately, and in time as part of the performance from memory, and also by using notation.</li> </ul>



	<ul style="list-style-type: none"> <li>● Learn the names of the notes in their instrumental part from memory or when written down.</li> </ul>	<ul style="list-style-type: none"> <li>● Know the names of the notes in their instrumental part from memory or when written down.</li> </ul>
<p><b>IMPROVISE</b></p> <p><i>Make up rhythms/music in the moment</i></p>	<p><i>Be able to talk about improvisation:</i></p> <ul style="list-style-type: none"> <li>● Know that improvisation is making up your own tune on the spot, that has never been heard before. It is not written down and belongs to them.</li> <li>● Know that if you improvise using the notes you are given; you cannot make a mistake.</li> <li>● Listen and clap back rhythms, then listen and clap your own answer (e.g. rhythms of words).</li> <li>● Improvise using words</li> <li>● Use instruments - listen and copy back, then listen and play your own answer using 2-3 different notes.</li> <li>● Improvise repeated patterns, growing in sophistication.</li> <li>● Listen and sing back melodic patterns</li> <li>● Improvise using instruments, in the context of the song the group are learning to perform, using up to 3 given notes.</li> <li>● Begin to take part in improvisation sessions with confidence.</li> </ul>	<p><i>Be able to talk about improvisation:</i></p> <ul style="list-style-type: none"> <li>● Know that improvisation is making up your own tune on the spot, that has never been heard before. It is not written down and belongs to them.</li> <li>● Know that if you improvise using the notes you are given; you cannot make a mistake.</li> <li>● Listen and clap back rhythms, then listen and clap your own answer (e.g. rhythms of words).</li> <li>● Improvise using words</li> <li>● Use instruments - listen and copy back, then listen and play your own answer using 2-3 notes.</li> <li>● Improvise repeated patterns, growing in sophistication.</li> <li>● Listen and sing back melodic patterns</li> <li>● Improvise using instruments, in the context of a song to be performed in a group, using up to 3 given notes.</li> <li>● Improvise with confidence and with an awareness of rhythm, melodic pattern, context and purpose.</li> </ul>

<p><b>COMPOSE</b></p> <p><i>Make up and refine music (4 bars) over a period of time. The finished product can be reproduced.</i></p>	<p><i>Be able to talk about composition:</i></p> <ul style="list-style-type: none"> <li>● Know that composition is music that is created by you and kept in some way. It's like writing a story with music. It can be played or performed again.</li> <li>● Read and write notation: Invent symbols to represent sound and create a simple score for pitch or duration that others can follow.</li> <li>● Staff Notation: Work out notes on the stave (EGBDF and FACE), the symbols for rests and note values of quaver, crotchet, dotted crotchet, minim and semibreve.</li> <li>● Know and use some Italian musical terminology within vocal and instrumental composition, e.g. forte/piano</li> <li>● Create rhythmic patterns by clapping, using untuned or tuned instruments, or the voice.</li> <li>● Help compose simple melodies and songs (with lyrics) using simple rhythms, up to 5 different notes, dynamics (forte/piano), tempo (fast/slow) and a time signature. Combine Sounds expressively.</li> <li>● Plan and compose a section of music/accompaniment, creating a simple score, that can be performed within the context of a song, up to 5 notes</li> <li>● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Talk about how it is being created and how can it be improved.</li> <li>● Choose instruments to reflect a topic/mood/feeling, or achieve a sound effect, including use of ICT.</li> <li>● Create a soundscape using a combination of natural sounds (e.g. animals, waterfall, wind), and those created by humans (e.g. chatter, tuned and untuned percussion, mechanical sounds, use of ICT). Consider the quality of sound (timbre) – smooth, crisp, scratchy, rattling, tinkling etc.</li> </ul>	<p><i>Be able to talk about composition:</i></p> <ul style="list-style-type: none"> <li>● Know that composition is music that is created by you and kept in some way. It's like writing a story with music. It can be played or performed again.</li> <li>● Read and write notation: Invent symbols to represent sound and create a simple score for pitch or duration that others can follow.</li> <li>● Staff Notation: Recognise notes on the stave (EGBDF and FACE), the symbols for rests, and note values of semiquaver, quaver, crotchet, minim and semibreve, also groups of pitches (chords). Draw a treble clef at the correct position on the stave.</li> <li>● Know and use some Italian musical terminology within vocal and instrumental composition, e.g. forte/piano</li> <li>● Create rhythmic patterns by clapping, using untuned or tuned instruments, or the voice.</li> <li>● Compose simple melodies and songs (with lyrics) using simple rhythms, up to five different notes, dynamics (forte/piano), tempo (fast/slow) and a time signature. Combine sounds expressively.</li> <li>● Plan and compose a section of music/accompaniment, creating a simple score, that can be performed within the context of a song, working musically with the style of a song.</li> <li>● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics, tempo and balance. Make musical decisions about how the melody connects with the song. Talk about how it is being created and how can it be improved.</li> <li>● Choose instruments to reflect a topic/mood/ feeling, or achieve a sound effect, including use of ICT.</li> <li>● Create a group soundscape using a combination of natural sounds (e.g. animals, waterfall, wind), and those created by humans (e.g. chatter, tuned and untuned percussion, mechanical sounds, use of ICT), vocals and a conductor. Consider the quality of sound (timbre) – smooth, crisp, scratchy, rattling, tinkling etc.</li> </ul>
<p><b>PERFORM</b></p>	<p><i>Know and be able to talk about:</i></p> <ul style="list-style-type: none"> <li>● Performing is sharing music with other people, an audience, which can include your parents and friends</li> <li>● A performance can be a special occasion and involve a class, a year group, the whole school or including people you don't know.</li> <li>● Sing or rap the words clearly and play with confidence.</li> <li>● Choose a song they have learnt and confidently perform it together, from memory or with staff notation as a support.</li> </ul>	<p><i>Know and be able to talk about:</i></p> <ul style="list-style-type: none"> <li>● Performing is sharing music, with belief, with an audience which can include your parents and friends.</li> <li>● A performance can be a special occasion and involve a class, a year group, the whole school or including people you don't know.</li> <li>● Sing or rap the words clearly and play with confidence.</li> <li>● Choose a song they have learnt and confidently perform it together, from memory or with staff notation.</li> </ul>

	<ul style="list-style-type: none"> <li>● Add their ideas to the performance, <b>exploring the way that performers are a musical resource.</b></li> <li>● Contribute to a performance by singing, playing an instrumental part, improvising or by performing their composition; maintaining their own part and with awareness of what others in the group are singing or playing.</li> <li>● <b>Perform a solo part and in a small group with some confidence.</b></li> <li>● Record the performance and say how they felt during the performance, what they were pleased with, what they would change and why. Did they enjoy it?</li> </ul>	<ul style="list-style-type: none"> <li>● Add their ideas to the performance, exploring the way that performers are a musical resource.</li> <li>● Contribute to a performance by singing, playing an instrumental part, improvising or by performing their composition; maintaining their own part and with awareness of <b>how the different parts fit together to achieve an overall effect.</b></li> <li>● Perform <b>confidently</b> as a soloist, as well as in a small group.</li> <li>● Record the performance and talk musically about it e.g. What went well? and “It would have been even better if...?”</li> </ul> <p><b>Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? Compare it to a previous performance.</b></p>
<p><b>Understanding Music History</b></p>	<ul style="list-style-type: none"> <li>● Listen critically to music and be able to name some music from different eras/cultures/styles.</li> <li>● Describe the different purposes of music throughout history and in other cultures.</li> <li>● Recognise the work/style of work of at least one famous composer e.g. Beethoven, Mozart, Elgar.</li> </ul>	<ul style="list-style-type: none"> <li>● Listen critically to music and be able to name music from a variety of different eras/cultures/styles.</li> <li>● <b>State the genre, style, time and place of a piece of music.</b></li> <li>● Describe the different purposes of music throughout history and in other cultures. <b>Use musical vocabulary to compare and contrast the impact that different composers have had on people of their time and how music reflects time, place and culture. Explain some of the reasons why a piece of music might have been composed.</b></li> <li>● Recognise the work/style of work of at least one famous composer e.g. Beethoven, Mozart, Elgar.</li> <li>● <b>Contrast the work of a famous composer and explain personal preferences.</b></li> </ul>