



| Musicianship: Understanding Music | | | | | |
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| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Pupils can use body percussion, instruments and voices.</p> <p>In the key centres of: C major, F major, G major and A minor.</p> <p>Pupils can find and keep a steady beat together.</p> <p>Pupils understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Pupils know and demonstrate the difference between pulse, rhythm and pitch.</p> <p>Pupils can copy back simple rhythmic patterns using long and short.</p> <p>Pupils copy back simple melodic patterns using high and low.</p> <p>Pupils can complete vocal warm-ups</p> | <p>Pupils can use body percussion, instruments and voices.</p> <p>In the key centres of: C major, G major and A minor.</p> <p>Pupils can find and keep a steady beat.</p> <p>Pupils can understand the difference between creating a rhythm pattern and a pitch pattern</p> <p>Pupils can copy back simple rhythmic patterns using long and short.</p> <p>Pupils can copy back simple melodic patterns using high and low.</p> <p>Pupils can complete vocal warm-ups</p> <p>Pupils can sing short phrases independently</p> <p>Pupils can create their own rhythmic and melodic patterns.</p> <p>Pupils begin to understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p> <p>Pupils can play copy back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion.</p> | <p>Pupils can use body percussion, instruments and voices.</p> <p>In the key centres of: C major, F major, G major and A minor.</p> <p>In the time signatures of: 2/4, 3/4 and 4/4.</p> <p>Pupils can find and keep a steady beat.</p> <p>Pupils can copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests.</p> <p>Pupils understand that long and short sounds (rhythm) and high and low sounds (pitch) can be represented by musical symbols.</p> <p>Pupils understand these symbols can be written on a stave, helping us to remember what we are going to sing and play.</p> <p>Pupils begin to recognise various notes and equivalent rests on a stave and understand their note values.</p> <p>Pupils can copy back and improvise simple melodic patterns using the notes: C, D, E, G, A, B, F, G, A</p> | <p>Pupils can use body percussion, untuned instruments and voices.</p> <p>In the key centres of: C major, F major, G major and A minor.</p> <p>In the time signatures of: 2/4, 3/4 and 4/4. Find and</p> <p>Pupils can find and keep a steady beat.</p> <p>Pupils can listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Pupils can understand some formal, written notation which includes crotchets, minims and paired quavers and their equivalent rests on a stave.</p> <p>Pupils can copy back melodic patterns using the notes: C, D, E, G, A, B, F, G, A, B, C, D, E, F, G</p> | <p>Pupils can use body percussion, instruments and voices.</p> <p>In the key centres of: C major, G major, D major, F major and A minor.</p> <p>In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.</p> <p>Pupils can find and keep a steady beat.</p> <p>Pupils can listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Pupils can understand some formal, written notation which includes semibreves, triplets and dotted crotchets recognising their position on a stave.</p> <p>Pupils can copy back melodic patterns using the notes: C, D, E, G, A, B, F, G, A, B, C, D, E, F, G</p> | <p>Pupils can use body percussion, instruments and voices.</p> <p>In the key centres of: C major, G major, D major, A minor and D minor.</p> <p>In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.</p> <p>Pupils can find and keep a steady beat.</p> <p>Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>Pupils can understand formal, written notation which includes semibreves, triplets and dotted notes and recognise their position on a stave.</p> <p>Pupils can copy back melodic patterns using the notes: D, E, F, G, A, C, D, E, F, G, A, B, G, A, B, C, D, E, F, D, E, F, G, A, B, C, A, B, C, D, E, F, G</p> |

| | | A, B, C | | | |
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| Listening: Respond/Analyse | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Pupils can move and dance with the music.</p> <p>Pupils can find the steady beat.</p> <p>Pupils can talk about feelings created by the music including what they like or don't like.</p> <p>Pupils can recognise some band and orchestral instruments.</p> <p>Pupils can talk about any instruments they might hear and perhaps identify them.</p> <p>Pupils can describe tempo as fast or slow.</p> <p>Pupils can describe dynamics as loud and quiet.</p> <p>Pupils can join in sections of the song, eg chorus.</p> <p>Pupils can talk about any other music they may have heard that is similar.</p> <p>Pupils can begin to understand where the music fits in the world.</p> <p>Pupils can begin to understand about different styles of music.</p> | <p>Pupils can mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo.</p> <p>Pupils can walk in time to the beat of a piece of music. Pupils can identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc.</p> <p>Pupils can move and dance with the music confidently.</p> <p>Pupils can talk about how the music makes you feel.</p> <p>Pupils can find different steady beats.</p> <p>Pupils can describe tempo as fast or slow.</p> <p>Pupils can describe dynamics as loud or quiet.</p> <p>Pupils can join in sections of the song, eg call and response.</p> <p>Pupils can start to talk about the style of a piece of music.</p> <p>Pupils can recognise some band and orchestral instruments.</p> <p>Pupils can start to talk about where music might fit into the world.</p> | <p>Pupils can share your thoughts and feelings about the music together.</p> <p>Pupils can find the beat or groove of the music.</p> <p>Pupils can walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Pupils can invent different actions to move in time with the music.</p> <p>Pupils can talk about what the song or piece of music means.</p> <p>Pupils can identify some instruments you can hear playing.</p> <p>Pupils can identify if it's a male or female voice singing the song.</p> <p>Pupils can talk about the style of the music.</p> | <p>Pupils can talk about the words of a song.</p> <p>Pupils can think about why the song or piece of music was written.</p> <p>Pupils can find and demonstrate the steady beat.</p> <p>Pupils can identify 2/4, 3/4, and 4/4 metre. Identify the tempo as fast, slow or steady.</p> <p>Pupils can recognise the style of music you are listening to.</p> <p>Pupils can discuss the structures of songs.</p> <p>Pupils can identify:</p> <ul style="list-style-type: none"> • Call and response • A solo vocal or instrumental line and the rest of the ensemble • A change in texture • Articulation on certain words • Programme music <p>Pupils can explain what a main theme is and identify when it is repeated.</p> <p>Pupils know and understand what a musical introduction is and its purpose.</p> <p>Pupils can recall by ear memorable phrases heard in the music.</p> | <p>Pupils can talk about feelings created by the music.</p> <p>Pupils can justify a personal opinion with reference to Musical Elements.</p> <p>Pupils can find and demonstrate the steady beat.</p> <p>Pupils can identify 2/4, 3/4, 6/8 and 5/4 metre.</p> <p>Pupils can identify the musical style of a song or piece of music.</p> <p>Pupils can identify instruments by ear and through a range of media.</p> <p>Pupils can discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form.</p> <p>Pupils can explain a bridge passage and its position in a song.</p> <p>Pupils can recall by ear memorable phrases heard in the music.</p> <p>Pupils can identify major and minor tonality.</p> <p>Pupils can recognise the sound and notes of the</p> | <p>Pupils can talk about feelings created by the music.</p> <p>Pupils can justify a personal opinion with reference to Musical Elements.</p> <p>Pupils can identify 2/4, 4/4, 3/4, 6/8 and 5/4.</p> <p>Pupils can identify the musical style of a song using some musical vocabulary to discuss its Musical Elements.</p> <p>Pupils can identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing.</p> <p>Pupils can discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.</p> <p>Pupils can explain a bridge passage and its position in a song.</p> <p>Pupils can recall by ear memorable phrases heard in the music.</p> <p>Pupils can identify major and minor tonality, chord triads I, IV and V, and</p> |

| | <p>Pupils can talk about why they like or don't like the music.</p> | | <p>Pupils can identify major and minor tonality.</p> <p>Pupils can recognise the sound and notes of the pentatonic scale by ear and from notation.</p> <p>Pupils can describe legato and staccato.</p> <p>Pupils can recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.</p> | <p>pentatonic and Blues scales, by ear and from notation.</p> <p>Pupils can explain the role of a main theme in musical structure.</p> <p>Pupils can know and understand what a musical introduction is and its purpose.</p> <p>Pupils can explain rapping.</p> <p>Pupils can recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals</p> | <p>intervals within a major scale.</p> <p>Pupils can explain the role of a main theme in musical structure.</p> <p>Pupils can know and understand what a musical introduction and outro is, and its purpose.</p> <p>Pupils can identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups.</p> <p>Pupils can recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.</p> |
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| Singing | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Pupils can sing, rap, rhyme, chant and use spoken word.</p> <p>Pupils can demonstrate good singing posture.</p> <p>Pupils can sing songs from memory.</p> <p>Pupils can copy back intervals of an octave and fifth (high, low).</p> <p>Pupils begin to follow the leader or conductor.</p> <p>Pupils can sing in unison.</p> | <p>Pupils can sing as part of a choir.</p> <p>Pupils can demonstrate good singing posture.</p> <p>Pupils can sing songs from memory and/or from notation.</p> <p>Pupils can sing to communicate the meaning of the words.</p> <p>Pupils can sing in unison and sometimes in parts, and</p> | <p>Pupils can sing as part of a choir.</p> <p>Pupils can sing a widening range of unison songs, of varying styles and structures.</p> <p>Pupils can demonstrate good singing posture.</p> <p>Pupils can perform actions confidently and in time to a range of action songs.</p> | <p>Pupils can rehearse and learn songs from memory and/or with notation.</p> <p>Pupils can sing in different time signatures: 2/4, 3/4 and 4/4.</p> <p>Pupils can sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.</p> <p>Pupils can demonstrate good singing posture.</p> | <p>Pupils can rehearse and learn songs from memory and/or with notation.</p> <p>Pupils can sing in 2/4, 3/4, 4/4 and 6/8 time.</p> <p>Pupils can sing in unison and parts, and as part of a smaller group.</p> <p>Pupils can sing 'on pitch' and 'in time'.</p> <p>Pupils can sing a second part in a song.</p> | <p>Pupils can rehearse and learn songs from memory and/or with notation.</p> <p>Pupils can sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</p> <p>Pupils can continue to sing in parts where appropriate.</p> |

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| | <p>with more pitching accuracy.</p> <p>Pupils can understand and follow the leader or conductor.</p> <p>Pupils can add actions to a song.</p> <p>Pupils can move confidently to a steady beat.</p> <p>Pupils can talk about feelings created by the music/song.</p> <p>Pupils can recognise some band and orchestral instruments.</p> <p>Pupils can describe tempo as fast or slow.</p> <p>Pupils can join in sections of the song, eg chorus.</p> <p>Pupils can begin to understand where the music fits in the world.</p> <p>Pupils can begin to talk about and understand the style of the music.</p> <p>Pupils know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause).</p> | <p>Pupils can sing songs from memory and/or from notation.</p> <p>Pupils can sing with awareness of following the beat.</p> <p>Pupils can sing with attention to clear diction.</p> <p>Pupils can sing expressively, with attention to the meaning of the words.</p> <p>Pupils can sing in unison.</p> <p>Pupils can understand and follow the leader or conductor.</p> <p>Pupils can copy back simple melodic phrases using the voice.</p> | <p>Pupils can demonstrate vowel sounds, blended sounds and consonants.</p> <p>Pupils can sing 'on pitch' and 'in time'.</p> <p>Pupils can sing expressively, with attention to breathing and phrasing.</p> <p>Pupils can sing expressively, with attention to staccato and legato.</p> <p>Pupils can talk about the different styles of singing used for different styles of song.</p> <p>Pupils can talk about how the songs and their styles connect to the world.</p> | <p>Pupils can self-correct if lost or out of time.</p> <p>Pupils can sing expressively, with attention to breathing and phrasing.</p> <p>Pupils can sing expressively, with attention to dynamics and articulation.</p> <p>Pupils can develop confidence as a soloist.</p> <p>Pupils can talk about the different styles of singing used for different styles of song.</p> <p>Pupils can talk confidently about how connected you feel to the music and how it connects in the world.</p> <p>Pupils can respond to a leader or conductor.</p> | <p>Sing in 2/4, 4/4, 3/4, 5/4 and 6/8.</p> <p>Pupils can sing with and without an accompaniment.</p> <p>Pupils can sing syncopated melodic patterns.</p> <p>Pupils can demonstrate and maintain good posture and breath control whilst singing.</p> <p>Pupils can sing expressively, with attention to breathing and phrasing.</p> <p>Pupils can sing expressively, with attention to dynamics and articulation.</p> <p>Pupils can lead a singing rehearsal.</p> <p>Pupils can talk about the different styles of singing used for the different styles of songs sung in this year.</p> <p>Pupils can discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.</p> |
| Notation | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |

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| <p>Pupils can explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>If appropriate: pupils can explore standard notation, using crotchets, quavers and minims, and simple combinations of: C, D, E, F, G F, G, A G, B, D D, E, F#, G, A D, A, C</p> | <p>Pupils can explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Pupils can explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of: C, D, E, F, G, A, B G, A, B, C, D, E, F# F, G, A, Bb, C, D, E A, B, C, D, E</p> <p>Pupils can identify hand signals as notation, and recognise music notation on a stave of five lines.</p> | <p>Pupils can explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Pupils can explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, Bb, C G, A, B, C, D, E E, F#, G#, A, B</p> <p>Pupils can read and respond to semibreves, minims, crotchets and paired quavers. Identify:</p> <ul style="list-style-type: none"> • Stave • Treble clef • Time signature • Lines and spaces on the stave <p>Pupils can identify and understand the differences between crotchets and paired quavers.</p> <p>Pupils can apply spoken word to rhythms, understanding how to link each syllable to one musical note.</p> | <p>Pupils can explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Pupils can explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, Bb, C G, A, B, C, D, E, F# D, E, F#, G, A, B, C</p> <p>Pupils can read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers.</p> <p>Pupils can identify:</p> <ul style="list-style-type: none"> • Stave • Treble clef • Time signature <p>Pupils can identify and understand the differences between minims, crotchets, paired quavers and rests.</p> <p>Pupils can read and perform pitch notation within a range.</p> <p>Pupils can follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p> | <p>Pupils can explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Pupils can explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, Bb, C, D, E G, A, B, C, D, E, F# C, G, Ab, Bb G, G#, A, Bb, C D, E, F, G, A, B, C Eb, F, G, Ab, Bb, C, Db</p> <p>Pupils can identify:</p> <ul style="list-style-type: none"> • Stave • Treble clef • Time signature <p>Pupils can read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.</p> <p>Pupils can recognise how notes are grouped when notated.</p> <p>Pupils can identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.</p> <p>Pupils can further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> | <p>Pupils can explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Pupils can explore standard notation, using dotted semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, Bb, C, D, E F, G, Ab, Bb, C, D, Eb G, A, Bb, C, D, E, F G, A, B, C, D, E, F# D, E, F, G, A D, E, F#, A, B, C# E, F#, G, G#, A, B, C, C# Eb, F, G, Ab, Bb, C, D</p> <p>Pupils can identify:</p> <ul style="list-style-type: none"> • Stave • Treble clef • Time signature <p>Pupils can read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.</p> <p>Pupils can recognise how notes are grouped when notated.</p> <p>Pupils can identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.</p> |
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| | | | | <p>Pupils can understand the differences between 2/4, 3/4 and 4/4 time signatures.</p> <p>Pupils can read and perform pitch notation within an octave (eg C–C'/do–do).</p> | |
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| Playing Instruments | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Pupils can rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor.</p> <p>Pupils can play a part on a tuned or untuned instrument by ear.</p> <p>Pupils learn to play together with everybody while keeping in time with a steady beat.</p> <p>Pupils perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat.</p> <p>Pupils can treat instruments with respect.</p> | <p>Pupils can rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major.</p> | <p>Pupils can rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major.</p> <p>Pupils can develop facility in playing tuned percussion or a melodic instrument.</p> | <p>Pupils can rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major</p> | <p>Pupils can rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, Eb major, C minor and D minor.</p> <p>Pupils can play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the middle C–C'/do–do range. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance.</p> | <p>Pupils can rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, Eb major, D minor and F minor.</p> <p>Pupils can play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p> |
| Creating: Improvising | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Pupils can explore improvisation within a major and minor scale using the notes:</p> <p>C, D, E D, E, A F, G, A D, F, G</p> <p>Pupils can improvise simple vocal patterns using</p> | <p>Pupils explore improvisation within a major scale using the notes:</p> <p>C, D, E C, G, A G, A, B F, G, A</p> <p>Pupils can work with a partner and in the class to</p> | <p>Pupils explore improvisation within a major scale using the notes:</p> <p>C, D, E C, D, E, F, G C, D, E, G, A G, A, B G, A, B, D, E G, A, B, C, D F, G, A F, G, A, C, D</p> | <p>Pupils explore improvisation within a major scale using the notes:</p> <p>C, D, E C, D, E, G, A C, D, E, F, G D, E, F#, A, B D, E, F, G, A</p> <p>Pupils can improvise on a limited range of pitches on the instrument you are now</p> | <p>Pupils explore improvisation within a major scale, using the notes:</p> <p>C, D, Eb, F, G C, D, E, F, G C, D, E, G, A F, G, A, Bb, C D, E, F, G, A</p> <p>Pupils improvise over a simple groove, responding</p> | <p>Pupils explore improvisation within a major scale, using the notes:</p> <p>C, D, E, F, G G, A, Bb, C, D G, A, B, C, D F, G, A, C, D</p> <p>Pupils can improvise over a groove, responding to the</p> |

| <p>'Question and Answer' phrases.</p> <p>Pupils can understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Pupils can understand that improvisation is about making up your own very simple tunes on the spot.</p> | <p>improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.</p> | <p>Pupils become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played wholeclass/group/individual /instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.</p> <p>Pupils can compose over a simple groove.</p> <p>Pupils can compose over a drone.</p> <p>Pupils structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end</p> | <p>learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.</p> <p>Pupils can improvise over a simple chord progression.</p> <p>Improvise over a groove</p> | <p>to the beat and creating a satisfying melodic shape.</p> <p>Pupils can experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p> | <p>beat, creating a satisfying melodic shape with varied dynamics and articulation.</p> |
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| Creating: Composing | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Explore and create graphic scores:</p> <p>Pupils can create musical sound effects and short sequences of sounds in response to music and video stimulus.</p> <p>Pupils can create a story, choosing and playing classroom instruments and/or soundmakers.</p> <p>Pupils can recognise how graphic notation can represent created sounds.</p> <p>Pupils can explore and invent their own symbols.</p> <p>Pupils can perform their simple composition/s using</p> | <p>Explore and create graphic scores:</p> <p>Pupils can create musical sound effects and short sequences of sounds in response to music and video stimulus.</p> <p>Pupils can use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>Pupils can create a story, choosing and playing classroom instruments.</p> <p>Pupils can create and perform your own rhythm patterns with stick notation, including</p> | <p>Pupils can create music and/or sound effects in response to music and video stimulus.</p> <p>Pupils can use music technology, if available, to capture, change and combine sounds.</p> <p>Pupils can compose over a simple chord progression.</p> <p>Pupils can compose over a simple groove.</p> <p>Pupils can compose over a drone.</p> <p>Pupils can start to use simple structures within compositions, eg introduction, verse, chorus or AB form.</p> | <p>Pupils can combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt.</p> <p>Pupils can compose over a simple chord progression.</p> <p>Pupils can compose over a groove.</p> <p>Pupils can create music in response to music and video stimulus.</p> <p>Pupils can use music technology, if available, to capture, change and combine sounds.</p> | <p>Pupils can create music in response to music and video stimulus.</p> <p>Pupils can use music technology, if available, to capture, change and combine sounds.</p> <p>Pupils can start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).</p> <p>Pupils can use chords to compose music to evoke a specific atmosphere, mood or environment.</p> <p>Pupils can use simple dynamics.</p> | <p>Pupils can plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</p> <p>Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment.</p> <p>Pupils can create a simple chord progression.</p> <p>Pupils can compose a ternary (ABA form) piece; use available music software/apps to create</p> |

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| <p>two, three, four or five notes.</p> <p>Pupils can use music technology, if available, to capture, change and combine sounds.</p> <p>Use simple notation if appropriate:</p> <p>Pupils can create a simple melody using crotchets and minims:</p> <p>C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C</p> <p>F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F</p> <p>D, F D, F, G D, F, G, A D, F, G, A, C Start and end on the note D</p> | <p>crotchets, quavers and minims.</p> <p>Pupils can use music technology, if available, to capture, change and combine sounds.</p> <p>Pupils can use notation if appropriate:</p> <p>Pupils can create a simple melody using crotchets and minims:</p> <p>C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major)</p> <p>G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)</p> <p>F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F (Pentatonic on F)</p> | <p>Pupils can use simple dynamics.</p> <p>Pupils can compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</p> <p>Pupils can create a simple melody using crotchets, minims and perhaps paired quavers:</p> <p>C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (Pentatonic on C)</p> <p>C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major)</p> <p>F, G F, G, A F, G, A, B\flat F, G, A, B\flat, C Start and end on the note F (F major)</p> <p>G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)</p> | <p>Pupils can start to use simple structures within compositions, eg introduction, verse, chorus or AB form.</p> <p>Pupils can use simple dynamics.</p> <p>Pupils can compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</p> <p>Pupils can create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale:</p> <p>C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (Pentatonic on C)</p> <p>C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major)</p> <p>A, B A, B, C A, B, C, D A, B, C, D, E Start and end on the note A (A minor)</p> <p>D, E D, E, F D, E, F, G D, E, F, G, A</p> | <p>Pupils can use rhythmic variety.</p> <p>Pupils can compose song accompaniments, perhaps using basic chords.</p> <p>Pupils can use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</p> <p>Pupils can use full scales in different keys.</p> <p>Pupils can understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments.</p> <p>Pupils can create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality:</p> <p>F, G F, G, A F, G, A, B\flat F, G, A, B\flat, C Start and end on the note F (F major)</p> <p>G, A G, A, B G, A, B, C G, A, B, C, D</p> | <p>and record it, discussing how musical contrasts are achieved.</p> <p>Pupils can create music in response to music and video stimulus.</p> <p>Pupils can use music technology, if available, to capture, change and combine sounds.</p> <p>Pupils can start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).</p> <p>Pupils can use simple dynamics.</p> <p>Pupils can use rhythmic variety.</p> <p>Pupils can compose song accompaniments, perhaps using basic chords.</p> <p>Pupils can use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</p> <p>Pupils can use full scales in different keys.</p> <p>Pupils can create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests. Use a pentatonic and a</p> |
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| | | | <p>Start and end on the note D (D minor)</p> <p>G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)</p> | <p>Start and end on the note G (G major)</p> <p>G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)</p> <p>D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor)</p> <p>E\flat, F E\flat, F, G E\flat, F, G, B\flat E\flat, F, G, B\flat, C Start and end on the note E\flat (E\flat major)</p> | <p>full scale. Use major and minor tonality:</p> <p>C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)</p> <p>D, E D, E, F D, E, F, G, A Start and end on the note D (D minor)</p> <p>F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F (Pentatonic on F)</p> <p>F, G F, G, A\flat F, G, A\flat, B\flat F, G, A\flat, B\flat, C Start and end on the note F (F minor)</p> |
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| Performing | | | | | |
| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>Pupils enjoy and have fun performing.</p> <p>Pupils can choose a song/songs to perform to a well-known audience.</p> <p>Pupils can prepare a song to perform.</p> | <p>Pupils can practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</p> <p>Pupils can decide on any actions, instrumental</p> | <p>Pupils can practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</p> <p>Pupils can play and perform melodies following staff</p> | <p>Pupils can rehearse and enjoy the opportunity to share what has been learned in the lessons.</p> <p>Pupils can perform, with confidence, a song from memory or using notation.</p> | <p>Pupils can create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience.</p> <p>Pupils can perhaps perform in smaller groups, as well as the whole class.</p> | <p>Create, rehearse and present a holistic performance for a specific event, for an unknown audience.</p> <p>Perform a range of songs as a choir in school assemblies, school performance</p> |

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| <p>Pupils can communicate the meaning of the song.</p> <p>Pupils can add actions to the song.</p> <p>Pupils can play some simple instrumental parts.</p> <p>Pupils can talk about the performance afterwards; saying what they enjoyed and what they think could have been better.</p> | <p>parts/improvisatory ideas/composed passages to be practised and included in the performance.</p> <p>Pupils can talk about what the song means and why it was chosen to share.</p> <p>Pupils can talk about the difference between rehearsing a song and performing it.</p> | <p>notation, using a small range, as a whole class or in small groups.</p> <p>Pupils can include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance.</p> <p>Pupils can talk about what the song means and why it was chosen to share.</p> <p>Pupils can reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment.</p> | <p>Pupils can play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</p> <p>Pupils can include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</p> <p>Pupils can explain why the song was chosen, including its composer and the historical and cultural context of the song.</p> <p>Pupils can communicate the meaning of the words and articulate them clearly.</p> <p>Pupils can use the structure of the song to communicate its mood and meaning in the performance.</p> <p>Pupils can talk about what the rehearsal and performance has taught the student.</p> <p>Pupils can understand how the individual fits within the larger group ensemble.</p> <p>Pupils can reflect on the performance and how well it suited the occasion.</p> <p>Pupils can discuss and respond to any feedback; consider how future performances might be different.</p> | <p>Pupils can perform a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles, including a school orchestra.</p> <p>Pupils can perform from memory or with notation, with confidence and accuracy.</p> <p>Pupils can include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</p> <p>Pupils can explain why the song was chosen, including its composer and the historical and cultural context of the song.</p> <p>Pupils can lead part of the rehearsal and part of the performance.</p> <p>Pupils can record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece.</p> <p>Pupils can discuss and talk musically about the strengths and weaknesses of a performance.</p> <p>Pupils can collect feedback from the audience and reflect how future performances might be different.</p> | <p>opportunities and to a wider audience. Create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts. Perform from memory or with notation. Understand the value of choreographing any aspect of a performance.</p> <p>A student or a group of students rehearse and lead parts of the performance.</p> <p>Understand the importance of the performing space and how to use it.</p> <p>Record the performance and compare it to a previous performance.</p> <p>Collect feedback from the audience and reflect how the audience believed in the performance.</p> <p>Discuss how the performance might change if it was repeated in a larger/smaller performance space.</p> |
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