

Music – Key Stage 1

Singing		Playing and Instrument	Listening and Appraising	Create own music
Pupils will be taught simple unison songs, rhymes and chants and will learn to sing these expressively and confidently.		Pupils will be taught to play tuned and untuned percussion instruments musically	Pupils will be taught to listen with focus and concentration and develop their understanding of a wide range of live and recorded music	Pupils will be taught to experiment with, create, select and combine sounds using the inter – related dimensions of music.
Year 1	<ul style="list-style-type: none"> • Make different sounds with voices • Follow instructions about when to sing 	<ul style="list-style-type: none"> • Make different sounds with instruments • Follow instructions about when to play • Use instruments to perform • Choose sounds to represent different things. 	<ul style="list-style-type: none"> • Be able to say and explain why they like or dislike a piece of music 	<ul style="list-style-type: none"> • Clap and repeat short rhythmic and melodic patterns • Make a sequence of sounds and respond to different moods in music
Year 2	<ul style="list-style-type: none"> • Sing and clap increasing and decreasing tempo • Perform simple patterns and accompaniments keeping a steady pulse 	<ul style="list-style-type: none"> • Play simple rhythmic patterns on an instrument 	<ul style="list-style-type: none"> • Make connections between notations and musical sounds 	<ul style="list-style-type: none"> • Order sounds o create a beginning, middle and an end • Create music in response to different starting points

Music- Key Stage 2.

	PERFORMING	COMPOSE	LISTEN
	Pupils will learn to play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Pupils will learn to improvise and compose music for a range of purposes using the inter – related dimensions of music.	Pupils will learn to listen with attention to detail and recall sounds with increasing aural memory.
Year 3	<ul style="list-style-type: none"> • Play clear notes on instruments • Sing with control and expression with attention to pitch and rhythm 	<ul style="list-style-type: none"> • Combine different sounds to create a specific mood or feeling • Use different elements within compositions 	<ul style="list-style-type: none"> • Use listening examples as stimuli for composition and improvisation and to improve performances
Year 4	<ul style="list-style-type: none"> • Sing songs from memory with accurate pitch 	<ul style="list-style-type: none"> • Use notation to record compositions in small group work or individually 	<ul style="list-style-type: none"> • Explain why silence is often needed in music and explain what effect it has
Year 5	<ul style="list-style-type: none"> • Maintain own part whilst others are performing their part 	<ul style="list-style-type: none"> • Compose music which meets specific criteria • Choose the most appropriate tempo for a piece of music 	<ul style="list-style-type: none"> •
Year 6	<ul style="list-style-type: none"> • Sing in harmony confidently and accurately • Perform parts from memory • Take the lead in a performance 	<ul style="list-style-type: none"> • Use a variety of different musical devices in composition (including melody, rhythms and chords) 	<ul style="list-style-type: none"> •

Music – Key Stage 2

	USE AND UNDERSTANDING	APPRECIATE	HISTORY OF MUSIC
	Pupils will learn to use and understand staff and other musical notations	Pupils will learn to appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians	Pupils will develop an understanding of the history of music
Year 3	<ul style="list-style-type: none"> • Create repeated patterns with different instruments • Improve their work and be able to explain how it has been improved 	<ul style="list-style-type: none"> • Use musical words and terminology to describe a piece of music and compositions • Use musical words and terminology to describe what they do or do not like about a piece of music 	<ul style="list-style-type: none"> • Recognise the music of one composer -
Year 4	<ul style="list-style-type: none"> • Use notation to record and interpret sequences of pitches (lines, patterns or traditional notation) 	<ul style="list-style-type: none"> • Identify and describe different purposes of a piece of music 	<ul style="list-style-type: none"> • Learn to identify features of music and be able to identify composers: Beethoven, Mozart, Elgar
Year 5	<ul style="list-style-type: none"> • Use planning sheets during the composition process and be able to identify how their composition was edited, refined, improved and 	<ul style="list-style-type: none"> • Describe, compare and evaluate music using musical vocabulary • Explain why they think a piece of music is successful or unsuccessful 	<ul style="list-style-type: none"> • Contrast music by different composers and be able to identify and explain preferences

	developed throughout the creative process.		
Year 6	<ul style="list-style-type: none"> Recognise and analyse features within a piece of music 	<ul style="list-style-type: none"> Evaluate how the venue, occasion and purpose affects the way a piece of music is created 	<ul style="list-style-type: none"> Compare and contrast the impact that different composers from different times had on people of that time