

Music Pupils should be taught....	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	
<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes (KS1)</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (KS2)</p>	<p>Explore the use of the voice in different ways such as speaking, singing, chanting, and call and response songs. Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects.</p> <p>Find out how to sing with expression, confidence and creativity to an audience.</p>	<p>Sing with a sense of the shape of a melody. Represent sounds with symbols. Improvise in making sounds with the voice. Perform songs using creativity and expression and create dramatic effect.</p> <p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow)</p>	<p>Sing in tune. Perform simple melodic and rhythmic parts, and in unison. Improvise repeated patterns. Beginning to understand the importance of pronouncing the words in a song well. Start to show control in voice, including forte and piano (loud and soft) Perform with confidence.</p>	<p>Sing in tune with awareness of others. Perform simple melodic and rhythmic parts with awareness of others, including rounds and partner songs with different time signatures. Improvise repeated patterns growing in sophistication. Sing songs from memory with accurate pitch. Maintain a simple part within a group. Understand the importance of pronouncing the words in a song well. Show control in voice, including the use of crescendo and decrescendo.. Play notes on instruments with care so they sound clear. Perform with control and awareness of what others in the group are singing or playing</p>	<p>Create songs with an understanding of the relationship between lyrics and melody. Whilst performing by ear and from notations, maintain own parts with awareness of how the different parts fit together and the need to achieve an overall effect. Breathe well and pronounce words, change pitch and show control in singing. Perform songs with an awareness of the meaning of the words. Hold a part in a round, partner song or song with a verse and chorus. Perform songs in a way that reflects there meaning and the occasion. Sustain a drone or melodic ostinato to accompany singing. Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal).</p>	<p>Sing a broad range of songs (including syncopated rhythm, and as part of an ensemble).</p> <p>Perform significant parts from memory and from notations with awareness of own contribution. Refine and improve own work. Sing or play from memory with confidence, expressively and in tune. Perform alone and in a group, displaying a variety of techniques. Take turns to lead a group. Sing a harmony part confidently and accurately.</p> <p>Sing three and four part rounds.</p>	
<p>play tuned and untuned instruments musically (KS1)</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music (KS2)</p>	<p>Play instruments showing an awareness of others, including body percussion, and moving in different ways to music</p> <p>Repeat and investigate simple beats and rhythms. Understand the difference between creating a pitch pattern and a rhythm pattern. Learn to play sounds linking with symbols (including exploring and inventing own symbols for notation).</p>	<p>Perform simple patterns and accompaniments keeping to a steady pulse. Recognise and explore how sounds can be organised. Respond to starting points that have been given (including non-musical stimuli). Understand how to control playing a musical instrument so that they sound, as they should, or alter tempo.</p>	<p>Compose music that combines musical elements. Carefully choose sounds to achieve an effect. Order sounds to help create an effect.</p> <p>Perform short improvisations</p> <p>Create short musical patterns with long and short sequences and rhythmic phrases</p> <p>Structure musical ideas to have a beginning, middle and end</p>	<p>Compose music that combines several layers of sound. Show an awareness of the effect of several layers of sound. Compose and perform melodies and songs (Including using ICT , simple improvisation) Use sound to create abstract effects. Recognise and create repeated patterns with a range of instruments. Compose music to suit a given modd, including major and minor chords. Create accompaniments for tunes. Carefully choose order, combine and control sounds with awareness of their combined effect.</p> <p>Copy short melodic phrases including those using the pentatonic scale.</p>	<p>Use the venue and sense of occasion to create performances that are well appreciated by the audience. Compose by developing ideas within musical structures. Improvise melodic and rhythmic phases as part of a group performance. Improvise within a group, or over a drone, groove or beat. Compose a short ternary piece. Use chords to compose music to evoke a specific atmosphere. Understand how triads are formed.</p>	<p>Improvise melodic and rhythmic material within given structures (eg repetition and contrast, over a fixed groove) Show thoughtfulness in selecting sounds and structures to convey an idea. Create own musical patterns and phrases using the pentatonic scale. Use a variety of different musical devices including melody, rhythms, and chords. Compose a short ternary piece.</p>	

	Understand how to play an instrument with care and attention.	Use graphic symbols to keep a record of composed pieces. Identify beat groupings in familiar music.					
listen with concentration and understanding to a range of high-quality live and recorded music (KS1) listen with attention to detail and recall sounds with increasing aural memory (KS2)	Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). Reflect on music and say how it makes people feel, act and move. Respond to different composers and discuss different genres of music. Have opportunities to meet and work with professional musicians	Notice how music can be used to create different moods and effects and to communicate ideas. Listen and understand how to improve own composition. Sort composers in to different genres and instruments in to different types. Have opportunities to meet and work with professional musicians	Notice and explore the way sounds can be combined and used expressively. Listen to different types of composers and musicians.	Notice, analyse and explore the way sounds can be combined and used expressively. To comment on musicians use of technique to create effect.	Notice and explore the relationship between sounds. Notice and explore how music reflects different intentions.	Notice, comment on and compare the use of musical devices. Notice, comment on and compare the relationship between sounds. Notice, comment on, compare and explore how music reflects different intentions.	
experiment with, create, select and combine sounds using the inter-related dimensions of music. (KS1)	Create a sequence of long and short sounds with help, including clapping longer rhythms. Investigate making sounds that are very different (loud and quiet, high and low etc.). Explore own ideas and change as desired.	Choose carefully and order sounds in a beginning, middle and end. Use sounds to achieve an effect. (including use of ICT) Create short musical patterns. Investigate long and short sounds Explore changes in pitch to communicate an idea. Play copycat rhythms Represent rhythm patterns with notation, then using these to perform Recognise dot notation and match it to three note tunes played on tuned percussion.					
use and understand staff and other musical notations (KS2)			Learn to read music, including stave, lines and spaces, and clef.	Know and use standard musical notation of crotchet, minim and semibreve. Indicate how many beats to play. Read the musical stave and can work out the notes, EGBDF and FACE.	Use of a variety of notation when performing and composing. Compose music for different occasions appropriate musical devises.	Learn to read music Use Staff and musical notation when composing work. Know how many beats in a minim, crotchet and semibreve and recognise	

			<p>Use Staff and musical notation when composing work.</p> <p>Know how many beats in a minim, crotchet and semibreve and recognise their symbols.</p> <p>Know the symbol for a rest in music, and use silence for effect in my music</p> <p>Use listening skills to correctly order phrases using dot notation</p>	<p>Draw a treble clef at the correct position on the stave.</p>	<p>Quickly read notes and know how many beats they represent.</p> <p>Use a range of words to help describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence.</p> <p>Describe music using musical words and use this to identify strengths and weaknesses in music.</p>	<p>their symbols.</p> <p>Know the symbol for a rest in music, and use silence for effect in my music</p>	
<p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (KS2)</p>			<p>Begin to recognise and identify instruments being played.</p> <p>Comment on likes and dislikes.</p> <p>Recognise how musical elements can be used together to compose music</p> <p>Have opportunities to meet and work with professional musicians</p>	<p>Begin to recognise and identify instruments and numbers of instruments and voices being played.</p> <p>Compare music and express growing tastes in music.</p> <p>Explain how musical elements can be used together to compose music</p> <p>Have opportunities to meet and work with professional musicians</p>	<p>Compare and evaluate different kinds of music using appropriate musical vocabulary.</p> <p>Explain and evaluate how musical elements, features and styles can be used together to compose music</p> <p>Have opportunities to meet and work with professional musicians</p>	<p>Analyse and compare musical features choosing appropriate musical vocabulary.</p> <p>Explain and evaluate how musical elements, features and styles can be used together to compose music.</p> <p>Have opportunities to meet and work with professional musicians</p>	
<p>develop an understanding of the history of music. (KS2)</p>			<p>Describe the different purposes of music throughout history and in other cultures.</p> <p>Understand that the sense of occasion affects the performance.</p>	<p>Understand that the sense of occasion affects the performance.</p> <p>Combine sounds expressively</p>	<p>Understand the different cultural meanings and purposes of music, including contemporary culture.</p> <p>Use different venues and occasions to vary my performances.</p>	<p>Notice and explore how music reflects time, place and culture.</p> <p>Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural</p> <p>Use different venues and occasions to vary performances.</p>	

Musical terminology	Rhythm Pitch Pulse Beat	Crotchet Quaver Crotchet rest	Downbeat Rising (pitch) Falling (pitch) Call and response Phrase Drone Unison Crotchet Paired quaver Mnims Allegro Adagio	Accelerando (getting faster) Rallentando (getting slower) Pentatonic scale Rounds Duet Melody Accompaniment Crescendo Decrescendo Legato Staccato	Simple time Ternary form Verse and chorus form Triad Music in 3 parts Fortissimo Pianissimo Semi breve Semi quaver	Compound time Syncopation Diatonic scale Chord progression Music in 4 parts Mezzo forte Mezzo piano Time signatures: 2/4, ¾, 4/4	
Listening musical genres	<p>African Music</p> <p>Nigerian Drumming Jin-Go-La-Ba – Drums of Passion <i>Babatunde Olatunji</i></p> <p>South African Choral Inkanyezi Nezazi <i>Ladysmith Black Mambazo</i> Lullabies</p> <p>Frere Jacques</p> <p>Cradle song (<i>Brahms Lullaby</i>)</p> <p>A Dream is a Wish Your Heart Makes (<i>From Cinderella</i>)</p> <p>Hush Little Baby</p> <p>Berceuse (Nocturnes op.57) <i>Chopin</i> Marches</p> <p>Radetzky March <i>Johann Strauss</i></p>	<p>Caribbean Music</p> <p>Trinidad Calypso: Tropical Bird Top Cat Mambo Limbo Dance <i>Trinidad Steel Band</i></p> <p>Cuba Salsa: Hot Salsa for Kids <i>Corp Latino Bar del Mar</i> Cuban Rhythms <i>Corp Latino Dance Group</i></p> <p>Jamaica Reggae: Three Little Birds <i>Bob Marley</i> You can Get It If You Really Want It <i>Desmond Dekker</i></p> <p>Country Music</p> <p>Take Me Home Country Roads <i>John Denver</i></p> <p>Jambalaya <i>Hank Williams</i></p>	<p>Popular Music</p> <p>Pop With a Little Help From My Friends <i>The Beatles</i> Smalltown Boy <i>Bronski Beat</i></p> <p>Rock n Roll Hound Dog <i>Elvis Presley</i> Rock Around The Clock <i>Bill Haley and his Comets</i></p> <p>Disco Le Freak <i>Chic</i> Night Fever <i>Bee Gees</i></p> <p>Music of Asia</p> <p>Indonesia Gamelan: Baris by Gong <i>Kebyar of Peliatan</i></p> <p>India Indian Classical: Sahela Re <i>Kishori Amonkar</i> Punjab (Bhangra): Bhabiye Akh Larr Gayee <i>Bhujhangy Group</i></p> <p>China Moon in Chun Yang</p>	<p>Jazz and Blues</p> <p>Jazz Take the “A” Train <i>Billy Strayhorn/Duke Ellington Orchestra</i> Take 5 <i>Dave Brubeck</i> Around Midnight <i>Thelonius Monk</i></p> <p>Blues Runaway Blues <i>Ma Rainey</i> The Rainy Day Blues <i>B.B. King</i> Funky Bluesy ABC’s <i>Taj Mahal</i> Late for School Blues <i>Rita Coolidge</i></p> <p>Popular Music</p> <p>Funk I Got You (I Feel Good) <i>James Brown</i> One Nation Under a Groove <i>Funkadelic</i></p> <p>Art Pop Wild Man Cloudbusting <i>Both by Kate Bush</i></p> <p>The 90s Indie: Wonderwall <i>Oasis</i></p> <p>Singer/Songwriter: Play dead <i>Bjork</i></p>	<p>RnB/Soul</p> <p>Soul In the Midnight Hour <i>Wilson Pickett</i> Respect <i>Aretha Franklin</i> I Heard it Through the Grapevine <i>Marvin Gaye</i></p> <p>RnB Say My Name <i>Destiny’s Child</i> End of the Road <i>Boyz II Men</i> Superstition <i>Stevie Wonder</i></p> <p>Folk Music</p> <p>English: Folk Song Suite <i>Vaughan Williams</i></p> <p>Sea Shanties Fantasia on British Sea Songs <i>Henry Wood</i> Various (including <i>Blow the Man Down, What Shall We Do With a Drunken Sailor</i>)</p> <p>Middle East: Sprinting Gazelle <i>Reem Kelani</i></p> <p>Poland: Mazurkas Op.24 <i>Chopin</i></p> <p>Africa: Symphonic Variations on an African Air <i>Coleridge-Taylor</i></p>	<p>Dance Music</p> <p>Tudor Dances Pavanne Galliard</p> <p>Dances from around the world America: Hoe-Down <i>Aaron Copland</i> Brazil: Samba – Fanfarra (Cabua-Le-Le) <i>Sergio Mendes/Carlinhos Brown</i> Argentina: Tango, Libertango <i>Piazzolla</i> Hungary: Hungarian Dance No.5 <i>Brahms</i></p> <p>Opera</p> <p>Baroque Sailors Chorus (Dido and Aeneas) <i>Henry Purcell</i></p> <p>Classical Papageno’s Song (Magic Flute) <i>Mozart</i></p> <p>Romantic Triumphal March (Aida) <i>Verdi</i> Ride of the Valkyries <i>Richard Wagner</i></p> <p>20th Century Where the Wild Things Are <i>Oliver Knussen</i></p> <p>Dance Music</p> <p>Tudor Dances Pavanne Galliard</p> <p>Dances from around the world</p>	

	<p>Pomp and Circumstance op.39: March 1 <i>Elgar</i></p> <p>March of the Toys <i>Victor Herbert</i></p> <p>Royal March of the Lion (From <i>Carnival of the Animals</i> by <i>Saint Saens</i>)</p>	<p>Coat of Many Colours <i>Dolly Parton</i></p> <p>Keep on the Sunny Side <i>The Carter Family</i></p> <p>Ballet</p> <p>Trepak (Russian Dance) (From <i>the Nutcracker</i> by <i>Tchaikovsky</i>)</p> <p>Dance of the Knights (From <i>Romeo and Juliet</i> by <i>Prokofiev</i>)</p> <p>The Firebird (Finale) <i>Stravinsky</i></p> <p>Sabre Dance (From <i>Gayaneh</i> by <i>Khachaturian</i>)</p> <p>Mazurka (From <i>Coppelia</i> by <i>Delibes</i>)</p>	<p>Dragon on Autumn Waters <i>Chinese Blossom Orchestra</i></p> <p>Popular Music</p> <p>Pop</p> <p>With a Little Help From My Friends <i>The Beatles</i></p> <p>Smalltown Boy <i>Bronski Beat</i></p> <p>Rock n Roll</p> <p>Hound Dog <i>Elvis Presley</i></p> <p>Rock Around The Clock <i>Bill Haley and his Comets</i></p> <p>Disco</p> <p>Le Freak <i>Chic</i></p> <p>Night Fever <i>Bee Gees</i></p>	<p>Western Classic Tradition</p> <p>Romantic</p> <p>Night on a Bare Mountain <i>Mussorgsky</i></p> <p>1812 Overture <i>Tchaikovsky</i></p> <p>20th Century</p> <p>Mars from The Planets <i>Holst</i></p> <p>Bolero <i>Ravel</i></p> <p>21st Century</p> <p>Night Ferry <i>Anna Clyne</i></p> <p>Connect it <i>Anna Meredith</i></p>	<p>America: Billy the Kid (Ballet Score) <i>Aaron Copland</i></p> <p>Film Music</p> <p>Jai Ho from Slumdog Millionaire <i>A.R. Rahman</i></p> <p>Titanic <i>James Horner</i></p> <p>Star Wars <i>John Williams</i></p> <p>Soul Soundtrack <i>Atticus Fern and others</i></p> <p>Greatest Showman <i>John Debney</i></p> <p>Pirates of the Caribbean <i>Klaus Badelt</i></p>	<p>America: Hoe-Down <i>Aaron Copland</i></p> <p>Brazil: Samba – Fanfarra (Cabua-Le-Le) <i>Sergio Mendes/Carlinhos Brown</i></p> <p>Argentina: Tango, Libertango <i>Piazzolla</i></p> <p>Hungary: Hungarian Dance No.5 <i>Brahms</i></p>	
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