



CASTLETOWN PRIMARY SCHOOL



Music

Essential Opportunities

Key Stage 1	Key Stage 2
<ul style="list-style-type: none">• Use their voices expressively 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 recorded music.• Experiment with create, select and combine sounds using the inter-related dimensions of music.	<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 using the inter-related dimensions of music separately and in combination.• Listen with attention to detail and recall sounds with increasing aural memory.• Use and understand the basics of the stave and other musical notations.• Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.• Develop an understanding of the history of music.

Year 1 Year 2 Year 3 Year 4 Year 5 Year 6 (If areas are not highlighted this means they need to be covered by both year groups)

(Areas in italics will be covered by peripatetic tutors)

Essentials for progress - Music			
Learning Objectives	Milestone 1 (Years 1 and 2)	Milestone 2 (Years 3 and 4)	Milestone 3 (Years 5 and 6)
To perform	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. 	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • <i>Play notes on an instrument with care so that they are clear.</i> • <i>Perform with control and awareness of others.</i> • <i>Perform with controlled breathing (voice) and skillful playing (instrument).</i> 	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sustain a drone or a melodic ostinato to accompany singing.

<p>To compose</p>	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. 	<ul style="list-style-type: none"> • Compose and perform melodic songs. (also with PT) • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. 	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music.
<p>To transcribe</p>	<ul style="list-style-type: none"> • <i>Use symbols to represent a composition and use them to help with a performance.</i> 	<ul style="list-style-type: none"> • <i>Devise non-standard symbols to indicate when to play and rest.</i> • <i>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</i> • <i>Understand the purpose of the treble clefs and use them in transcribing compositions.</i> • <i>Use and understand simple time signatures.</i> • <i>Read and create notes on the musical staff.</i> • <i>Recognise the notes EGBDF and FACE on the musical staff.</i> • <i>Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</i> 	

<p>To describe music</p>	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. 	<ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes.(and with PT) • Understand layers of sounds and discuss their effect on mood and feelings. 	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <p>Pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context.</p> <ul style="list-style-type: none"> • Describe how lyrics often reflect the cultural context of music and have social meaning.
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