

Music

Intent

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.

Key Stage 1

Attainment targets (National Curriculum)

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and un-tuned 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.

Skills

With the attainment targets in mind, the following skills have been devised to ensure that the Music curriculum is progressive and skills based.

Key Stage 1

Y1 – to perform	Y2 – to perform
Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument.	Make and control long and short sounds, using voice and instruments. Imitate changes in pitch.
Y1 – to compose	Y2 – to compose
Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low).	Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases.
Y1 – to transcribe	Y2 – to transcribe
	Use symbols to represent a composition and use them to help with a performance.
Y1 – to describe music	Y2 – to describe music
Identify the beat of a tune.	Recognise changes in timbre, dynamics and pitch.

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Key Stage 2

Attainment targets (National Curriculum)

Pupils should be taught to:
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.

Lower Key Stage 2

Y3 – to perform	Y4 – to perform
Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group.	Pronounce words within a song clearly. Show control of voice. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others.
Y3 – to compose	Y4 – to compose
Compose and perform melodic songs. Use sound to create abstract effects. Create repeated patterns with a range of instruments.	Create accompaniments for tunes. Use drones as accompaniments Choose, order, combine and control sounds to create an effect. Use digital technologies to compose pieces of music.
Y3 – to transcribe	Y4 – to transcribe
Devise non-standard symbols to indicate when to play and rest.	Recognise the notes EGBDF and FACE on the musical stave Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.
Y3 – to describe music	Y4 – to describe music
Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.	Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings.

Upper Key Stage 2

Y5 – to perform	Y6 – to perform
Sing or play from memory with confidence. Perform solos or as part of an ensemble. Sing or play expressively and in tune.	Hold a part within a round. Sing a harmony part confidently and accurately. Sustain a drone or a melodic ostinato to accompany singing. Perform with controlled breathing (voice) and skillful playing (instrument).
Y5 – to compose	Y6 – to compose
Create songs with verses and a chorus. Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices, including melody, rhythm and chords.	Thoughtfully select elements for a piece in order to gain a defined effect. Use drones and melodic ostinati (based on the pentatonic scale). Convey the relationship between the lyrics and the melody. Use digital technologies to compose, edit and refine pieces of music.
Y5 – to transcribe	Y6 – to transcribe
Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Read and create notes on the musical stave.	Understand the purpose of the treble and bass clefs and use them in transcribing compositions. Understand and use the # (sharp) and ♭ (flat) symbols. Use and understand simple time signatures.
Y5 – to describe music	Y6 – to describe music
Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics, melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements and cultural context.	Describe how lyrics often reflect the cultural context of music and have social meaning.