

MUSIC			
YEAR	AUTUMN	SPRING	SUMMER
1	<p>Explore high, low and middle pitch and making/ controlling long and short sounds using voices and instruments.</p> <p>Sing songs and chants with expression, explore using the voice in different ways to create different effects.</p> <p>Listen to and explore a wide variety of music through movement and art.</p> <p>Explore timbre and choose sounds to represent different things (eg. ideas, feelings, moods etc.)</p> <p>Develop ability to describe sounds and to express an opinion about the music they hear.</p> <p>Understand beat and tempo. Copy simple rhythmic patterns. Make a sequence of sounds. Follow simple non-traditional notation.</p> <p>Involved in performances of musical work in the classroom and beyond, to a wider audience.</p>		
2	<p>Sing songs with fair intonation following a melody.</p> <p>Work in groups sharing ideas and following a leader.</p> <p>Make a variety of sounds using voices and instruments exploring the elements of music: duration, pitch, tempo, beat, silence, dynamics, texture and timbre.</p> <p>Work within a musical structure, ordering sounds.</p> <p>Listen carefully and recall short rhythmic and melodic patterns. Perform simple patterns keeping a steady beat.</p> <p>Understand changes in tempo.</p> <p>Develop ability to discuss the success of the use of different sounds. Listen out for particular things when listening to music. Listen to and explore a wide variety of music.</p> <p>Make connections between a variety of notation and musical sounds. Use symbols to represent sounds.</p> <p>Understand and recognise how music may be used for a variety of purposes eg to tell a story, through history and in different cultures.</p> <p>Involved in performances of musical work in the classroom and beyond, to a wider audience.</p>		
3	<p>Sing songs with accurate pitch from memory.</p> <p>Work individually, in pairs or small groups to perform and compose music. Maintain a simple part in the group, perform with control and awareness of others.</p> <p>Play instruments with care so the notes are clear.</p> <p>Incorporate the Elements of Music into compositions, able to use repeated patterns to compose and also create accompaniments for melodies. Able to choose, combine, control and order sounds to create a specific effect. Include use of instruments, voice, body sounds and ICT to create music.</p> <p>Develop ability to reflect on their work and to improve it, explaining how it has been improved.</p> <p>Use musical words to describe music – able to discuss tempo, instrumentation, timbre, pitch, beat. Also able to justify an opinion about whether they like or dislike a piece of music. Listen to and explore a wide variety of music from a range of genres.</p> <p>Involved in performances of musical work in the classroom and beyond, to a wider audience.</p>		
4	<p>Sing songs from memory, with secure intonation and with accurate pitch. Show some expression and control in singing.</p> <p>Work individually, in pairs or small groups to perform and compose music. Maintain a simple part in the group, perform with control and awareness of others.</p>		

	<p>Play instruments with care so the notes are clear.</p> <p>Use non-traditional notation and symbols to represent sounds. Start to read traditional notation to perform music.</p> <p>Improvise using repeated patterns, grow in confidence to explore musical patterns.</p> <p>Incorporate the Elements of Music into compositions, able to use repeated patterns to compose and also create accompaniments for melodies. Able to choose, combine, control and order sounds to create a specific effect. Include use of instruments, voice, body sounds and ICT to create music.</p> <p>Develop ability to reflect on their work and to improve it, explaining how it has been improved.</p> <p>Use musical words to describe music – able to discuss tempo, instrumentation, timbre, pitch, beat. Be able to describe the character of a piece of music. Also able to justify an opinion about whether they like or dislike a piece of music. Listen to and explore a wide variety of music form a range of genres.</p> <p>Use notation to record simple rhythms and melodies in compositions. Also follow notation to interpret sequences of rhythms and pitches.</p> <p>Involved in performances of musical work in the classroom and beyond, to a wider audience.</p>
5	<p>Sing in tune with correct breathing and clear pronunciation. Well controlled singing.</p> <p>Sing in parts – simple 2 part harmony or in a round or with an ostinato accompaniment.</p> <p>Maintain part while others are performing their part eg play an accompaniment on an instrument.</p> <p>Improvise using melodic and rhythmic phrases within a group.</p> <p>Change sounds and organise them differently to change the effect of the music</p> <p>Compose music to meet specific criteria. Combine sounds expressively.</p> <p>Use standard notation to record groups of pitches/ rhythms and to support performance. Develop basic understanding of chords.</p> <p>Use musical words to describe music – able to discuss tempo, instrumentation, timbre, pitch, beat. Be able to describe the character of a piece of music. Also able to justify an opinion about whether they like or dislike a piece of music and why it may be successful or unsuccessful. Listen to and explore a wide variety of music form a range of genres.</p> <p>Compare music by different composers. Suggest improvements to their own work and offer constructive criticism to others.</p> <p>Involved in performances of musical work in the classroom and beyond, to a wider audience.</p>
6	<p>Sing in tune and perform simple harmony parts with confidence and accuracy.</p> <p>Perform from memory. Perform alone and in a group, controlling sounds created on instruments and voice. Maintain a part while others are performing their part with an awareness of the other players.</p> <p>Lead a performance.</p> <p>Use a variety of musical devices in my composition eg melody, rhythm, chords. Show imagination and confidence in how sounds are used and combined. Use ICT to organise musical ideas. Use standard and non-standard notation to perform and record music.</p> <p>Use a variety of devices including rhythms, melody and chords.</p> <p>Evaluate how the venue, occasion and purpose affects the way a piece of music may be created. Use musical words to describe music.</p> <p>Analyse features within different pieces of music.</p> <p>Compare and contrast different composers from different times and how the music played a role in history as well as the development of music through time.</p> <p>Involved in performances of musical work in the classroom and beyond, to a wider audience.</p>

Music Subject Content

Key Stage 1	Keystage 2
<p>*use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>*play tuned and untuned instruments musically</p> <p>* listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>* experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>*To sing and play musically with increasing confidence and control.</p> <p>*Develop an understanding of musical composition, organising and manipulating ideas within musical structures</p> <p>*play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>*improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>*listen with attention to detail and recall sounds with increasing aural memory</p> <p>*use and understand staff and other musical notations</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</p> <p>* develop an understanding of the history of music</p>