

<b>Reception</b>	<b>Term 1 – untuned percussion instruments</b>	<b>Term 2 – Christmas Productions</b>	<b>Term 3 – live performances</b>	<b>Term 4 Composing, performing.</b>	<b>Term 5 Composing, performing.</b>	<b>Term 6 Tuned instruments</b>
	<ul style="list-style-type: none"> <li>• I can begin to experiment with instruments</li> <li>• I can explore the different sounds they make</li> <li>• I can play in time to a steady beat</li> <li>• I can clap short rhythms</li> <li>• I can clap longer rhythms</li> <li>• I can play short and longer rhythms</li> <li>• I follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>• I can sing familiar songs and rhymes</li> <li>• I can sing action songs keeping in time</li> <li>• I can move in response to music</li> <li>• I can use my voice in different ways</li> <li>• I sing songs with musical dynamics</li> <li>• I can perform with my class with growing confidence</li> </ul>	<ul style="list-style-type: none"> <li>• I can begin to listen attentively to music, songs and rhymes</li> <li>• I can listen to others as they play</li> <li>• I can listen for different types of sound – high/low, loud/quiet, fast/slow</li> <li>• I can begin to talk about what I hear</li> <li>• I can begin to imitate sounds I hear - high/low, loud/quiet, fast/slow</li> <li>• I know how sounds are made and changed</li> </ul>	<ul style="list-style-type: none"> <li>• I can experiment with dynamics using percussion</li> <li>• Explore different rhythms.</li> <li>• Clap and play rhythms copying a model</li> <li>• Create different rhythms using instruments</li> <li>• I can work with a partner to combine two rhythms.</li> <li>• I can combine sounds (like clapping) with music instruments</li> </ul>	<ul style="list-style-type: none"> <li>• I can begin to compose my own music</li> <li>• I can play with developing control</li> <li>• I can perform to the rest of my class (on my own or in a small group)</li> <li>• I can begin to say what I enjoyed about the compositions</li> </ul>	<ul style="list-style-type: none"> <li>• I can experiment with pitch using tuned percussion</li> <li>• Sing songs, make music, dance and experiment with ways of changing them</li> <li>• Imitate changes in pitch using instruments</li> </ul>

KS1	Term 1 – untuned percussion instruments	Term 2 – Christmas Productions	Term 3 – live performances	Term 4 Composing, performing.	Term 5 Composing using Garage Band	Term 6 Tuned instruments
Year 1	<ul style="list-style-type: none"> <li>▪ I can begin to play tuned and untuned instruments musically</li> <li>▪ I can begin to play patterns from memory</li> <li>▪ I can begin to play with some awareness of the beat</li> <li>▪ I can rehearse and perform with others</li> <li>▪ I can make and control long and short sounds, using voices and instruments</li> </ul>	<ul style="list-style-type: none"> <li>▪ I can use my voice expressively - by singing songs, speaking chants and rhymes, rap</li> <li>▪ I can sing with a developing sense of pitch</li> <li>▪ I enjoy singing</li> </ul>	<p>listen with concentration and understanding to a range of high-quality live and recorded</p> <ul style="list-style-type: none"> <li>• I know how sounds can be made in different ways (vocalising, clapping, instruments, environment)</li> </ul>	<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <ul style="list-style-type: none"> <li>• I can explore sounds using different instruments and objects</li> <li>• I can make sounds that are very different (loud and quiet, high and low etc)</li> <li>• With help, I can make sounds with a small difference</li> <li>• I can make and repeat short patterns of sound.</li> <li>• I can create sound in response to a starting point (e.g. a story, a picture)</li> </ul>	<p>Garage Band - iPad</p> <ul style="list-style-type: none"> <li>• I can explore sounds using different instruments on garage band</li> <li>• I can combine sounds</li> <li>• I can record my composition</li> <li>• I can make changes</li> </ul>	<p>I can begin to play tuned instruments</p> <p>I can listen to patterns and play from memory I can begin to understand some basic notation  (Glockenspiels)</p>

				<ul style="list-style-type: none"> <li>I can invent my own graphic symbols to represent sounds.</li> </ul>		
Year 2	<p><b>I can play untuned instruments musically</b></p> <ul style="list-style-type: none"> <li>I make and control long and short sounds, and loud and quiet sounds using voices and instruments</li> <li>I recognise hand signals that show high and low pitch</li> <li>I begin to use various notations to support the rhythm (e.g. graphic or grid notations)</li> <li>I show physical control when playing musical instruments</li> <li>I identify and control a variety of sounds on</li> </ul>	<p><b>I can use my voice expressively - by singing songs, speaking chants and rhymes, rap</b></p> <ul style="list-style-type: none"> <li>I enjoy singing songs from memory, and can follow the tune (melody) well</li> <li>I use my voice well in lots of ways</li> <li>I perform with others aware of the need to play to the same beat and the same speed</li> </ul>	<p><b>listen with concentration and understanding to a range of high-quality live and recorded</b></p> <ul style="list-style-type: none"> <li>I know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures.</li> <li>I know how music is used for particular purposes (dance, lullaby)</li> </ul>	<p><b>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</b></p> <ul style="list-style-type: none"> <li>I can compose using a simple structure which has a beginning, middle and end</li> <li>I can compose musical ideas based on a stimuli (e.g. photo, picture, poem, story)</li> <li>I can create short melodic patterns</li> <li>I work as a partner to create a sequence of long and short sounds</li> <li>I repeat and create short rhythmic phrases</li> </ul>	<p><b>Keyboard lessons T5&amp;6</b></p> <p><b>I can play tuned instruments musically</b></p> <ul style="list-style-type: none"> <li>I can play simple pieces on a keyboard which have a simple right hand melody spanning the range of a fifth (e.g. Lightly Row)</li> <li>I play with an awareness of the beat.</li> <li>I can perform with others, keeping in time</li> <li>I can begin to understand the treble clef.</li> <li>I can begin to read music</li> </ul>	(Cont. from previous term)

	musical instruments with confidence			<ul style="list-style-type: none"> <li>• I use changes in pitch to express an idea</li> <li>• I can support some compositions with graphic or grid notation</li> </ul>		
<b>KS2</b> Year 3 and 4 <b>Drumming all year</b> <u><b>Djembe First Access</b></u>	<p>Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high quality live (and recorded) music drawn from</p>	<ul style="list-style-type: none"> <li>- developing an understanding of pulse and rhythm: how they differ, and how they link</li> <li>- developing an internal sense of pulse</li> <li>- increasing aural ability to pick up rhythms by ear and to play them back</li> <li>- increased gross motor and fine motor skills</li> <li>- increased coordination skills</li> </ul>	<ul style="list-style-type: none"> <li>- developing a knowledge of three different drumming sounds: how to recognise and produce bass, tone, and 'slap'</li> <li>- recognising and playing rhythms from around the world combining these three sounds</li> <li>- playing as part of an ensemble</li> <li>- holding one musical pattern in time with another</li> <li>- composing rhythms to a set brief</li> </ul> <p>Ongoing skills over years 3 and 4</p>		<p>I can perform in solo and ensemble contexts, using voices with increasing accuracy, fluency, control and expression</p> <p><b>KS2 Productions Christmas and summer term</b></p> <p>Y3</p> <ul style="list-style-type: none"> <li>• I can sing songs from memory with accurate pitch, either in unison or in 2 parts</li> <li>• I can maintain a simple part within an ensemble</li> <li>• I understand the importance of articulating the words to communicate the song to the audience with music expression</li> </ul>	<p>Y4</p> <ul style="list-style-type: none"> <li>• I sing confidently and in tune breathing well and pronouncing words, I change pitch and show control in my singing</li> <li>• I perform songs from memory with confidence and an awareness of the meaning and impact of words</li> <li>• I hold my part in a two-part round with confidence and appreciate the</li> </ul>

	<p>different traditions (and from great composers and musicians) NC</p>					<p>harmonies produced</p> <ul style="list-style-type: none"> <li>I perform songs in a way that reflects their meaning</li> </ul>
Year 5	<p>I can improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Composing using iPads</p> <ul style="list-style-type: none"> <li>I know how to make creative use of the way sounds can be changed, organised and controlled (including ICT)</li> <li>I can compose music that illustrates an intended mood or atmosphere</li> <li>I know how music is produced in different ways (different resources including ICT)</li> </ul>	<p>I can perform in solo and ensemble contexts, using my voice with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> <li>I sing confidently and in tune breathing well and pronouncing words, I change pitch and show control in my singing</li> <li>I perform songs from memory with confidence and an awareness of the meaning and impact of words</li> <li>I hold my part in a two-part round with confidence and appreciate the harmonies produced</li> </ul>	<p>Begin to develop an understanding of the history of music.</p> <p>BBC 10 Pieces</p> <ul style="list-style-type: none"> <li>I can analyse and compare musical features using correct music vocabulary.</li> <li>I can evaluate how venue, occasion and purpose affect the way music is created, performed and heard.</li> <li>I know how time and place can influence the way music is created, performed and heard (effect of occasion and venue)</li> </ul>		<p>I can use and understand staff and other musical notations</p> <p>I can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Tuned instruments</p> <ul style="list-style-type: none"> <li>I perform significant parts from memory and notations with awareness of my own contribution such as leading others, taking a solo or providing rhythmic support.</li> </ul>	<p>I can perform in solo and ensemble contexts, using my voice with increasing accuracy, fluency, control and expression</p> <p>KS2 Production</p> <ul style="list-style-type: none"> <li>I sing confidently, in tune and expressively alone and in a group, displaying a variety of vocal techniques</li> <li>I sing a harmony part confidently and accurately</li> <li>I maintain my own part with an awareness of how the different parts fit together</li> <li>I perform showing expression</li> </ul>

	<ul style="list-style-type: none"> <li>I can use graphic notation confidently</li> </ul>	<ul style="list-style-type: none"> <li>I perform songs in a way that reflects their meaning</li> </ul>			<ul style="list-style-type: none"> <li>I take the lead in creating and performing, and provide suggestions to others</li> </ul>	
Year 6	<p>I can improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>I know how music is described through relevant established and invented notations</p> <p>I know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (ostinato)</p> <p>I demonstrate imagination and confidence in the use of sound, taking</p>	<p>I can compose music for different occasions using appropriate musical devices.</p> <p>I use a variety of different musical devices, including melody, rhythms, chords and structures</p> <p>I demonstrate imagination and confidence in the use of sound, taking advantage of ICT where available</p> <p>Garage Band - iPads</p>	<p>BBC 10 Pieces II develop an understanding of the history of music. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <ul style="list-style-type: none"> <li>I can describe and compare different kinds of music, referring to the elements of music; duration, pitch, dynamics, tempo, texture, timbre and structure,</li> </ul>	<ul style="list-style-type: none"> <li>I can analyse and compare musical features using correct music vocabulary.</li> <li>I can evaluate how venue, occasion and purpose affect the way</li> </ul>	<p>I can play and perform in solo and ensemble contexts, using and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>I can use and understand staff and other musical notations</p> <p>Tuned instruments</p> <p>I play the more complex instrumental parts (e.g. xylophone, flute, recorder, violin, cello or clarinet) with</p>	<p>I can perform in solo and ensemble contexts, using my voice with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> <li>I sing confidently, in tune and expressively alone and in a group, displaying a variety of vocal techniques</li> <li>I take a lead in class in group singing</li> <li>I sing a harmony part confidently and accurately</li> <li>I hold my part in a two-part round, singing solo and in a small group</li> </ul>

	<p>advantage of ICT where available</p> <p>I show musical sensitivity in selecting sounds and structures to express an idea</p> <p>I create complex patterns</p> <p>I can improvise melodic and rhythmic material within given structures using a variety of notations.</p>		<p>including the use of silence.</p> <ul style="list-style-type: none"> <li>I can analyse and compare music from around the world, historical music, two versions of the same pop song, or two short pieces on a similar theme by composers from different eras using music vocabulary related to the elements of music.</li> </ul>		<p>rhythmic and dynamic control</p>	<ul style="list-style-type: none"> <li>I maintain my own part with an awareness of how the different parts fit together</li> <li>I perform showing expression</li> </ul>
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\*Inter-related dimensions of music:

PULSE: the steady beat of a piece of a piece of music

PITCH: the melody and the way the notes change from low to high and vice versa.

RHYTHM: or duration is the pattern of long and short sounds in a piece of music

DYNAMICS: Loud and soft

TEMPO: Fast and slow

TIMBRE: The type of sound - whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)

TEXTURE: Layers of sound (number of instruments or voices playing together)

STRUCTURE: The way the music is laid out -e.g. Verse, chorus, verse

Glossary

Pitch - graduations of high/low

Duration - groups of beats, rhythm. Longer/shorter, steady beat

Dynamics - graduations of volume. Louder/quieter/silence

Tempo - different speeds. Faster/slower

Timbre - different types of sound, the combination of qualities of a sound that distinguishes it from other sounds of the same pitch and volume.

Texture - different ways sounds are combined

Structure - different ways sounds are organised


AB patterns - 4 bars of A, followed by 4 bars of pattern B


AABB - repeated patterns


Cyclic patterns - Rhythms used repeatedly in cycles. These rhythms can be made more interesting by adding different dynamics, durations and timbres.


Ostinato - A short melody or pattern that is constantly repeated, usually in the same part at the same pitch.

Notation:

Semibreve - 4 beats 

Minim - 2 beats 

Crotchet - 1 beat 

Quaver -  $\frac{1}{2}$  beat 



Time signature - a lot of music has a combination that adds up to 4 beats.

time signature, this means 4 crotchets in a bar. This could mean 1 semibreve, 2 minims, 4 crotchets, 8 quavers or any