

**National Curriculum Subject: Music**

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| **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** | | |
|  | **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. |
| **YR**  **30-50** |  | I can sing songs to myself and make up simple songs.  I can sing a few familiar songs.  I can tap out simple repeated rhythms. | I can explore and learn how sounds can be changed.  I can make up rhythms.  I can begin to move rhythmically.  I can imitate movement in response to music. |
| **YR**  **40-60** |  | I can explore the different sounds of instruments. | I can begin to build a repertoire of songs and dances. |
| **YR**  **ELG** |  | I can represent my own ideas, thoughts and feelings through music. | I can sing songs, make music and dance, and experiment with ways of changing them. |
| **1** | I can listen to short pieces of music.  I can say what I like and dislike about a piece of music.  I can listen for different types of sounds.  I can choose sounds to represent different things (animals, physical movement etc).  I know words to use to describe musical changes and quality of sounds when supported e.g. loud, quiet, long, short, fast, slow, high, low, getting louder etc. | I can take part in singing.  I can follow instructions on how and when to sing and play an instrument.  I can make and control long and short sounds using my voice and instruments.  I can take notice of others when I am singing and playing.  I know the names of common classroom instruments. | I can make a sequence of long and short sounds with help.  I can clap rhythms with help.  I can make sounds that are very different (loud and quiet, high and low etc.) |
| **2** | I can listen to and compare short pieces of music.  I can say what I like and dislike about a piece of music and explain how it makes me feel.  I can ask questions about a piece of music.  I can choose sounds to represent different things (ideas, thoughts, feelings, moods etc).  I can listen to a beat and repeat and change it.  I can recognise simple changes in timbre, dynamics and pitch.  I know words to use to describe musical changes and quality of sounds e.g. loud, quiet, long, short, fast, slow, high, low, getting louder etc. | I can take part in singing, learning simple melodies.  I can imitate changes in pitch.  I can make and control short sequences of long and short sounds using my voice and instruments.  I can perform as part of a group.  I know the names of common classroom instruments and other instruments commonly used. | I can choose sounds to create an effect.  I can make a sequence of long and short sounds.  I can clap longer rhythms.  I can make a sequence of sounds that are very different.  I can explore the effect of playing instruments in different ways.  I know what written music looks like. |
| **3** | I can listen to and say what I like and dislike about a piece of music using evidence from what I have heard.  I can begin to identify the 4 main groups of orchestral instrument.  I can identify the beat in a piece of music.  I can recognise and discuss changes in timbre, dynamics and pitch.  I can listen carefully and recall short rhythmic and melodic patterns.  I can listen to music for a variety of purposes (e.g. entertainment, education, relaxation, inspiration etc).  I know what commonly used musical vocabulary mean e.g. rhythm, melody, beat/pulse, verse, chorus, composer, conductor, lyrics, pitch, tempo.  I know that music has changed over time. | I can take part in singing songs, learning the melody well.  I can use my voice to good effect.  I can perform with others, taking instruction from the leader.  I can make and control sequences of long and short sounds using my voice and instruments.  I can sing and play in unison.  I can make music for a variety of purposes (e.g. to perform, to compose, to practise, to tell a story etc).  I know the names of a range of common classroom and orchestra instrument. | I can carefully choose sounds to create an effect.  I order my sounds to create an effect.  I can create short musical patterns.  I can create short rhythmic phrases.  I can show control when playing musical instruments so that they sound as they should.  I can discuss how sounds can be made and changed to suit a situation.  I can make my own signs and symbols to record music.  I know how to read and write basic rhythms using standard musical notation with support e.g. bars, crotchets, one beat rests.  I know that notation represents both rhythm and pitch. |
| **4** | I can listen to and compare my reaction to a piece of music with the reaction of another.  I can identify the 4 main groups of orchestral instruments. E.g. brass, wind percussion and strings.  I can appreciate how context may affect lyrics.  I can evaluate my work and make improvements with help.  I know what a range of commonly used musical vocabulary means e.g. dynamics, duet, round, key, scale, score.  I know the names of some famous composers from different periods of time. | I can sing or play from memory with help.  I can perform alone or in a group.  I can sing or play with developing expression.  I can participate in a simple round or in more than one part.  I can play individual notes and short sequences on a tuned instrument.  I can perform for different audiences.  I know the names of a range of common classroom and orchestra instruments and which group they belong to. | I can show changes in pitch to communicate an idea.  I can create simple musical patterns with help.  I can begin to use musical devices e.g. melody, rhythm.  I can put words to music.  I can use signs and symbols and recognise basic standard notation.  I know how to read and write basic rhythms using standard musical notation and common time signatures (4 beats in a bar) e.g. bars, crotchets, minims, one beat rests.  I know that notation represents both rhythm and pitch and that notes are called A-G. |
| **5** | I can listen to and interpret the mood and atmosphere of a piece of music.  I can recognise how music can affect people in different ways.  I can begin to use technical vocabulary to describe what I can hear.  I can begin to recognise a range of instruments being played in a piece of music.  I can appreciate and begin to discuss how context may affect lyrics.  I can evaluate my own work and suggest improvements.  I know what technical musical vocabulary means e.g. accompaniment, chord, harmony, major, minor, octave, timbre.  I know the names of different musical eras and some famous composers/musicians from those times. | I can sing or play from memory.  I can perform alone and in a group, showing developing skill.  I can sing or play with developing expression and tuning.  I can participate in a round.  I can sing or play a simple harmony.  I can maintain my part throughout a performance.  I can play a short sequence on a tuned instrument with control.  I can perform for different occasions, audiences and in different venues.  I can use ICT to create simple music.  I know the names of a wide range of classroom and orchestra instruments and which group they belong to.  I know the names of some instruments from other cultures and time periods. | I can demonstrate imagination in my use of sound.  I can consider sounds and structures to convey and idea.  I can create my own simple musical patterns.  I can use musical devices e.g. melody, rhythm.  I can compose lyrics for a context with help.  I can begin to use standard notation to perform and record music.  I know how to read and write phrases using standard musical notation and more than one time signature (3 or 4 beats in a bar) and pitched note e.g. bars, crotchets, minims, quavers, one and two beat rests.  I know that notation represents both rhythm and pitch and that notes are called A-G and can be sharp or flat. |
| **6** | I can listen to and discuss the affect of a piece of music using technical vocabulary.  I can identify the use of a range of musical techniques and their affect on the mood of a piece of music.  I can comment on the choices a composer makes when writing music.  I can identify a range of instruments within a range of music.  I can discuss the social and cultural context and meaning of lyrics.  I can refine and improve my work.  I know what technical musical vocabulary means, including musical techniques and instructions e.g. vibrato, diminuendo, crescendo, trill, drone, piano, forte.  I know about different musical eras and the styles, composers, instruments etc. that defined them. | I can sing or play from memory with confidence.  I perform alone and in a group, displaying a variety of techniques.  I can take turns to lead a group.  I sing or play expressively and in tune.  I can hold my part in a round.  I can sing in harmony part confidently and accurately.  I can maintain my part with an awareness of what others are playing or singing.  I can play a sequence on a tuned instrument with control.  I can perform for different occasions, audiences and in different venues.  I can use ICT to create music.  I know the names of a wide range of classroom and orchestra instruments and which group they belong to.  I know the names of a range of instruments from other cultures and time periods. | I can demonstrate imagination and confidence in my use of sound.  I can show thoughtfulness in selecting sounds and structures to convey an idea.  I can create my own musical patterns.  I can use a variety of different musical devices including melody, rhythms and chords.  I compose lyrics for a context.  I can use standard notation to perform and record music.  I can quickly read notes and know how many beats they represent.  I know how to read and write longer phrases using standard musical notation in different time signatures and several pitched notes e.g. bars, crotchets, minims, quavers, one and two beat rests.  I know that notation represents both rhythm and pitch and that notes are called A-G and can be sharp or flat. |