

### National Curriculum Expectations

**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

Attainment targets - By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### Key Stage 1

Pupils should be taught to:

- 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 recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

### Key Stage 2

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.

Pupils should be taught to:

- 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

<b>Context 2018/2019</b>		
<b>Reception</b> Charanga	<b>Year 1</b> Charanga	<b>Year 2</b> Charanga
<b>Year 3</b> Charanga	<b>Year 4</b> Charanga	<b>Year 5</b> Charanga
<b>Year 6</b> Charanga	<b>Theme Days/Weeks (Music Whole school)</b> Christmas Play songs Christmas carol concert Easter songs Big Sing/ Little Big Sing	

**Skills Progression**

**Reception**

I can begin to build a repertoire of songs and dances.  
I can explore the different sounds of instruments.  
I can create simple representations of events, people and objects.  
I can initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.

**Year 1**

<b>Controlling sounds through singing and playing (performing)</b>	<b>Creating and developing musical ideas (Composition)</b>	<b>Responding and reviewing (Appraising)</b>	<b>Listening and applying knowledge and understanding</b>
I can take part in singing. I can follow instructions on how and when to sing/play an instrument. I can take notice of others when performing. I can make and control long and short sounds (duration). I can imitate changes in pitch– high and low.	I can make a sequence of long and short sounds with help (duration). I can clap longer rhythms with help. I can make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.– timbre).	I can hear the pulse in music. I can hear different moods in music. I can identify texture– one sound or several sounds? I can choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).	I can listen for different types of sounds. I can know how sounds are made and changed. I can make sounds with a slight difference, with help. I can use voice in different ways to create different effects.

**Year 2**

<b>Controlling sounds through singing and playing (performing)</b>	<b>Creating and developing musical ideas (Composition)</b>	<b>Responding and reviewing (Appraising)</b>	<b>Listening and applying knowledge and understanding</b>
I can sing songs in ensemble following the tune (melody) well. I can use voice to good effect understanding the importance of warming up first. I can perform in ensemble with instructions from the leader. I can make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation (duration).	I can carefully choose sounds to achieve an effect (including use of ICT). I can order sounds to create an effect (structure- beginnings/endings). I can create short musical patterns. I can create sequences of long and short sounds- rhythmic patterns (duration). I can control playing instruments so they sound as they should. I can use pitch changes to communicate an idea. I can start to compose with two or three notes.	I can identify the pulse in music. I can recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low). I can start to recognise different instruments.	I can listen carefully and recall short rhythmic and melodic patterns. I can use changes in dynamics, timbre and pitch to organise music. I can change sounds to suit a situation. I can make own sounds and symbols to make and record music. I can start to look at basic formal notation- play by ear first. I know music can be played or listened to for a variety of purposes (in history/ different cultures).

<b>Year 3</b>			
<b>Controlling sounds through singing and playing (performing)</b>	<b>Creating and developing musical ideas (Composition)</b>	<b>Responding and reviewing (Appraising)</b>	<b>Listening and applying knowledge and understanding</b>
I can sing songs from memory with accurate pitch and in tune. I can show control in voice and pronounce the words in a song clearly (diction). I can maintain a simple part within an ensemble. I can play notes on instruments clearly and including steps/ leaps in pitch. I can improvise (including call and response) within a group using 1 or 2 notes.	I can compose and perform melodies using two or three notes. I can use sound to create abstract effects (including using ICT). I can create/ improvise repeated patterns (ostinati) with a range of instruments. I can choose, order, combine and control sounds (texture/ structure)	I can internalise the pulse in music. I know the difference between pulse and rhythm. I can start to use musical dimensions vocabulary to describe music—duration, timbre, pitch, dynamics, tempo, texture, structure. I can use these words to identify where music works well/ needs improving.	I can use musical dimensions together to compose music. I know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration). Play with a sound-then-symbol approach. I can use silence for effect and know symbol for a rest (duration). I can describe different purposes of music in history/ other cultures.
<b>Year 4</b>			
<b>Controlling sounds through singing and playing (performing)</b>	<b>Creating and developing musical ideas (Composition)</b>	<b>Responding and reviewing (Appraising)</b>	<b>Listening and applying knowledge and understanding</b>
I can sing in tune, breathe well, pronounce words, change pitch and dynamics. I can sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture). I can perform with control and awareness of what others are singing/ playing. I can improvise within a group using more than 2 notes.	I can compose and perform melodies using three or four notes. I can make creative use of the way sounds can be changed, organised and controlled (including ICT). I can create accompaniments for tunes using drones or melodic ostinati (riffs). I can create (dotted) rhythmic patterns with awareness of timbre and duration.	I know how pulse stays the same but rhythm changes in a piece of music. I can listen to several layers of sound (texture) and talk about the effect on mood and feelings. I can use more musical dimensions vocabulary to describe music—duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. I can identify orchestral family timbres and cyclic patterns.	I can combine sounds expressively (all dimensions). I can read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests). I know that sense of occasion affects performance. I can describe different purposes of music in history/ other cultures.
<b>Year 5</b>			
<b>Controlling sounds through singing and playing (performing)</b>	<b>Creating and developing musical ideas (Composition)</b>	<b>Responding and reviewing (Appraising)</b>	<b>Listening and applying knowledge and understanding</b>
I can show control, phrasing and expression in singing. I can hold part in a round (pitch/structure). I can perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune. I can improvise on own with increasing aural memory.	I can compose and perform melodies using four or five notes. I can use a variety of different musical devices including melody, rhythms and chords. I can record own compositions. I can create own songs (raps- structure). Identify where to place emphasis and accents in a song to create effects (duration).	I know how pulse, rhythm and pitch fit together. I can use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo). I can use these words to identify strengths and weaknesses in own and others' music.	I can create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/ structure). I can read/ work out the musical stave (notes as Year 4). I can perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it. I can describe different purposes of music in history/ other cultures.
<b>Year 6</b>			
<b>Controlling sounds through singing and playing (performing)</b>	<b>Creating and developing musical ideas (Composition)</b>	<b>Responding and reviewing (Appraising)</b>	<b>Listening and applying knowledge and understanding</b>
I can sing or play from memory with confidence. I can take turns to lead a group. I can maintain own part in a round/ sing a	I can compose and perform melodies using five or more notes. I can show confidence, thoughtfulness and	I know how the other dimensions of music are sprinkled through songs and pieces of music.	I can use increased aural memory to recall sounds accurately. I can use knowledge of musical dimensions to know

<p>harmony/ play accurately with awareness of what others are playing. I can play more complex instrumental parts. I can improvise using 5 notes of the pentatonic scale.</p>	<p>imagination in selecting sounds and structures to convey an idea. I can create music reflecting given intentions and record using standard notation. I can use ICT to organise musical ideas (where appropriate). (Combine all musical dimensions).</p>	<p>I can use musical vocabulary confidently to describe music. I can work out how harmonies are used and how drones and melodic ostinati (riffs) are used to accompany singing. I can use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions. I can refine and improve own/ others' work.</p>	<p>how to best combine them. I know and use standard musical notation to perform and record own music (adding dotted quavers). I can use different venues and occasions to vary performances. (Combining all musical dimensions). I can describe different purposes of music in history/ other cultures.</p>
---	--	---	--

**Assessment**

Flic to be completed in all year groups.

**Monitoring**

Monitor FLiC  
Complete SEF for D&T as part of the Maths Team annually  
Complete an Action Plan for D&T as part of the Maths Team annually and refine and evaluate throughout the year  
Share SEF and Action Plan with link governors and involve governors throughout the year when implementing actions