

Music

In key stage 1 pupils should be taught:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and ed music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

In key stage 2 pupils should be taught:

- 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 ed music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

	Year 1	Year 2
Listening & Appraising	Listen to a variety of music from different styles, traditions and times. Start to recognise it, and some of the different instruments used.	Continue to listen to a variety of music from different styles, traditions and times. Start to recognise it, and some of the different instruments used. Begin to describe own feelings and respect others.
Embedding the dimensions of music	Begin to understand, through activity and feeling more than explanation, how Pulse, Rhythm & Pitch work together to create a song or piece of music	Deepen the understanding through activities and feeling more than explanation, how Pulse, Rhythm & Pitch work together to create a song or piece of music. Demonstrate this if they can
Singing	Begin to understand the importance of working together in an ensemble or as part of a group Sing in tune within a limited pitch range, and perform with a sense of pulse and rhythm. Begin to understand the importance of and why we warm up our voices	Continue to learn about the importance of working together in an ensemble or as part of a group Sing in tune within a limited pitch range, and perform with an increasing sense of pulse and rhythm. Sing songs and melodies and begin to consider how the melody and words should be interpreted. Begin to understand the importance of and why we warm up our voices
Playing	Explore and create music using classroom percussion, tuned and un-tuned, to play melodies, tunes and accompaniments and to improvise and compose very simple melodies. Use glocks, ers.	Explore and create music using classroom percussion, tuned and un-tuned, to play melodies, tunes and accompaniments and to improvise and compose simple melodies. Use glocks or use band instruments if appropriate. Begin to recognise and musically demonstrate awareness of a link between shape and pitch graphic notations

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Improvising	Begin to explore and create simple musical sounds with voices and instruments within the context of the song being learnt	Continue to explore and create simple musical sounds with voices and instruments within the context of the song being learnt
Composing	Begin to create your own simple melodies within the context of the song that is being learnt.	Create your own simple melodies within the context of the song that is being learnt.
Performing	Begin to work together as part of an ensemble / band. Remember the importance of starting and ending together by learning to follow the conductor / band leader. Sing and rap to each other and to an audience. Play tuned and/or untuned instruments with some control and rhythmic accuracy. Improvise and play back compositions using simple patterns as part of a performance. Perform with some understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.	Continue to work together as part of an ensemble / band. Remember the importance of starting and ending together by learning to follow the conductor / band leader. Sing and rap to each other and to an audience. Play tuned and/or untuned instruments with more control and rhythmic accuracy and with realised progression. Improvise and play back compositions using simple patterns confidently as part of a performance. Perform with an understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together.
Topic	Year 3	Year 4
Listening & Appraising	Listen with increasing concentration to a variety of music from different styles, traditions and times. Start to recognise / identify different style indicators and different instruments used. Begin to describe own feelings and respect others. Begin to use correct musical language.	Listen with increasing concentration to a variety of music from different styles, traditions and times, and begin to place the music in its historical context. Start to recognise / identify different style indicators and different instruments used. Describe own feelings and respect others. Continue to use correct musical language.
Embedding the dimensions of music	Further deepen the understanding through activities and feeling more than explanation, how Pulse, Rhythm & Pitch work together to create a song or piece of music. Demonstrate an understanding	Further deepen the understanding of, how Pulse, Rhythm & Pitch work together to create a song or piece of music. Continue to demonstrate an understanding
Singing	Understand the importance of working together in an ensemble or as part of a group Sing in tune within a limited pitch range, and perform with a stronger / more secure sense of pulse and rhythm Sing songs and melodies and consider how the melody and words should be interpreted. Understand more about the importance of, and the reason why we warm up our voices	Continue to understand the importance of working together in an ensemble or as part of a group Sing in tune and perform with an even stronger / more secure sense of pulse and rhythm Sing songs and melodies and consider how the melody and words should be interpreted at a deeper level. Understand more about the importance of, and the reason why we warm up our voices
Playing	Continue to explore and create music using classroom percussion, tuned and un-tuned, to play melodies, tunes and	Explore and create music in greater depth using classroom percussion, to play melodies, tunes and accompaniments, and to improvise and compose. Use glocks or use band instruments if appropriate.

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	<p>accompaniments, and to improvise and compose. Use glocks, or use band instruments if appropriate.</p> <p>Begin to recognise / identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and foundations of notations</p>	<p>Continue to recognise / identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and foundations of notations</p>
Improvising	<p>Explore and create musical sound with voices and instruments within the context of the song being learnt.</p>	<p>Explore and create musical sound with voices and instruments within the context of the song being learnt.</p>
Composing	<p>Begin to create your own more complex tunes and melodies within the context of the song that is being learnt. Start to choose, combine and organise patterns and musical ideas within musical structures, and do this with understanding as part of a group or with your whole class</p>	<p>Continue to create your own more complex tunes and melodies within the context of the song that is being learnt. Start to choose, combine and organise patterns and musical ideas within musical structures, and do this with understanding as part of a group or with your whole class.</p>
Performing	<p>Have more understanding of working together as part of an ensemble / band. Appreciate the importance of starting and ending together by learning to follow the conductor / band leader and listening.</p>	<p>Have a deeper understanding of working together as part of an ensemble / band. Appreciate the importance of starting and ending together by learning to follow the conductor / bandleader and listening. Continue to develop performance skills. Play tuned instruments with more control and rhythmic accuracy and with more realised progression. Improvise and play back compositions using patterns confidently as part of a performance. Perform with a greater understanding of an integrated approach, where performance can include everything that has been undertaken during the learning process of the unit.</p>
Topic	Year 5	Year 6
Listening & Appraising	<p>Listen with concentration to a variety of music from different styles, traditions and times and place the music in its historical context. Recognise / identify different style indicators and different instruments and their sounds. Describe own feelings with confidence and respect others. Continue to use correct musical language.</p>	<p>Listen with concentration to a variety of music from different styles, traditions and times and place the music in its historical context. Securely / confidently recognise / identify different style indicators and different instruments and their sounds. Describe own feelings with confidence and respect others. Continue to use correct musical language.</p>
Embedding the dimensions of music	<p>Understand that through repeated games and activities, depth of learning occurs and that Pulse, Rhythm & Pitch work together to create a song or piece of music. Demonstrate and understanding of this.</p>	<p>Know, understand and demonstrate with confidence Pulse, Rhythm & Pitch work together to create a song or piece of music.</p>
Singing	<p>Understand that you sing in an ensemble with the aim of producing a round sound, clear diction, control of pitch and some musical understanding of how parts fit together ☑ Sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone. ☑ Have a</p>	<p>Understand in greater depth how to sing in an ensemble with the aim of producing a round sound, clear diction, control of pitch and a musical understanding of how parts fit together Sing in tune within an appropriate vocal range with clear diction, mostly accurate tuning, and control of breathing and appropriate tone.</p>

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	<p>greater understanding of melody, words and their importance and how to interpret a song musically</p> <p>Understand the importance of warming up our voices, good posture, breathing and projecting voices. Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts</p>	<p>Have a deeper understanding of melody, words and their importance and how to interpret a song musically</p> <p>Understand the importance of warming up our voices, good posture, breathing and projecting voices. Sing together with more confidence, with increasingly difficult melody and words, sometimes in two parts</p>
Playing	<p>Use glocks, band instruments if appropriate, to play melodies, tunes and accompaniments and to improvise and compose. Continue to explore the basics and foundations of formal notation - an introduction</p>	<p>Continue to use glocks , and band instruments if appropriate, to play melodies, tunes and accompaniments and to improvise and compose. Build on understanding the basics and foundations of formal notation - an introduction</p>
Improvising	<p>Create musical improvisations with voices and instruments within the context of the song being learnt.</p>	<p>Create musical improvisations in greater depth and with confidence, with voices and instruments within the context of the song being learnt.</p>
Composing	<p>With increasing confidence, create your own melodies within the context of the song that is being learnt. Start to choose, combine and organise patterns and musical ideas within musical structures and do this with understanding.</p>	<p>Confidently create your own melodies within the context of the song that is being learnt. Start to choose, combine and organise patterns and musical ideas within musical structures and do this with understanding.</p>
Performing	<p>Work together as part of an ensemble / band, adding some direction and ideas. Begin to demonstrate musical quality eg clear starts, ends of pieces / phrases, technical accuracy etc.</p> <p>Play tuned and/or un-tuned instruments with control and rhythmic accuracy and with realised progression. Improvise and play back compositions using more complex patterns confidently as part of a performance</p> <p>Perform with an understanding of an integrated approach, where performance can include everything that has been undertaken during the learning process of the units.</p>	<p>Work together as part of an ensemble / band, adding more direction and ideas.</p> <p>Demonstrate musical quality eg clear starts, ends of pieces / phrases, technical accuracy etc.</p> <p>Play tuned and/or un-tuned instruments with further control and rhythmic accuracy and with realised progression. Improvise and play back compositions using more complex patterns with greater confidently as part of a performance</p> <p>Perform with a further understanding of an integrated approach, where performance can include everything that has been undertaken during the learning process of the units.</p>