

Music

Year 1 to Year 6

Skills & Learning Outcomes

Curriculum Strands

- Performing
- Improvising and Composing
- Listening and Understanding
- Dimensions

MUSIC Year 1

Performing	Improvising and Composing	Listening and Understanding	Dimensions
<p>Vocal Sing songs, rounds and chants building rhythmic and melodic memory</p> <p>Instrumental Begin to use correct technique for a range of percussion instruments.</p> <p>Keep a steady beat and copy simple rhythm pattern</p>	<p>Choose, create and order sounds for different purposes</p> <p>Choose, create and remember higher and lower sound patterns and simple rhythmic patterns</p> <p>Invent symbols to represent sounds</p>	<p>Respond to changes in character through movement, words or pictures</p> <p>Talk about music heard with appropriate vocabulary, giving opinions</p>	<p>Pitch Recognise and respond to high and low sounds</p> <p>Duration Recognise and respond to steady beats and patterns of long and short sounds</p> <p>Dynamics Understand loud, quiet and silence</p> <p>Tempo Understand fast and slow</p> <p>Timbre Identify families of school percussion instruments and their properties by sound</p> <p>Texture Recognise and respond to one sound and to many sounds</p> <p>Structure Understand and identify the use of beginning, middle, end and the use of introduction and repetition</p>

MUSIC Year 2

Performing	Improvising and Composing	Listening and Understanding	Dimensions
<p>Vocal Sing songs, rounds and chants and use simple vocal patterns as accompaniments</p> <p>Instrumental Use correct technique for a range of percussion instruments</p> <p>Choose and play patterns with increasing confidence</p>	<p>Choose, create and order sounds to show simple contrasts</p> <p>Choose, create and remember higher and lower sound patterns and rhythmic patterns</p> <p>Invent symbols to represent sounds</p>	<p>Respond to changes in mood through movement, words or pictures</p> <p>Give opinions, justifying musical ideas with appropriate vocabulary</p>	<p>Pitch Recognise and respond to higher and lower sounds and general shapes of melodies; begin to recognise steps, leaps and repeated notes</p> <p>Duration Recognise, respond and distinguish between beat and rhythm. Understand that rhythmic patterns fit to the beat</p> <p>Dynamics Understand getting louder and Quieter</p> <p>Tempo Understand getting faster and slower</p> <p>Timbre Identify the way sounds are made</p> <p>Texture Recognise and respond to different layers in music</p> <p>Structure Understand and identify the use of beginning, middle, end and the use of introduction and repetition</p>

MUSIC Year 3

Performing	Improvising and Composing	Listening and Understanding	Dimensions
<p>Vocal Sing rounds and partner songs, maintaining own part</p> <p>Instrumental Use correct technique for a range of percussion instruments, keyboards, plus own instruments if applicable</p> <p>Copy and match simple patterns in 2, 3, and 4 metre</p> <p>Keep to a steady beat</p> <p>Maintain an independent part within a group</p>	<p>Choose carefully and order sounds within simple structures such as beginning, middle, end, and in response to given starting points</p> <p>Within a group, create and play layered music with an awareness of how the layers fit together</p> <p>Represent sounds with symbols</p> <p><i>Staff notation:</i> begin to recognise and use different rhythms and that positioning represents pitch</p>	<p>Develop an awareness of the music's context and purpose</p> <p>Identify some of the structural and expressive aspects of music heard (e.g. starts quiet and gets gradually louder)</p> <p>Identify instruments heard and how they are played</p>	<p>Pitch Identify steps, leaps and repeated notes in melodies</p> <p>Duration Begin to understand 2, 3 and 4 metre and how rhythms fit into a steady beat</p> <p>Dynamics Understand getting louder and quieter in finer graduations</p> <p>Tempo Understand getting faster and slower in finer graduations</p> <p>Timbre Identify a range of percussion and non-percussion instruments by name and the way they are played</p> <p>Texture Recognise different combinations of layers in music</p> <p>Structure Develop understanding of repetition (e.g. ostinato) and contrast (e.g. verse/chorus) structures</p>

MUSIC Year 4

Performing	Improvising and Composing	Listening and Understanding	Dimensions
<p>Vocal Sing rounds and partner songs, maintaining own part</p> <p>Instrumental Maintain rhythmic and melodic ostinati in 2, 3, and 4 metre</p> <p>Maintain an independent part within a group, using controlled playing techniques</p>	<p>Improvise and compose within known structures featuring musical changes</p> <p>Improvise and compose with an awareness of context and purpose</p> <p><i>Staff notation:</i> recognise and use simple rhythms and a limited number of pitches</p>	<p>Listen to music with layered parts, noticing how the layers fit together</p> <p>Beginning to develop an awareness of the music's context, purpose and the composer's intent</p> <p>Identify some of the structural and expressive aspects of music heard (e.g. rhythmic ostinato on the drum)</p> <p>Give opinions, using appropriate musical vocabulary to justify these</p>	<p>Pitch identify melodic shape and different scale patterns (pentatonic, major and minor)</p> <p>Duration Understand 2, 3 and 4 metre and how rhythms fit into a steady beat</p> <p>Dynamics Identify getting louder and quieter</p> <p>Tempo Understand getting faster and slower in finer graduations</p> <p>Timbre Begin to identify a wide range of non-percussion instruments by name and the way they are played</p> <p>Texture Identify solo, unison, drone, layers and simple harmony (e.g. drone; melodic ostinati)</p> <p>Structure Begin to develop understanding of conventional musical structures (e.g. rondo, theme and variations, drone/ostinato)</p>

MUSIC Year 5

Performing	Improvising and Composing	Listening and Understanding	Dimensions
<p>Vocal Sing simple part songs with control and an awareness of phrasing</p> <p>Instrumental Play simple parts with accuracy</p> <p>Accurately maintain an independent part within a group, using controlled playing techniques</p>	<p>Improvise and compose including the use of simple chord structures</p> <p>Improvise, compose and refine with an awareness of context and purpose</p> <p>Represent sounds with detailed symbols</p> <p><i>Staff notation:</i> recognise and use simple rhythms, rests and a limited number of pitches</p>	<p>Listen to music with a variety of textures, noticing different types of harmony</p> <p>Compare and contrast different music, with an awareness of the music's context, purpose and the composer's intent</p> <p>Identify some of the structural and expressive aspects of music heard (e.g. major or minor chords used)</p> <p>Identify different ensemble combinations, instruments heard and their role within the ensemble (e.g. ostinato; melody)</p>	<p>Pitch Identify a range of different scale patterns (pentatonic, major and minor, chromatic)</p> <p>Duration Understand more complex rhythms and metres, e.g. counting in 6 or 8</p> <p>Dynamics Understand how a wide range of dynamics can be manipulated for expressive effect</p> <p>Tempo Understand how a wide range of tempi can be manipulated for expressive effect</p> <p>Timbre Identify families of instruments and different ensemble combinations (e.g. samba band, orchestra, choir)</p> <p>Texture Begin to understand types of harmony (e.g. simple parts; use of chords as an accompaniment)</p> <p>Structure Understand a wider range of musical structures (e.g. rondo, theme and variations, drone/ostinato, leitmotifs)</p>

MUSIC Year 6

Performing	Improvising and Composing	Listening and Understanding	Dimensions
<p>Vocal Confidently sing a part in songs with control, expression and an awareness of phrasing</p> <p>Instrumental Play simple parts with accuracy and awareness of pitch, metre and balance</p> <p>Accurately maintain an independent part within a group, using controlled playing techniques in a variety of metres</p>	<p>Improvise and compose including the use of scales, complex rhythm patterns and simple chord structures</p> <p>Within a group, create and play with an awareness of balance</p> <p>Represent sounds with detailed symbols</p> <p><i>Staff notation:</i> recognise and use simple rhythms, rests and an increased number of pitches</p>	<p>Listen to music with a range of different metres</p> <p>Beginning to identify some of the structural and expressive aspects of music heard (e.g. chromatic scales used in the melody)</p> <p>Give opinions, using appropriate and extended vocabulary to justify these</p> <p>Beginning to develop an awareness of cross-dimensional links between different areas of music</p>	<p>Pitch Identify a range of different scale patterns (pentatonic, major and minor, chromatic)</p> <p>Duration Beginning to understand rhythms and metres, e.g. counting in 6, 8, 5 or 7</p> <p>Dynamics Understand how a wide range of dynamics can be manipulated for expressive effect</p> <p>Tempo Understand how a wide range of tempi can be manipulated for expressive effect</p> <p>Timbre Identify families of instruments and different ensemble combinations (e.g. jazz band, orchestra, choir, blues group)</p> <p>Texture Begin to understand types of harmony (e.g. simple parts; use of chords as an accompaniment), and how they can be used for effect</p> <p>Structure Beginning to use a wider range of musical structures</p>