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| National Curriculum | <p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> 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. <p>Foundation Stage Pupils should be taught to:</p> <ul style="list-style-type: none"> Sing songs, make music and dance, and experiment with ways of changing them. Represent their own ideas, thoughts and feelings through music, dance, role play and stories. <p>Key Stage 1 Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. <p>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.</p> <p>Pupils should be taught to:</p> <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 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. | | | |
| | Nursery Musician | Reception Musician | Year 1 Musician | Year 2 Musician |
| Progression and Assessment Criteria | <p>(30-50 months)</p> <p>Children:</p> <ul style="list-style-type: none"> Sing a few familiar songs. Tap out simple repeated rhythms. Explore and learn how sounds can be changed. Develop preferences for forms of expression. Sing to self and make up simple songs. Make up rhythms. Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. <p>Adults:</p> <ul style="list-style-type: none"> Support children's excursions into imaginary worlds by encouraging inventiveness, offering support and advice on occasions and ensuring that they have experiences that stimulate their interest. | <p>(40-60 months)</p> <p>Children:</p> <ul style="list-style-type: none"> Begin to build a repertoire of songs and dances. Explore the different sounds of instruments. Sing songs, make music and dance, and experiment with ways of changing them. Represent their own ideas, thoughts and feelings through music, dance, role play and stories. <p>Adults:</p> <ul style="list-style-type: none"> Carefully support children who are less confident. | <p>Singing</p> <ul style="list-style-type: none"> Know how to use my voice to create sounds, sing and chant. Sing simple songs and chants with actions. <p>Performing</p> <ul style="list-style-type: none"> Know how to start and stop together on direction. Know how to use simple untuned instruments to perform. Know how to keep a steady beat and copy short rhythmic patterns. <p>Composing</p> <ul style="list-style-type: none"> Create and clap own rhythms. Create simple sequences and patterns of sound – long/short, high/low, loud/quiet. Know how to respond to different moods in music. Know how to choose sounds to represent different things. Know how to follow instructions about when to play and sing. | <p>Singing</p> <ul style="list-style-type: none"> Know how to sing and follow a melody. Know how to sing or clap increasing and decreasing tempo. <p>Performing</p> <ul style="list-style-type: none"> Know how to perform simple patterns and accompaniments keeping a steady beat/pulse. Know how to play simple rhythmic patterns on an untuned and tuned instrument. <p>Composing</p> <ul style="list-style-type: none"> Know how to order sounds to create a beginning, middle and an end. Know how to create music in response to different starting points. Know how to choose sounds which create an effect. Know that symbols can be used to represent sounds and create a simple graphic score. Know how to improve my own compositions. |

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| Progression | <p>Environments:</p> <ul style="list-style-type: none"> Introduce children to a wide range of music, painting and sculpture. <p>In nursery children will be using enquiry skills in their everyday play within their local environment throughout the year.</p> | <p>Environments:</p> <ul style="list-style-type: none"> Extend children’s experience and expand their imagination through the provision of pictures, paintings, poems, music, dance and story. Provide a stimulus for imagination by introducing atmospheric features in the role play area, such as the sounds of rain beating on a roof, or placing a spotlight to suggest a stage set. Provide curtains and place dressing-up materials and instruments close by. <p>In reception children will be using enquiry skills in their everyday play within their local environment throughout the year.</p> | <p>Musical appreciation</p> <ul style="list-style-type: none"> Talk about music and how it makes me feel. Know how to say whether I like or dislike a piece of music. | <p>Musical appreciation</p> <ul style="list-style-type: none"> Talk about music using appropriate vocabulary. Know how to listen out for particular things when listening to music. |
| Themes | <ul style="list-style-type: none"> Why do you love me so much? (LM) Where does snow go? (Sn) Why can’t I have chocolate for breakfast? (CB) How many colours in a rainbow? (CR) Can I have a dog? (D) | <ul style="list-style-type: none"> Do you want to be friends? (F) Why do squirrels hide their nuts? (Sq) Are we there yet? (Y) Will you read me a story? (RS) Why do zebras have stripes? (ZS) | <ul style="list-style-type: none"> Superheroes (S) Enchanted Woodlands (EW) Paws, Claws and Whiskers (PCW) Dinosaur Planet (DP) Moon Zoom (MZ) | <ul style="list-style-type: none"> Street Detectives (SD) The Great Fire of London (GFL) Baddies, Towers and Tunnels (BTT) Land Ahoy (LA) Scented Garden (SG) |
| | Year 3 Musician | Year 4 Musician | Year 5 Musician | Year 6 Musician |
| Progression and Assessment Criteria | <p>Singing</p> <ul style="list-style-type: none"> Know how to sing a tune with expression and dynamics. Know how to sing a simple ostinato part. <p>Performing</p> <ul style="list-style-type: none"> Know how to play clear notes on instruments. Know how to create repeated patterns with different instruments. <p>Composing</p> <ul style="list-style-type: none"> Know how to use different elements in my composition. Know how to create accompaniments for tunes. Create a soundscape using tuned and untuned percussion. (T) Use symbols to represent sounds on a graphic score for a group performance. Know how to improve my work; explaining how it has been improved. | <p>Singing</p> <ul style="list-style-type: none"> Know how to sing songs from memory with accurate pitch. (MMS) Know how to sing simple rounds and partner songs. (MMS) <p>Performing</p> <ul style="list-style-type: none"> Know how to perform a simple part rhythmically. Know how to improvise using repeated patterns. <p>Composing</p> <ul style="list-style-type: none"> Know how to combine different sounds to create a specific mood or feeling. Recognise notes on the staff and note values of quavers, crochets and minim. (TR) Know how to use notation to record compositions in a small group or on my own. Know how to explain why silence is often needed in music and explain what effect it has. | <p>Singing</p> <ul style="list-style-type: none"> Know how to breathe in the correct place when singing. Know how to confidently sing part songs with control, expression, phrasing and dynamics. <p>Performing</p> <ul style="list-style-type: none"> Know how to maintain my part whilst others are performing their part. Know how to improvise within a group using melodic and rhythmic phrases. Know how to read and play at least 5 notes on an instrument. <p>Composing</p> <ul style="list-style-type: none"> Know how to change sounds or organise them differently to change the effect. Know how to compose music which meets specific criteria. (OWH) Know how to choose the most appropriate tempo for a piece of music. Recognise notes on the staff and note values of semiquavers and semibreve. Know how to suggest improvements to my own work and that of others. | <p>Singing</p> <ul style="list-style-type: none"> Know how to sing in harmony confidently and accurately. Know how to confidently sing canons with control, expression, phrasing and dynamics. <p>Performing</p> <ul style="list-style-type: none"> Know how to perform parts from memory. Know how to perform with control, dynamics and awareness of others. (CW) Know how to take the lead in a performance. (CW) <p>Composing</p> <ul style="list-style-type: none"> Know how to use a variety of different musical devices in my composition (including melody, rhythms and chords). Compose a group performance with an awareness of balance, tempo and dynamics. (BH) Know how to use notation to record groups of pitches (chords). Compose four bars of music using up to 5 notes with an understanding of note value, time signature and melody. Know how to evaluate how the venue, occasion and purpose affects the way a piece of music is created |

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| | <p>Musical appreciation (MM, UP, F)</p> <ul style="list-style-type: none"> • Know how to use musical vocabulary to describe what I like and do not like about a piece of music. • Know how to use musical vocabulary to describe a piece of music and compositions. • Know how to recognise the work of at least one famous composer. | <p>Musical appreciation (PI)</p> <ul style="list-style-type: none"> • Know how to identify and describe the different purposes of music and their emotional impact. • Know the family groups of instruments in an orchestra and the importance of the conductor. • Know how to begin to identify the style and work of different famous composers. | <p>Musical appreciation (OWH, Ph, S)</p> <ul style="list-style-type: none"> • Know how to describe, compare and evaluate music using musical vocabulary. • Know how to explain why I think music is successful or unsuccessful. • Know how to contrast the work of a famous composer with another, and explain my preferences. | <p>Musical appreciation (FK, CW, HM)</p> <ul style="list-style-type: none"> • Know how to analyse features within different pieces of music. • Know how to compare and contrast the style of music from different musical genres. • Know how to compare and contrast the impact that different composers from different times have had on people of that time. |
| Themes | <ul style="list-style-type: none"> • Tremors (T) • Tribal Tales (TT) • Mighty Metals (MM) • Urban Pioneers (UP) • Gods and Mortals (GM) • Flow (F) | <ul style="list-style-type: none"> • Burps, Bottoms and Bile (BBB) • I am Warrior (IW) • Traders and Raiders (TR) • Potions (Po) • Misty Mountain Sierra (MMS) • Playlists (PI) | <ul style="list-style-type: none"> • Off with her head (OWH) • Alchemy Island (AI) • Pharaohs (Ph) • Stargazers (S) • Scream Machine (SM) • Allotment (A) | <ul style="list-style-type: none"> • Darwin's Delights (DD) • Blood Heart (BH) • Frozen Kingdom (FK) • Child's War (CW) • Hola Mexico (HM) |