

Music

National Curriculum

Key stage 1

Pupils should be taught to:

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

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

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.

Our School Aims

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Very good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.

Opportunities

Key Stage 1	Key Stage 2
<ul style="list-style-type: none">• Use their voices expressively by singing songs and speaking chants and rhymes.• Play tuned and untuned instruments musically.• Listen with concentration and understanding to a range of high-quality live and recorded music.• Make and combine sounds using the inter-related dimensions of music.	<ul style="list-style-type: none">• Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.• Improvise and compose music using the inter-related dimensions of music separately and in combination.• Listen with attention to detail and recall sounds with increasing aural memory.• Use and understand the basics of the staff and other musical notations.• Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.• Develop an understanding of the history of music.

Music Curriculum Objectives

Key Stage 1

Year	Achievement	Knowledge and Independent Application			
		To perform	To compose	To transcribe	To describe music
1	Emerging	<ul style="list-style-type: none"> • Listen to a range of performed songs and rhymes. • Follow simple instructions on when to sing. • Copy loud and quiet sounds, using voice. 	<ul style="list-style-type: none"> • Copy a simple sequence of long or short sounds. • Copy different sounds (loud and quiet, high and low). • Experiment with a range of sounds. • Imitate short, musical patterns. 	<ul style="list-style-type: none"> • Select pictures to represent sounds. 	<ul style="list-style-type: none"> • Join in with a tune.
	Expected	<ul style="list-style-type: none"> • Begin to join in with singing. • Follow simple instructions on when to sing or play an instrument. • Copy long and short sounds, using voice and instruments. • Show an awareness of pitch. 	<ul style="list-style-type: none"> • Copy a simple sequence of long and short sounds. • Copy a simple rhythm. • Copy different sounds (long and short, loud and quiet, high and low). • Experiment with sounds to create an effect. • Imitate short, musical patterns. 	<ul style="list-style-type: none"> • Explore the use of symbols to represent sounds and use them to help with a performance. 	<ul style="list-style-type: none"> • Join in with the beat of a tune.
	Exceeding	<ul style="list-style-type: none"> • Join in with singing, beginning to take a lead role. • Follow simple instructions on when and how to sing or play an instrument. • Make long and short sounds, using voice and instruments. • Begin to copy changes in pitch. 	<ul style="list-style-type: none"> • Create a simple sequence of long and short sounds. • Begin to follow a clapping rhythm. • Begin to create and combine a mixture of different sounds (long and short, loud and quiet, high and low) (with support) • Talk about how sounds have created an effect. • Begin to create short, musical patterns. 	<ul style="list-style-type: none"> • Explore the use of symbols to represent a sequence of sounds and use them to help perform and lead a performance. 	<ul style="list-style-type: none"> • Copy the beat of a tune. • Begin to recognise changes in dynamics and pitch.
2	Emerging	<ul style="list-style-type: none"> • Join in with singing, beginning to take a lead role. • Follow simple instructions on when and how to sing or play an instrument. • Make long and short sounds, using voice and instruments. • Begin to copy changes in pitch. 	<ul style="list-style-type: none"> • Create a simple sequence of long and short sounds. • Begin to follow a clapping rhythm. • Begin to create and combine a mixture of different sounds (long and short, loud and quiet, high and low) (with support) • Talk about how sounds have created an effect. • Begin to create short, musical patterns. 	<ul style="list-style-type: none"> • Explore the use of symbols to represent a sequence of sounds and use them to help perform and lead a performance. 	<ul style="list-style-type: none"> • Copy the beat of a tune. • Begin to recognise changes in dynamics and pitch.
	Expected	<ul style="list-style-type: none"> • Take part in singing, accurately 	<ul style="list-style-type: none"> • Create a sequence of long and short 	<ul style="list-style-type: none"> • Use symbols to represent a 	<ul style="list-style-type: none"> • Identify the beat of a tune.

		<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> sounds. Clap rhythms which are given and independently composed. 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. 	<ul style="list-style-type: none"> composition and use them to help with a performance. 	<ul style="list-style-type: none"> Recognise changes in timbre, dynamics and pitch.
	Exceeding	<ul style="list-style-type: none"> Sing from memory with some awareness of pitch. Sing within vocal range in tune. Maintain a simple rhythmic or melodic part within a group. Pronounce words within a song clearly. Show some control of voice. Play notes on an instrument with care and developing accuracy. Perform with control and some awareness of others. 	<ul style="list-style-type: none"> Compose short, repeated sections combining pitch and rhythm. Create simple repeated patterns performing on a range of different instruments. Use drones as accompaniments. Choose and control sounds to create an effect. 	<ul style="list-style-type: none"> Organise symbols effectively to represent a composition and an effect use them to help with a performance. 	<ul style="list-style-type: none"> Use the terms: timbre, pitch, beat and tempo to describe music. Evaluate music to identify likes and dislikes. Understand and talk about how sounds have an effect on mood and feelings.

Lower Key Stage 2

Year	Achievement	Knowledge and Independent Application			
		To perform	To compose	To transcribe	To describe music
3	Emerging	<ul style="list-style-type: none"> Sing from memory with some awareness of pitch. Sing within vocal range in tune. Maintain a simple rhythmic or melodic part within a group. Pronounce words within a song clearly. Show some control of voice. Play notes on an instrument with care and developing accuracy. Perform with control and some awareness of others. 	<ul style="list-style-type: none"> Compose short, repeated sections combining pitch and rhythm. Create simple repeated patterns performing on a range of different instruments. Use drones as accompaniments. Choose and control sounds to create an effect. 	<ul style="list-style-type: none"> Organise symbols effectively to represent a composition and an effect use them to help with a performance. 	<ul style="list-style-type: none"> Use the terms: timbre, pitch, beat and tempo to describe music. Evaluate music to identify likes and dislikes. Understand and talk about how sounds have an effect on mood and feelings.
	Expected	<ul style="list-style-type: none"> Sing from memory with awareness of pitch. Sing in tune. Maintain a simple part within a 	<ul style="list-style-type: none"> Compose short, repeated sections and perform simple melodic songs. Use sound to create short abstract effects. 	<ul style="list-style-type: none"> Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical stave. 	<ul style="list-style-type: none"> Use the terms: timbre, pitch, tempo and use of silence to describe music. Identify areas of likes and dislikes

		<ul style="list-style-type: none"> group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with control and care. • Perform with control and awareness of others. 	<ul style="list-style-type: none"> • Create simple repeated patterns with a range of instruments. • Create simple accompaniments for tunes. • Use tonic drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose short pieces of music. 	<ul style="list-style-type: none"> • Recognise the symbols for crotchet, understanding that it equals one beat. 	<ul style="list-style-type: none"> within a piece of music making simple references to musical vocabulary. • Understand layers of sounds and discuss their effect on mood and feelings.
	Exceeding	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune with an awareness of when pitch changes. • Maintain a harmony part within a group. • Pronounce words within a song clearly with some expression. • Show control of voice beginning to vary the dynamics. • Play notes on an instrument with care so that they are clear. • Perform increasingly complex parts with control and awareness of others, leading groups where necessary. 	<ul style="list-style-type: none"> • Compose repeated sections and perform melodic songs. • Use sound to create changing abstract effects. • Create longer repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use tonic and dominant drones as accompaniments. • Choose, order, combine and control simple phrases to create an effect. • Use digital technologies to compose pieces of music. 	<ul style="list-style-type: none"> • Recognise standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave and begin to write notes with accuracy on the stave. • Recognise the symbols for a minim and crotchet and say how many beats they represent. 	<ul style="list-style-type: none"> • Use the terms: timbre, pitch, beat, tempo and use of silence to describe music accurately. • Evaluate music using musical vocabulary stated above to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feeling making reference to musical vocabulary.
4	Emerging	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune with an awareness of when pitch changes. • Maintain a harmony part within a group. • Pronounce words within a song clearly with some expression. • Show control of voice beginning to vary the dynamics. • Play notes on an instrument with care so that they are clear. • Perform increasingly complex parts with control and awareness of others, leading groups where necessary. 	<ul style="list-style-type: none"> • Compose repeated sections and perform melodic songs. • Use sound to create changing abstract effects. • Create longer repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use tonic and dominant drones as accompaniments. • Choose, order, combine and control simple phrases to create an effect. • Use digital technologies to compose pieces of music. 	<ul style="list-style-type: none"> • Recognise standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave and begin to write notes with accuracy on the stave. • Recognise the symbols for a minim and crotchet and say how many beats they represent. 	<ul style="list-style-type: none"> • Use the terms: timbre, pitch, beat, tempo and use of silence to describe music accurately. • Evaluate music using musical vocabulary stated above to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feeling making reference to musical vocabulary.
	Expected	<ul style="list-style-type: none"> • Sing or play with increasing confidence. • Perform as part of an ensemble. 	<ul style="list-style-type: none"> • Compose short sections and perform melodic songs of increasing complexity. 	<ul style="list-style-type: none"> • Use standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and 	<ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.

	<ul style="list-style-type: none"> • Sing in tune. • Hold a part within a simple or known round. • Sustain a simple repetitive drone to accompany singing. • Begin to understand how to create phrasing within music by taking breaths in appropriate places. 	<ul style="list-style-type: none"> • Use sound to create abstract effects considering how to change the feeling/scene portrayed & the duration of the effect (should it be longer/shorter?) • Create increasingly complex repeated patterns with a range of instruments. • Create varied accompaniments for tunes. • Use drones and simple chord sequences as accompaniments. • Choose, order, combine and control longer musical phrases to create an effect. • Use digital technologies to compose extended pieces of music considering form. 	<p>FACE on the musical staff and write short musical phrases in bars on the staff.</p> <ul style="list-style-type: none"> • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	<ul style="list-style-type: none"> • Evaluate music using musical vocabulary stated above to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings making detailed references to given musical vocabulary.
Exceeding	<ul style="list-style-type: none"> • Sing from memory commenting on changes or similarities in pitch particularly at the ends of lines/verses/choruses. • Perform as part of an ensemble, leading and conducting different groups. • Sing in tune. • Maintain an increasingly complex (either rhythmically or harmonically) part within a group. • Pronounce words within a song clearly, developing expression when appropriate. • Show control of voice beginning to make decisions about dynamic variations. • Play notes on an instrument with care and accuracy. • Perform complex parts with control and awareness of others. 	<ul style="list-style-type: none"> • Compose phrases of music considering basic structure. • Create simple rhythmic patterns that can be played within a steady beat. • Combine musical devices with support, including melody and rhythm. • Select elements (dynamics and tempo) to compose a piece of music. • Use simple drones and basic melodic ostinati (based on the pentatonic scale). • Begin to comment on the lyrics and the melody in songs, suggesting ways they are related (pitch, dynamics, tempo) • Use digital technologies to compose pieces of music making simple editing decisions when appropriate. 	<ul style="list-style-type: none"> • Recognise and begin to use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical staff to represent own music and to transcribe music. • Recognise the treble and bass clefs making reference to pitch. • Recognise simple time signatures. 	<ul style="list-style-type: none"> • Choose from a range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • expressive • solo • rounds • accompaniments • drones • combination of musical elements

Upper Key Stage 2

Year	Achievement	Knowledge and Independent Application			
		To perform	To compose	To transcribe	To describe music
5	Emerging	<ul style="list-style-type: none"> • Sing from memory commenting on changes or similarities in pitch particularly at the ends of lines/verses/choruses. • Perform as part of an ensemble, leading and conducting different groups. • Sing in tune. • Maintain an increasingly complex (either rhythmically or harmonically) part within a group. • Pronounce words within a song clearly, developing expression when appropriate. • Show control of voice beginning to make decisions about dynamic variations. • Play notes on an instrument with care and accuracy. • Perform complex parts with control and awareness of others. 	<ul style="list-style-type: none"> • Compose phrases of music considering basic structure. • Create simple rhythmic patterns that can be played within a steady beat. • Combine musical devices with support, including melody and rhythm. • Select elements (dynamics and tempo) to compose a piece of music. • Use simple drones and basic melodic ostinati (based on the pentatonic scale). • Begin to comment on the lyrics and the melody in songs, suggesting ways they are related (pitch, dynamics, tempo) • Use digital technologies to compose pieces of music making simple editing decisions when appropriate. 	<ul style="list-style-type: none"> • Recognise and begin to use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical staff to represent own music and to transcribe music. • Recognise the treble and bass clefs making reference to pitch. • Recognise simple time signatures. 	<ul style="list-style-type: none"> • Choose from a range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • expressive • solo • rounds • accompaniments • drones • combination of musical elements
	Expected	<ul style="list-style-type: none"> • Sing or play with confidence. • Perform with accuracy and expression as part of an ensemble. • Sing or play in tune. • Hold a part within a round. • Sustain a simple repetitive drone or a melodic ostinato to accompany singing. • Begin to suggest how to create phrasing within music by taking breaths in appropriate places. 	<ul style="list-style-type: none"> • Create a chorus within a song. • Create rhythmic patterns that can be played within a steady beat. • Combine a variety of musical devices, including melody and rhythm. • Select elements (dynamics, pitch, tempo) to compose a piece of music. • Use simple drones and melodic ostinati (based on the pentatonic scale). • Begin to make simple relationships between the lyrics and the melody. • Use digital technologies to compose pieces of music making editing decisions when appropriate. 	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical staff. • Understand the purpose of the treble and bass clefs relating to pitch. • Understand and use the # (sharp) and ♭ (flat) symbols. • Use and understand simple time signatures. 	<ul style="list-style-type: none"> • Choose from a wide range of given musical vocabulary to describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements

	Exceeding	<ul style="list-style-type: none"> • Sing or play with confidence with some sections from memory. • Perform as part of an ensemble beginning to take the lead in solo sections and deciding where to lead the group using own actions. • Sing or play in tune with an awareness of when different groups are not in tune. • Hold a part within a round including increasingly complex musical features (expression/lyrics/rhythm) • Sustain a simple repetitive drone or a melodic or rhythmic ostinato to accompany singing. • Understand how to create phrasing within music by taking breaths in appropriate places. 	<ul style="list-style-type: none"> • Create a verse and chorus within a song. • Create rhythmic patterns that can be played within a steady beat considering the duration. • Combine a variety of musical devices, including melody and rhythm, beginning to understand basic chord sequences. • Select elements (dynamics, pitch, tempo) to compose a piece of music for effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Begin to develop relationships between the lyrics and the melody. • Use digital technologies to compose and edit pieces of music to create an effect. 	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play with accuracy. • Read and create notes on the musical stave including one ledger line above and below the stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and ♭ (flat) symbols and the use of the natural symbol within the same bar as a flattened or sharpened note. • Use and understand simple time signatures, identifying when a piece is written in a specific time signature. 	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context.
6	Emerging	<ul style="list-style-type: none"> • Sing or play with confidence with some sections from memory. • Perform as part of an ensemble beginning to take the lead in solo sections and deciding where to lead the group using own actions. • Sing or play in tune with an awareness of when different groups are not in tune. • Hold a part within a round including increasingly complex musical features (expression/lyrics/rhythm) • Sustain a simple repetitive drone or a melodic or rhythmic ostinato to accompany singing. • Understand how to create phrasing within music by taking breaths in appropriate places. 	<ul style="list-style-type: none"> • Create a verse and chorus within a song. • Create rhythmic patterns that can be played within a steady beat considering the duration. • Combine a variety of musical devices, including melody and rhythm, beginning to understand basic chord sequences. • Select elements (dynamics, pitch, tempo) to compose a piece of music for effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Begin to develop relationships between the lyrics and the melody. • Use digital technologies to compose and edit pieces of music to create an effect. 	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play with accuracy. • Read and create notes on the musical stave including one ledger line above and below the stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and ♭ (flat) symbols and the use of the natural symbol within the same bar as a flattened or sharpened note. • Use and understand simple time signatures, identifying when a piece is written in a specific time signature. 	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context.
	Expected	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble, directing where appropriate. 	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical 	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play in music of increasing complexity. • Read and create notes on the musical stave 	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch

	<ul style="list-style-type: none"> • Sing or play expressively and in tune identifying when music is not in tune. • Hold a part within a round, directing other parts when appropriate. • 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). 	<p>devices, including melody, rhythm and chords.</p> <ul style="list-style-type: none"> • Thoughtfully select elements for a piece in order to gain a defined effect. • Use increasingly complicated 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. 	<p>including ledger lines.</p> <ul style="list-style-type: none"> • Understand the purpose of the treble and bass clefs and use them in transcribing compositions including chords. • Understand and use the # (sharp) and ♭ (flat) symbols, making relationships with notes that are the same (e.g. A flat is the same as G#) • Use and understand simple time signatures including those in simple and compound time. 	<ul style="list-style-type: none"> • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning.
Exceeding	<p>Performing</p> <ul style="list-style-type: none"> • Identify and use expressively the inter-related dimensions of music with increasing sophistication (such as through extended use of tonalities, different types of scales and other musical devices). • Develop vocal and/or instrumental fluency, accuracy and expressiveness. 	<p>Composing</p> <ul style="list-style-type: none"> • Compose, extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. 	<p>Transcribing</p> <ul style="list-style-type: none"> • Use the staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. 	<p>Describing music</p> <ul style="list-style-type: none"> • Listen with increasing discrimination to a wide range of music from great composers. • Develop a deep understanding of the music that they perform and listen to, and its history. • Understand musical structures, styles, genres and traditions and identify the expressive use of musical elements. • Appreciate and understand a wide range of musical contexts and styles to inform judgments.

Phase Outcomes

	End of KS1	End of Lower KS2	End of Upper KS2
To perform	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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).
To compose	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
To transcribe	<ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
To describe music	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning.

P-Scales

<p>P4</p> <ul style="list-style-type: none"> • Use single words, gestures, signs, objects, pictures or symbols to communicate about familiar musical activities or name familiar instruments. • With some support, listen and attend to familiar musical activities and follow and join in familiar routines. • Show an awareness of cause and effect in familiar events. • Begin to look for an instrument or noise maker played out of sight. • Repeat, copy and imitate actions, sounds or words in songs and musical performances. 	<p>P5</p> <ul style="list-style-type: none"> • Take part in simple musical performances. • Respond to signs given by a musical conductor. • Pick out a specific musical instrument when asked. • Play loudly, quietly, quickly and slowly in imitation. • Play an instrument when prompted by a cue card. • Listen to, and imitate, distinctive sounds played on a particular instrument. • Listen to a familiar instrument played behind a screen and match the sound to the correct instrument on a table. 	<p>P6</p> <ul style="list-style-type: none"> • Respond to other pupils in music sessions. • Join in and take turns in songs and play instruments with others. • Begin to play, sing and move expressively in response to the music or the meaning of words in a song. • Explore the range of effects that can be made by an instrument or sound maker. • Copy simple rhythms and musical patterns or phrases. • Play groups of sounds indicated by a simple picture- or symbol-based score. • Begin to categorise percussion instruments by how they can be played. 	<p>P7</p> <ul style="list-style-type: none"> • Listen to and describe music by describing musical experiences, using phrases or statements, combining a small number of words, signs, symbols or gestures. • Respond to prompts to play faster, slower, louder or softer. • Follow simple graphic scores with symbols or pictures and play simple patterns or sequences of music. • Listen and contribute to sound stories. • Improvise and make basic choices about the sound and instruments used. • Make simple compositions. 	<p>P8</p> <ul style="list-style-type: none"> • Listen carefully to music. • Understand and respond to words, symbols and signs that relate to tempo, dynamics and pitch, e.g. faster, slower, louder, higher and lower. • Create own simple compositions, carefully selecting sounds. • Create simple graphic scores using pictures or symbols. • Use a growing musical vocabulary of words, signs or symbols to describe what is played and heard. • Make and communicate choice when performing, playing, composing, listening and appraising. 	<p>Early Years</p> <ul style="list-style-type: none"> • Begin to build a repertoire of songs. • Explore the different sounds of musical instruments. • Create simple representations of events, people and objects.
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Challenge – KS3

<p>Music opportunities</p> <ul style="list-style-type: none"> • Build on their previous knowledge through performing, composing and listening. • Play and perform in solo or ensemble contexts. 	<p>Performing</p> <ul style="list-style-type: none"> • Identify and use expressively the inter-related dimensions of music with increasing sophistication (such as through extended use of tonalities, different types of scales and other musical devices). • Develop vocal and/or instrumental fluency, accuracy and expressiveness. 	<p>Composing</p> <ul style="list-style-type: none"> • Compose, extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. 	<p>Transcribing</p> <ul style="list-style-type: none"> • Use the staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. 	<p>Describing music</p> <ul style="list-style-type: none"> • Listen with increasing discrimination to a wide range of music from great composers. • Develop a deep understanding of the music that they perform and listen to, and its history. • Understand musical structures, styles, genres and traditions and identify the expressive use of musical elements. • Appreciate and understand a wide range of musical contexts and styles to inform judgments.
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