

Play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression. Improve and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. Listen with increasing discrimination to a wide range of music from great composers and musicians. Develop a deepening understanding of the music that they perform and to which they listen, and its history.

Music



YEAR
7



Listen and Appraise
and Games

Singing, Improvisation
and Playing

Composition and
Performance

Know and sing five songs from memory. Choose a song and know it's main features e.g. the type of vocals and the meaning of the lyrics. Explain the importance of warming up your voice. Know: Different ways of writing music down e.g. staff notation, symbols. Notes C, D, E, F, G, A, B + C on the treble stave. Instruments used in class or played in a band or orchestra. by their friends. Improvisation is making up your own tunes on the spot, using the riffs you have heard.

Composition: is music that is created by you and kept in some way. It has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. Notation: recognise the connection between sound and symbol. Performing is sharing music with an audience, including people you don't know and communicating feelings, thoughts and ideas about the song/music

YEAR
6

Listen and Appraise
and Games

Singing, Improvisation
and Playing

Composition and
Performance

Know five songs from memory, the styles, who sang or wrote them when they were written and, if possible, why? Choose 2 or 3 songs and know their style indicators, the lyrics, musical dimensions - texture, dynamics, tempo, rhythm and pitch, main sections of the song (introduction, verse, chorus etc), the instruments they heard, the historical context and what else was going on at this time? How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and connect in a song. Keeping the internal pulse. Musical Leadership: creating musical ideas for the group to copy or respond to.

Know and sing five songs from memory. Choose a song and know it's main features e.g. the type of vocals and the meaning of the lyrics. Explain the importance of warming up your voice. Know: Different ways of writing music down e.g. staff notation, symbols. Notes C, D, E, F, G, A, B + C on the treble stave. Instruments used in class or played in a band or orchestra. by their friends. Improvisation is making up your own tunes on the spot, using the riffs you have heard.

Composition: is music that is created by you and kept in some way. It has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. Notation: recognise the connection between sound and symbol. Performing is sharing music with an audience, including people you don't know and communicating feelings, thoughts and ideas about the song/music

YEAR
5

Listen and Appraise
and Games

Singing, Improvisation
and Playing

Composition and
Performance

Know five songs from memory, the style and who sang or wrote them. Choose one song and know it's style indicators, the lyrics, the musical dimensions - texture, dynamics, tempo, rhythm and pitch, the main sections of the song (introduction, verse, chorus etc) and name some of the instruments they heard in the song. How pulse, rhythm and pitch work together. Musical Leadership is creating musical ideas for the group to copy or respond to.

Singing in a group is called a choir or group, and a conductor is a person who they follow and you must listen to each other. Texture: how a solo singer makes a thinner texture than a large group. Why you must warm up your voice. The instruments used in class or played in a band or orchestra. Improvisation is making up your own tunes on the spot, using the riffs you have heard.

A composition is music that is created by you and kept in some way. Different ways of recording compositions - letter names, audio etc. Performing is sharing music with an audience, including people you don't know and communicating feelings, thoughts and ideas about the song/music

YEAR
4



Listen and Appraise
and Games

Singing, Improvisation
and Playing

Composition and
Performance

Know the style of five songs from memory and who sang them or wrote them. Talk about a song's lyrics and musical dimensions - texture, dynamics, tempo, rhythm and pitch. Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song.

Singing in a group is called a choir or group, and a conductor is a person who they follow. Why you must warm up your voice. Know the instruments used in class (a glockenspiel, a recorder etc.). Improvisation is making up your own tunes on the spot.

Composition is music that is created by you and kept in some way. Different ways of recording compositions, letter names, audio etc. Performing is sharing music with an audience, including people you don't know and communicating feelings, thoughts and ideas about the song/music.

YEAR
3

Listen and Appraise
and Games

Singing,
Improvisation
and
Playing

Composition and
Performance

Know five songs off by heart, that some songs have a chorus or a response/answer part, and have a musical style. Music has a steady pulse, like a heartbeat. Rhythms can be created from words and are different from the steady pulse. Pitch is high and low sounds

Confidently sing five songs from memory. In unison is, everyone singing at the same time. Other ways of using the voice e.g. rapping. Why we need to warm up our voices. The names of the notes in their instrumental part and names of untuned percussion instruments. Improvisation is making up your own tunes on the spot.

Composing is like writing a story with music. A performance is sharing music with an audience. This can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.

YEAR
2



Listen and Appraise
and Games

Singing, Playing and
Improvisation

Composition and
Performance

To know: 5 songs off by heart and what the songs are about. The sound and names of some of the instruments they can hear. Music has a steady pulse, like a heartbeat. Rhythms can be created from words like our names etc.

Confidently sing or rap five songs from memory and sing them in unison. Learn the names of the notes in their instrumental part from memory or when written down. To learn the names of the instruments. To know that improvisation is about making up your own tunes on the spot.

To know that: Composing is like writing a story with music. Everyone can compose. A performance is sharing music with other people, called an audience.

Year
1



Expressive Arts and Design

- Exploring and using media and materials:

- Children sing songs, make music and dance, and experiment with ways of changing them
- They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative:

- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes
- They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Early
Years

