

Long term Planning (Objectives and Key Skills) – Music

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Pre-National Curriculum

P4	P5	P6	P7	P8	Early Years
<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. 	<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. 	<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. 	<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. 	<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. 	<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.

National Curriculum Requirements: Key Stage One

Pupils should be taught about:

- 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.

	Performing	Composing (Inc. Notation)	Appraising
Year One (Progression Drivers)	<ul style="list-style-type: none"> Use their voice to speak/sing/chant. Join in with singing. Use instruments to perform. Look at their audience when they are performing. Clap short rhythmic patterns. Copy sounds. Follow instructions about when to play or sing. <p>More Challenging</p> <ul style="list-style-type: none"> Make loud and quiet sounds. Know that the chorus keeps being repeated. 	<ul style="list-style-type: none"> Make different sounds with their voice. Make different sounds with instruments. Identify changes in sounds. Change the sound. Repeat (short rhythmic and melodic) patterns. Make a sequence of sounds. Show sounds by using pictures. <p>More Challenging</p> <ul style="list-style-type: none"> Tell the difference between long and short sounds. Tell the difference between high and low sounds. Give a reason for choosing an instrument. 	<ul style="list-style-type: none"> Respond to different moods in music. Say how a piece of music makes you feel. Say whether they like or dislike a piece of music. Recognise repeated patterns. Follow instructions about when to play or sing. <p>More Challenging</p> <ul style="list-style-type: none"> Tell the difference between a fast and slow tempo. Tell the difference between loud and quiet sounds. Identify two types of sound happening at the same time.
Year Two (Progression Drivers)	<ul style="list-style-type: none"> Sing and follow the melody (tune). Sing accurately at a given pitch. Perform simple patterns and accompaniments keeping a steady pulse. Perform with others. Play simple rhythmic patterns on an instrument. Sing/clap a pulse increasing or decreasing in tempo. <p>More Challenging</p> <ul style="list-style-type: none"> Sing/play rhythmic patterns in contrasting tempo; keeping to the pulse. 	<ul style="list-style-type: none"> Order sounds to create a beginning, middle and end. Create music in response to (different starting points). Choose sounds which create an effect. Use symbols to represent sounds. Make connections between notations and musical sounds. <p>More Challenging</p> <ul style="list-style-type: none"> Use simple structures in a piece of music. Know that phrases are where we breathe in a song. 	<ul style="list-style-type: none"> Suggest how to improve their own work. Identify and discuss particular elements (inter-related dimensions) when listening to music e.g. pitch, timbre and dynamics. Suggest why sounds have been chosen to represent different things. <p>More Challenging</p> <ul style="list-style-type: none"> Recognise sounds that move by step and by leaps.

National Curriculum Requirements: Key Stage Two

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.

	Performing	Composing (Inc. Notation)	Appraising	Historical and Cultural Understanding
Year Three (Progression Drivers)	<ul style="list-style-type: none"> • Sing in tune with expression. • Control their voice when singing. • Play clear notes on instruments. <p>More Challenging</p> <ul style="list-style-type: none"> • Work with a partner to create a piece of music using more than one instrument. 	<ul style="list-style-type: none"> • Use different elements in their composition. • Create repeated patterns with different instruments. • Compose melodies and songs. • Create accompaniments for tunes, including drones. • Devise non-standard symbols to indicate when to play and rest. • Combine different sounds to create a specific mood or feeling. <p>More Challenging</p> <ul style="list-style-type: none"> • Understand metre in 2 and 3 beats; then 4 and 5 beats. • Understand how the use of tempo can provide contrast within a piece of music. 	<ul style="list-style-type: none"> • Improve their work; explaining how it has improved. • Use musical terms (the elements of music) to describe piece of music and compositions. • Use musical vocabulary to describe what they like and dislike. • Recognise the work of at least one famous composer. <p>More Challenging</p> <ul style="list-style-type: none"> • Tell whether a change is gradual or sudden. • Identify repetition, contrasts and variations. 	<ul style="list-style-type: none"> • To write their own songs, based on popular songs.
Year Four (Progression Drivers)	<ul style="list-style-type: none"> • Perform a simple part rhythmically. • Sing songs from memory with accurate pitch. • Improvise using repeated patterns. <p>More Challenging</p> <ul style="list-style-type: none"> • Use selected pitches simultaneously to produce simple harmony. 	<ul style="list-style-type: none"> • Use non-standard notations to record and interpret sequences of pitches. • Recognise notes EGBDF and FACE on the musical staff. • Use notations to record compositions in a small group or on their own. • Use their notation in a performance. • Use digital technologies to compose pieces of music. • Recognise the symbols for a crotchet, minim and semibreve and say how many beats they represent. <p>More Challenging</p> <ul style="list-style-type: none"> • Explore and use sets of pitches, e.g. 4 or 5 note scales. • Show how they can use dynamics to provide contrast. 	<ul style="list-style-type: none"> • Explain the place of silence and say what effect it has. • Start to identify the character of a piece of music. • Describe and identify different purpose of music. • Use notations to record compositions in a small group or on their own. • Understand layers of sound and discuss their effect on mood and feelings. <p>More Challenging</p> <ul style="list-style-type: none"> • Identify how a change in timbre can change the effect of a piece of music. 	<ul style="list-style-type: none"> • To understand how music and songs reflect the cultural context of music and have social meaning (Popular Songs).
Year Five (Progression Drivers)	<ul style="list-style-type: none"> • Breathe in the correct place when singing. • Sing and use their understanding of meaning to add expression. • Hold a part within a round. • Perform 'by ear' and from simple notations. • Improvise within a group using melodic and rhythmic phrase. <p>More Challenging</p> <ul style="list-style-type: none"> • Use pitches simultaneously to produce harmony by building up simple chords. • Devise and play a repeated sequence of pitches on a tuned instrument to accompany a song. 	<ul style="list-style-type: none"> • Change sounds or organise them differently to change the effect. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use a music diary to record aspects of the composition process. • Choose the most appropriate tempo for a piece of music. • Recognise and use basic structural forms e.g. rounds, variations, rondo form. • Read and create notes on the musical staff. <p>More Challenging</p> <ul style="list-style-type: none"> • Understand the relation between pulse and syncopated patterns. • Identify (and use) patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre. 	<ul style="list-style-type: none"> • Describe, compare and evaluate music using musical vocabulary. • Explain why they think their music is successful or unsuccessful. • Suggest improvements to their own or others' work. • Contrast the work of famous composers and show preferences. <p>More Challenging</p> <ul style="list-style-type: none"> • Explain how tempo changes the character of music. • Identify where a gradual change in dynamics has helped to shape a phrase of music. 	<ul style="list-style-type: none"> • Describe how lyrics often reflect the cultural context of music and have social meaning (Slavery songs).
Year Six (Progression Drivers)	<ul style="list-style-type: none"> • Sing a harmony part confidently and accurately. • Perform parts from memory. • Perform using notations. • Take the lead in a performance. • Take on a solo part. • Use percussion rhythmically to enhance performances. <p>More Challenging</p> <ul style="list-style-type: none"> • Perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together. 	<ul style="list-style-type: none"> • Combine a variety of different musical devices in their composition (incl. melody, rhythms and chords). • Recognise that different forms of notation serve different purposes. • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Use digital music technologies to compose, edit and refine pieces of music. <p>More Challenging</p> <ul style="list-style-type: none"> • Show how a small change of tempo can make a piece of music more effective. • Use the full range of chromatic pitches to build up chords, melodic lines and bass lines. 	<ul style="list-style-type: none"> • Refine and improve their work. • Evaluate how the venue, occasion and purpose affects the way a piece of music is created. • Analyse features within different pieces of music. • Compare and contrast the impact that different composers from different times will have had on the people of the time. <p>More Challenging</p> <ul style="list-style-type: none"> • Appraise the introductions, interludes and endings for songs and compositions they have created. 	<ul style="list-style-type: none"> • Describe how lyrics often reflect the cultural context of music and have social meaning (War songs, Jazz).

Post-National Curriculum Key Stage Two Requirements (Years 7, 8 and 9)

Music opportunities	Performing	Composing	Transcribing	Describing music
<ul style="list-style-type: none">• Build on their previous knowledge through performing, composing and listening.• Play and perform in solo or ensemble contexts.	<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.	<ul style="list-style-type: none">• Compose, extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.	<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.	<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.