

Purpose of study

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 should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

- 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
- 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

	KS1 NC	Reception	Y1	Y2	KS2 NC	Y3	Y4	Y5	Y6	
Listening	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - use their voices expressively and creatively by singing songs and speaking chants and rhymes - play tuned and untuned instruments musically <p>- listen with concentration and understanding to a range of high-quality live and recorded music</p> <ul style="list-style-type: none"> - experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>I can</p> <ul style="list-style-type: none"> - explore lyrics by suggesting appropriate actions. - listen to and following a beat using body percussion and instruments. - listen to sounds and identifying high and low pitch. - listen to and repeating a simple rhythm. - listen to and repeating simple lyrics. 	<p>I can</p> <ul style="list-style-type: none"> - recognise and understanding the difference between pulse and rhythm. - recognise basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower). - listen to and repeating short, simple rhythmic patterns. 	<p>I can</p> <ul style="list-style-type: none"> - listen to and recognise instrumentation, beginning to use musical vocabulary to describe music. - listen to and repeating a short, simple melody by ear. - suggest/improvements to their own and others' work. 	<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>Pupils should be taught to:</p> <ul style="list-style-type: none"> - play and perform in solo and ensemble contexts, using their voices and 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 - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music. 	<p>I can</p> <ul style="list-style-type: none"> - discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Song, Ballad, Jazz). - understand that music from different parts of the world has different styles. - recognising and explaining the changes within a piece of music using musical vocabulary. - begin to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. 	<p>I can</p> <ul style="list-style-type: none"> - identify the stylistic features of different genres, styles and traditions of music. - identify common features between different genres, styles and traditions of music. - recognise, name and explain the effect of the interrelated dimensions of music. - recognising scaled dynamics (crescendo/decrecendo) within a piece of music. - use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. 	<p>I can</p> <ul style="list-style-type: none"> - identify gradual dynamics and tempo changes within a piece of music, identifying common features between different genres, styles and traditions of music. - recognise, name and explain the effect of the interrelated dimensions of music. - use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. 	<p>I can</p> <ul style="list-style-type: none"> - recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.) - represent the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. - compare, discuss and evaluate music using detailed musical vocabulary. - developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. 	<p>I can</p> <ul style="list-style-type: none"> - recognise and confidently discuss the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film) - represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary - use musical vocabulary correctly when describing and evaluating the features of a piece of music. - confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.
Composing		<p>I can</p> <ul style="list-style-type: none"> - play untuned percussion 'in time' with a piece of music. - select classroom objects to use as instruments. - experiment with body percussion and vocal sounds to respond to music. - experimenting with playing instruments in different ways. 	<p>I can</p> <ul style="list-style-type: none"> - select and create short sequences of sound with voices or instruments to represent a given idea or character. - create simple melodies using a few notes. - choose dynamics, tempo and timbre for a piece of music. - begin to make improvements to their work as suggested by the teacher. 	<p>I can</p> <ul style="list-style-type: none"> - select and create longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. - create simple melodies from five or more notes. - choosing appropriate dynamics, tempo and timbre for a piece of music. - beginning to suggest improvements to their own work 	<p>I can</p> <ul style="list-style-type: none"> - compose a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). - combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). - using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record my compositions. - suggest and implement improvements to my work, using musical vocabulary. 	<p>I can</p> <ul style="list-style-type: none"> - compose a coherent piece of music in a given style with voices, bodies and instruments. - begin to improvise musically within a given style. - create a piece of music with at least four different layers and a clear structure. - using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. - suggest improvements to others' work, using musical vocabulary. 	<p>I can</p> <ul style="list-style-type: none"> - compose a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama) - combine rhythmic patterns (ostinatos) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. - use staff notation to record rhythms and melodies. - suggest and demonstrate improvements to own and others' work. 	<p>I can</p> <ul style="list-style-type: none"> - improvise coherently and creatively within a given style, incorporating given features. - compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. - develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. - record own composition using appropriate forms of notation and/or technology and incorporating constructively critique their own and others' work, using musical vocabulary. 	<p>I can</p> <ul style="list-style-type: none"> - improvise coherently and creatively within a given style, incorporating given features. - compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. - develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. - record own composition using appropriate forms of notation and/or technology and incorporating constructively critique their own and others' work, using musical vocabulary. 	
Performing		<p>I can</p> <ul style="list-style-type: none"> - use their voices to join in with well-known songs from memory. - move to music with instruction to perform actions. - participate in performances to a small audience. - stop and start playing at the right time. 	<p>I can</p> <ul style="list-style-type: none"> - sing short songs from memory, maintaining the overall shape of the melody and keeping in time. - maintain the pulse (play on the beat) using hands, and tuned and untuned instruments. - copy back short rhythmic and melodic phrases on percussion instruments. 	<p>I can</p> <ul style="list-style-type: none"> - use their voices expressively when singing, including the use of basic dynamics (loud and quiet). - sing short songs from memory, with melodic and rhythmic accuracy. - copy longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. - sing back short melodic patterns by ear and playing short melodic patterns from letter notation 	<p>I can</p> <ul style="list-style-type: none"> - sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. - sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance. - performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology. 	<p>I can</p> <ul style="list-style-type: none"> - sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. - sing and play in time with peers with accuracy and awareness of their part in the group performance. - playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. 	<p>I can</p> <ul style="list-style-type: none"> - sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. - work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. - perform with accuracy and fluency from graphic and simple staff notation. - playing a simple chord progression with accuracy and fluency. 	<p>I can</p> <ul style="list-style-type: none"> - sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. - work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. - perform a solo or take a leadership role within a performance. - performing with accuracy and fluency from graphic and staff notation and from their own notation. 	<p>I can</p> <ul style="list-style-type: none"> - discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. 	
The History of Music		N/A	N/A	N/A		<p>I can</p> <ul style="list-style-type: none"> - understand that music from different times has different features. 	<p>I can</p> <ul style="list-style-type: none"> - recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary. 	<p>I can</p> <ul style="list-style-type: none"> - confidently discuss the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. 	<p>I can</p> <ul style="list-style-type: none"> - discuss musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. 	
Knowledge (Inter-related)	<p>VOCABULARY</p> <p>To know</p> <p>PITCH: what 'high' and 'low' notes are.</p> <p>DURATION: that different sounds can be long or short.</p> <p>DYNAMICS: that instruments can be played loudly or softly.</p> <p>TEMPO: that music that is 'fast' or 'slow'.</p> <p>that we can match our body movements to the speed (tempo) or pulse (beat) of music.</p> <p>TIMBRE: that different instruments can sound like a particular character.</p> <p>TEXTURE: that music often has more than one instrument being played at a time.</p> <p>STRUCTURE: the chorus in a familiar song.</p> <p>NOTATION: that signals can tell us when to start or stop playing.</p>	<p>VOCABULARY</p> <p>To know</p> <p>PITCH: that pitch means how high or low a note sounds and that 'tuned' instruments play more than one pitch of notes.</p> <p>DURATION: that 'duration' means how long a note, phrase or notes.</p> <p>DYNAMICS: that dynamics means how loud or soft a sound is.</p> <p>TEMPO: that the tempo is the speed of the music.</p> <p>TIMBRE: that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch.</p> <p>TEXTURE: that music has layers called 'texture'.</p> <p>STRUCTURE: that a piece of music can have more than one section, eg a verse and a chorus.</p> <p>NOTATION: that music can be represented by pictures or symbols.</p>	<p>VOCABULARY</p> <p>To know</p> <p>PITCH: that some tuned instruments have a lower range of pitches, and some have a higher range of pitches.</p> <p>DURATION: that 'duration' means how long a note, phrase or whole piece of music lasts.</p> <p>DYNAMICS: that dynamics can change the effect a sound has on the audience.</p> <p>TEMPO: that the tempo of a musical phrase can be changed to achieve a different effect.</p> <p>TIMBRE: that musical instruments can be used to create 'real life' sound effects.</p> <p>TEXTURE: that a graphic score can show a picture of the layers, or 'texture', of a piece of music.</p> <p>STRUCTURE: that structure means the organization of sounds within music; eg a chorus and verse pattern in a song.</p> <p>NOTATION: to know that 'notation' means writing music down so that someone else can play it</p>	<p>VOCABULARY</p> <p>To know</p> <p>PITCH: that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad.</p> <p>DURATION: that different notes have different durations, and that 'colours' are worth one whole beat.</p> <p>DYNAMICS: that the word 'crescendo' means a sound getting gradually louder.</p> <p>TIMBRE: that the timbre of instruments played affect the mood and style of a piece of music.</p> <p>TEXTURE: that many types of music from around the world consist of more than one layer of sound, for example a 'bala' and 'rag' in traditional Indian music.</p> <p>STRUCTURE: that in a ballad, a 'stanza' means a verse.</p> <p>NOTATION: that 'reading' music means using how the written note symbols look and their position to know what notes to play.</p>	<p>VOCABULARY</p> <p>To know</p> <p>PITCH: that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.</p> <p>DURATION: that combining different instruments playing different rhythms creates layers of sound called 'texture'.</p> <p>DYNAMICS: that the word 'crescendo' means that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</p> <p>DYNAMICS: that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</p> <p>TEMPO: that playing in time means a performers playing together at the same speed.</p> <p>TIMBRE: that grouping instruments according to their timbre can create contrasting 'textures' in music.</p> <p>TEXTURE: that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</p> <p>STRUCTURE: that harmony means playing two notes at the same time, which usually sounds good together.</p> <p>NOTATION: that 'performance directions' are words added to music notation to tell the performers how to play.</p>	<p>VOCABULARY</p> <p>To know</p> <p>PITCH: that 'major' key signatures use note pitches that sound cheerful and upbeat and that 'minor' key signatures use note pitches that can suggest sadness and tension.</p> <p>DYNAMICS: that varying effects can be created using only your voice, for example by changing the pitch, dynamics or tempo of the sounds made.</p> <p>TEMPO: that a slow tempo can be used to make music sound sad.</p> <p>TIMBRE: that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</p> <p>TEXTURE: that a chord is the layering of several pitches played at the same time.</p> <p>STRUCTURE: To know that a loop is a repeated rhythmic melody, and is another word for ostinato.</p> <p>NOTATION: To know that simple pictures can be used to represent the structure (organisation) of music.</p>	<p>VOCABULARY</p> <p>To know</p> <p>PITCH: that 'major' key signatures use note pitches that sound cheerful and upbeat and that 'minor' key signatures use note pitches that can suggest sadness and tension.</p> <p>DYNAMICS: that representing beats of silence or 'rests' in written music to represent as it helps us play rhythms correctly.</p> <p>TEMPO: that a quarter is worth half a beat.</p> <p>DYNAMICS: that a melody can be adapted by changing its dynamics, pitch or tempo.</p> <p>TEXTURE: that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.</p> <p>STRUCTURE: that texture can be created by adding or removing instruments in a piece and can create 'textures' of dynamic change.</p> <p>STRUCTURE: that a chord progression is a sequence of chords that repeats throughout a song.</p> <p>NOTATION: that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.</p>			