



Music

Programmes of Study

Key Stage One	<p><i>Pitch:</i> recognise and respond to high and low sounds</p> <p><i>Duration:</i> recognise and respond to steady beat in music heard and performed, and long and short sound patterns</p> <p><i>Dynamics:</i> identify and respond to loud, quiet and silence</p> <p><i>Tempo:</i> identify and respond to fast and slow</p> <p><i>Texture:</i> recognise and respond to one sound and to many sounds combined</p> <p><i>Timbre:</i> identify wooden, metal, skinned and electronic instruments and their properties by sound</p> <p><i>Structure:</i> understand and identify musical echoes, repeating patterns, and beginning, middle, end</p>
Year 1	
Controlling sounds through singing and playing (Performing)	<ul style="list-style-type: none"> • Use voices expressively and creatively by singing songs and speaking chants and rhymes. • Play untuned instruments musically. • Have the opportunity to learn a musical instrument. • Follow instructions on how and when to play to sing or play an instrument. • Imitate changes in pitch (high and low) • Make and control long and short sounds, using voices and instruments. • Take notice of others when performing. • With help, clap longer rhythms. • Experiment with, create, select, and combine sounds using the inter-related dimensions of music. • Perform, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians.
Create and develop musical ideas (Composing)	<ul style="list-style-type: none"> • Make a sequence of long and short sounds with help. • With help, clap longer rhythms. • Make sounds that are different (loud and quiet, high and low etc) • Create, select and combine sounds using inter-related dimensions of music
Respond and reviewing (Appraising)	<ul style="list-style-type: none"> • Choose sounds to represent different things (ideas, thoughts, feelings, moods etc) • Show that they can hear different moods in music.
Listen, understand and appreciate a range of music. Apply knowledge and understanding.	<ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high-quality live and recorded music. • Listen to, and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians. • Respond to different moods in music • Know how some sounds are made and changed. • Use voice in different ways to create different effects. • Listen out for different sounds.
Year 2	
Controlling sounds through singing and playing (Performing)	<ul style="list-style-type: none"> • Take part in singing songs, following the tune (melody) well. • Use voice to good effect. • Play untuned instruments musically. • Have the opportunity to learn a musical instrument. • Perform with others, taking instructions from the leader. • Make and control long and short sounds using voices and instruments. • Perform, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians.

<p>Create and develop musical ideas (Composing)</p>	<ul style="list-style-type: none"> • Carefully choose sounds to achieve an effect. • Create short musical patterns. • Create short rhythmic phrases. • Show control when playing a musical instrument so that they sound as they should. • Use changes in pitch to communicate an idea
<p>Respond and reviewing (Appraising)</p>	<ul style="list-style-type: none"> • Choose sounds to represent different things (ideas, thoughts, feelings, moods etc) • Show that they can hear different moods in music. • Identify a beat in music • Recognise changes in timbre, dynamics and pitch.
<p>Listen, understand and appreciate a range of music. Apply knowledge and understanding.</p>	<ul style="list-style-type: none"> • Listen carefully and recall short rhythmic and melodic patterns. • Know that music can be played or listened to for a variety of purposes (including throughout history and in different cultures) • Use voice in different ways to create different effects.
<p>Year 3</p>	
<p>Controlling sounds through singing and playing (Performing)</p>	<ul style="list-style-type: none"> • Sing songs from memory, with accurate pitch. • Use voice to good effect, singing in tune. • Maintain a simple part within a group. • Play untuned instruments musically. • Perform with others, taking instructions from the leader. • Have the opportunity to learn a musical instrument. • Make and control long and short sounds using voices and instruments. • Perform, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians.
<p>Create and develop musical ideas (Composing)</p>	<ul style="list-style-type: none"> • Carefully choose sounds to achieve an effect (including use of ICT). • Order sounds to help create an effect. • Create short musical patterns. • Create a sequence of long and short sounds • Create short rhythmic phrases. • Show control when playing a musical instrument so that they sound as they should. • Use changes in pitch to communicate an idea
<p>Respond and reviewing (Appraising)</p>	<ul style="list-style-type: none"> • Choose sounds to represent different things (ideas, thoughts, feelings, moods etc) • Show that they can hear different moods in music. • Identify a beat in music • Begin to recognise changes in timbre, dynamics and pitch.
<p>Listen, understand and appreciate a range of music. Apply knowledge and understanding.</p>	<ul style="list-style-type: none"> • Listen carefully and recall short rhythmic and melodic patterns. • Use knowledge of dynamics, timbre and pitch to organise music. • Know how sounds can be made and changed to suit a situation. • Make signs and symbols to record music. • Know that music can be played or listened to for a variety of purposes (including throughout history and in different cultures)
<p>Year 4</p>	

Controlling sounds through singing and playing (Performing)	<ul style="list-style-type: none"> • Sing songs from memory with accurate pitch • Sing in tune • Maintain a simple part within a group. • Understand the importance of pronouncing the words in a song well. • When singing, show control of voice. • Play notes o instruments with care so that they sound clear. • Perform with control and awareness of what other in the group are singing or playing.
Create and develop musical ideas (Composing)	<ul style="list-style-type: none"> • Compose and perform melodies and songs (including using ICT) • Use sound to create abstract effects. • Recognise and create repeated patterns with a range of instruments. • Create accompaniments for own tunes. • Accompaniments to use drones or melodic ostinati (based on a pentonic scale) • Carefully choose, order, combine and control sounds with an awareness of their combined effect.
Respond and reviewing (Appraising)	<ul style="list-style-type: none"> • Describe music using words such as duration, timbre, pitch, beat, tempo and texture. • Use these words to identify where their music works well and how it can be improved. • Listen to several layers of sound and talk about the effect on the mood and feelings.
Listen, understand and appreciate a range of music. Apply knowledge and understanding.	<ul style="list-style-type: none"> • Recognise how musical elements can be used together to compose music. • Know how many beats in a minim, crotchet and semibreve and recognise their symbols • Know the symbol for a rest in music, and use silence for affect. • Describe the different purposes of music throughout history and in other cultures. • Know that the sense of occasion affects the performance.
Year 5	
Controlling sounds through singing and playing (Performing)	<ul style="list-style-type: none"> • Sing in tune • Breathe well and pronounce words, change pitch and show control of singing • Perform songs with an awareness of the meaning of the words. • Be able to play and perform in solo and ensemble contexts. • Hold their part in a round • Perform songs in a way that reflects their meaning and the occasion. • I can play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal)
Create and develop musical ideas (Composing)	<ul style="list-style-type: none"> • Know how to make creative use of the way sounds can be changed, organised and controlled (including ICT) • Create own songs • Create rhythmic patterns with an awareness of timbre and duration. • Create music which reflects given intensions and uses notations as a support for performance. • Identify where to place emphasis and accents in a song to create effects.
Respond and reviewing (Appraising)	<ul style="list-style-type: none"> • Use a range of words to describe music (e.g. pitch, duration, dynamics, tempo, timbre, texture and silence) • Describe own music using musical words and use this to identify strengths and weaknesses in own music.

<p>Listen, understand and appreciate a range of music. Apply knowledge and understanding.</p>	<ul style="list-style-type: none"> • Combine sounds expressively • Create songs with an understanding of the relationship between lyrics and melody. • Know and begin to use the standard notation of crotchet, minim and semibreve and indicate how many beats to play. • Begin to develop and understand the history of music.
<p>Year 6</p>	
<p>Controlling sounds through singing and playing (Performing)</p>	<ul style="list-style-type: none"> • Sing songs in tune • Breathe well and pronounce words, change pitch and show control of singing • Perform songs with an awareness of the meaning of the words • Hold their part in a round • Be able to play and perform in solo and ensemble contexts. • Perform songs in a way that reflects their meaning and the occasion. • I can sustain a drone or melodic ostinato to accompany singing. • I can play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal) • I can improvise within a group. • I sing or play from memory with confidence
<p>Create and develop musical ideas (Composing)</p>	<ul style="list-style-type: none"> • Know how to make creative use of the way sounds can be changed, organised and controlled (including ICT) • Create own songs • Create rhythmic patterns with an awareness of timbre and duration. • Create music which reflects given intensions and uses notations as a support for performance. • Identify where to place emphasis and accents in a song to create effects.
<p>Respond and reviewing (Appraising)</p>	<ul style="list-style-type: none"> • Use a range of words to describe music (e.g. pitch, duration, dynamics, tempo, timbre, texture and silence) • Describe own music using musical words and use this to identify strengths and weaknesses in own music.
<p>Listen, understand and appreciate a range of music. Apply knowledge and understanding.</p>	<ul style="list-style-type: none"> • Combine sounds expressively • Create songs with an understanding of the relationship between lyrics and melody. • Know and use the standard notation of crotchet, minim and semibreve and indicate how many beats to play. • Read the musical stave and work out the notes EGBDF and FACE. • Be able to draw a treble clef at the correct position on the stave. • Use the venue and sense of occasion to create performances that are well appreciated by the audience. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Develop and understand the history of music.