

**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. |