








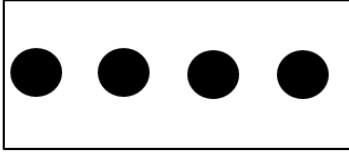


# Music

Vocabulary	Sing, voice, dynamics, tempo, beat, pulse, rhythm, pitch, high, low, fast, slow, crotchet, quaver, instrument names, body percussion			
WS Music Progression of Skills	Learning strand	Learning Sequence	EYFS	Reception
<p><b>Singing</b></p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	Singing	Technique	<ul style="list-style-type: none"> <li>• Basic posture with relaxed shoulders</li> <li>• Dynamic contrasts</li> </ul>	<ul style="list-style-type: none"> <li>• Pitch match simple chants, songs and nursery rhymes</li> <li>• Sing short, simple songs from memory</li> <li>• Match actions to notes and song words</li> <li>• Copy sounds that go low and high and begin to recognise when pitch changes</li> <li>• Begin to understand good singing posture - straight back</li> </ul> <p>Singing Progression in separate document</p>
		Range	<ul style="list-style-type: none"> <li>• Range of 3-5 notes (do-mi/do--so)</li> <li>• By ear</li> </ul>	
<p><b>Listening</b></p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>	Aural and theoretical knowledge	Rhythm	<ul style="list-style-type: none"> <li>• Pulse (starting to move in time to music)</li> <li>• Simple rhythmic patterns aurally</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to a wide range of music (recorded, live, in and out of school) from across the world, early music to present day</li> <li>• Express the music through movements both improvised or modelled by a teacher</li> <li>• Listen to the music they are learning to play/sing and comment on what the music feels like, e.g. happy/sad</li> </ul>
		Melody	<ul style="list-style-type: none"> <li>• High and low</li> </ul>	
		Harmony	<ul style="list-style-type: none"> <li>• Single or multiple sounds (instruments/voices/ parts)</li> </ul>	
		Form	<ul style="list-style-type: none"> <li>• Phrase (breathing points)</li> </ul>	
		Expression	<ul style="list-style-type: none"> <li>• Dynamics (loud and soft)</li> <li>• Timbre of different instruments</li> </ul>	
	Evaluation	Concepts	<ul style="list-style-type: none"> <li>• Use of musical choices to create an effect</li> <li>• Use of graphic score (adult led, pictorial)</li> </ul>	
		Context	<ul style="list-style-type: none"> <li>• Respond to different moods in music</li> </ul>	
		Improvements		
	Cultural development	Traditional	<ul style="list-style-type: none"> <li>• Range of Nursery Rhymes</li> </ul>	
		Classical		
Popular				
<p><b>Composing</b></p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to</p>	Composing (including improvising)	Melody	<ul style="list-style-type: none"> <li>• Free exploration of pitch and rhythm</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise simple rhythmic chants using known vocabulary, e.g. names, topic words, using the voice or instruments</li> <li>• create sounds from resources such as instruments, the voice, technology</li> </ul>
		Harmony	<ul style="list-style-type: none"> <li>• Explore combinations of sounds</li> </ul>	
		Expression	<ul style="list-style-type: none"> <li>• Start to explore dynamic choices</li> <li>• Start to explore instrument choices</li> </ul>	
		Technique	<ul style="list-style-type: none"> <li>• For classroom percussion: basic</li> </ul>	

move in time with music.	Playing an instrument		posture <ul style="list-style-type: none"> <li>Dynamic contrast</li> </ul>									
		Range	<ul style="list-style-type: none"> <li>Limited range</li> <li>Simple rhythmic patterns</li> <li>By ear</li> </ul>									
<b>Performing/ Musicianship</b>	Performing with others	Ensemble	<ul style="list-style-type: none"> <li>Unison</li> </ul>	<p><b>Pulse/Beat</b></p> <ul style="list-style-type: none"> <li>Follow the beat in a group</li> <li>Walk, move, or use body percussion to respond to the pulse/beat in a variety of genres at a moderate tempo</li> <li>Use handheld percussion to follow the beat in music at a moderate tempo</li> <li>Internalise the beat, e.g. with 'freeze' instruction, stop/go flashcards</li> </ul> <p><b>Rhythm</b></p> <table border="1" data-bbox="1122 501 1659 722"> <tr> <td data-bbox="1122 501 1225 611"></td> <td data-bbox="1225 501 1346 611">crotchet</td> <td data-bbox="1346 501 1480 611">walk</td> <td data-bbox="1480 501 1659 611">1 beat</td> </tr> <tr> <td data-bbox="1122 611 1225 722"></td> <td data-bbox="1225 611 1346 722">quavers</td> <td data-bbox="1346 611 1480 722">jog-ging</td> <td data-bbox="1480 611 1659 722">½ a beat each</td> </tr> </table> <ul style="list-style-type: none"> <li>Using words and known vocabulary</li> <li>By ear (copycat/my turn your turn) copy short rhythmic phrases using words and phrases</li> <li>Sustain simple rhythmic ostinato using words, e.g. dancing rat, dancing rat, etc.</li> <li>Perform word pattern chants by memory</li> <li>Respond to crotchets and quavers on flashcards</li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>Listen to sounds in the local school environment, comparing high and low sounds</li> <li>To understand what high and low notes are</li> </ul>		crotchet	walk	1 beat		quavers	jog-ging	½ a beat each
		crotchet	walk		1 beat							
		quavers	jog-ging		½ a beat each							
	Personal development – behaving as a musician	Making a contribution	<ul style="list-style-type: none"> <li>Perform to an audience</li> </ul>									
		Self-esteem	<ul style="list-style-type: none"> <li>Perform with class to Buddies/to another class</li> </ul>									
	Independence											
	Teamwork	<ul style="list-style-type: none"> <li>Take turns</li> </ul>										

<b>Vocabulary</b>	Sing, voice, dynamics, tempo, beat, pulse, rhythm, pitch, high, low, fast, slow, crotchet, quaver, instrument names, body percussion <b>Timbre, texture, call and response, echo song, compose, graphic score, crotchet rest, octave, scale, perform, orchestra, orchestral instrument names, orchestral sections (string, woodwind, brass, percussion), piano, forte, ostinato</b>			
<b>Model Music Curriculum</b>	<b>Learning strand</b>	<b>Learning Sequence</b>	<b>Key Stage 1</b>	<b>Year 1</b>
<b>Singing</b>  Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Singing	Technique	<ul style="list-style-type: none"> <li>Basic posture with relaxed shoulders</li> <li>Dynamic contrasts</li> <li>Breathing to show phrases</li> </ul>	<ul style="list-style-type: none"> <li>Sing simple songs, <b>chants</b> and rhymes (e.g. <i>Boom Chicka Boom</i>) from memory, singing collectively and at the same <b>pitch</b>, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</li> <li>Begin with simple songs with a very small range, <b>mi-so</b> (e.g. <i>Hello, How are You</i>), and then slightly wider (e.g. <i>Bounce High, Bounce Low</i>). Include <b>pentatonic songs</b> (e.g. <i>Dr Knickerbocker</i>).</li> <li>Sing a wide range of <b>call and response</b> songs (e.g. <i>Pretty Trees Around the World</i> from <i>Rhythms of Childhood</i>), to control vocal pitch and to match the pitch they hear with accuracy.</li> </ul> <p>Singing Progression in separate document</p>
		Range	<ul style="list-style-type: none"> <li>Range of a 5th (do-so)</li> <li>By ear</li> </ul>	
<b>Listening</b>  Listen with concentration and understanding to a range of high-quality live and recorded music	Aural and theoretical knowledge	Rhythm	<ul style="list-style-type: none"> <li>Pulse (moving in time to music)</li> <li>Simple rhythmic patterns aurally (identify/ repeat)</li> </ul>	<p>The teaching of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups, or provided by other Music Education Hubs partners, which may include local or national ensembles.</p> <p>Pieces to be listened to are listed on the Year 1 Active Listening list.</p> <p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>Understanding the difference between pulse and rhythm</li> <li>Understanding that different types of sound are called timbres</li> <li>Describing the character, mood or story of music they listen to, both verbally and through movement</li> <li>Describing the differences between two pieces of music</li> <li>Expressing basic opinions about music (like/dislike)</li> <li>Develop movements that respond to these key elements both improvised or modelled by the teacher: <ul style="list-style-type: none"> <li>Pulse/beat</li> <li>Pitch (high/low)</li> <li>Begin to identify dynamics (loud - <i>forte</i>/quiet - <i>piano</i>)</li> </ul> </li> </ul>
		Melody	<ul style="list-style-type: none"> <li>High and low</li> </ul>	
		Harmony	<ul style="list-style-type: none"> <li>Single or multiple sounds (instruments/ voices/ parts)</li> </ul>	
		Form	<ul style="list-style-type: none"> <li>Phrase (breathing points)</li> </ul>	
	Expression	<ul style="list-style-type: none"> <li>Dynamics (loud and soft)</li> <li>Timbre of different instruments</li> </ul>		
	Evaluation	Concepts	<ul style="list-style-type: none"> <li>Use of musical choices to create an effect</li> <li>Use of graphic score</li> </ul>	
		Context	<ul style="list-style-type: none"> <li>Respond to different moods in music</li> </ul>	
		Improvements	<ul style="list-style-type: none"> <li>Identify good features</li> </ul>	
	Cultural development	Traditional	<ul style="list-style-type: none"> <li>Children's songs and singing games from local, national and pupils' own heritages</li> </ul>	
Popular				
<b>Composing</b>  Experiment with, create, select and combine sounds using the interrelated dimensions of music	Composing (including improvising)	Melody	<ul style="list-style-type: none"> <li>Free exploration of pitch and rhythm</li> </ul>	<ul style="list-style-type: none"> <li>Improvise simple vocal chants, using <b>question and answer</b> phrases.</li> <li>Create musical sound effects and short <b>sequences</b> of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves).</li> <li>Understand the difference between creating a <b>rhythm</b> pattern and a <b>pitch</b> pattern.</li> <li>Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</li> <li>Use music technology, if available, to capture, change and combine sounds.</li> <li>Recognise how graphic notation can represent created sounds. Explore and invent own symbols, for example:</li> </ul>
		Harmony	<ul style="list-style-type: none"> <li>Explore combinations of sounds</li> </ul>	
		Expression	<ul style="list-style-type: none"> <li>Explore dynamic choices</li> <li>Explore instrument choices</li> </ul>	
	Playing an instrument	Technique	<ul style="list-style-type: none"> <li>For classroom percussion: basic posture</li> <li>Dynamic contrast</li> </ul>	
		Range	<ul style="list-style-type: none"> <li>Limited range</li> <li>Rhythmic patterns</li> <li>By ear</li> </ul>	

				
<b>Performing/ Musicianship</b>  Play tuned and untuned percussion instruments musically	Performing with others  Personal development – behaving as a musician	Ensemble  Making a contribution  Self-esteem  Independence  Team work  Emotional	<ul style="list-style-type: none"> <li>• Unison</li> <li>• Perform to an audience</li> <li>• Perform with class in a school assembly</li> <li>• Take turns</li> <li>• Show enjoyment of music</li> </ul>	<p><b>Pulse/Beat</b></p> <ul style="list-style-type: none"> <li>• Walk, move or clap a steady <b>beat</b> with others, changing the speed of the beat as the <b>tempo</b> of the music changes.</li> <li>• Use <b>body percussion</b>, (e.g. clapping, tapping, walking) and <b>classroom percussion</b> (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (<b>ostinati</b>) and short, pitched patterns on <b>tuned instruments</b> (e.g. glockenspiels or chime bars) to maintain a steady beat.</li> <li>• Respond to the <b>pulse</b> in recorded/live music through movement and dance, e.g.             <ul style="list-style-type: none"> <li>○ Stepping (e.g. <i>Mattachins</i> from <i>Capriol Suite</i> by Warlock),</li> <li>○ Jumping (e.g. <i>Trepak</i> from <i>The Nutcracker</i> by Tchaikovsky)</li> <li>○ Walking on tiptoes (e.g. <i>Scherzo</i> from <i>The Firebird Suite</i> by Stravinsky).</li> </ul> </li> </ul> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>• Perform short copycat rhythm patterns accurately, led by the teacher.</li> <li>• Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.</li> <li>• Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns.</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Cat- er- pil- lar crawl</p> </div> <div style="text-align: center;">  <p>Fish and chips</p> </div> </div> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>• Listen to sounds in the local school environment, comparing high and low sounds.</li> <li>• Sing familiar songs in both low and high voices and talk about the difference in sound.</li> <li>• Explore percussion sounds to enhance storytelling, e.g.             <ul style="list-style-type: none"> <li>○ ascending xylophone notes to suggest Jack climbing the beanstalk,</li> <li>○ quiet sounds created on a rainstick/shakers to depict a shower,</li> <li>○ regular strong beats played on a drum to replicate menacing footsteps.</li> </ul> </li> <li>• Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.</li> </ul> <div style="text-align: center; margin-top: 20px;">  </div>

<b>Vocabulary</b>	Sing, voice, dynamics, tempo, beat, pulse, rhythm, pitch, high, low, fast, slow, crotchet, quaver, instrument names, body percussion Timbre, texture, call and response, echo song, compose, graphic score, crotchet rest, march, octave, scale, perform, orchestra, orchestral instrument names, orchestral sections (string, woodwind, brass, percussion), <i>piano, forte</i> , ostinato <b>Partner song, mezzo forte</b>			
<b>Model Music Curriculum</b>	<b>Learning strand</b>	<b>Learning Sequence</b>	<b>Key Stage 1</b>	<b>Year 2</b>
<b>Singing</b>  Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Singing	Technique	<ul style="list-style-type: none"> <li>Basic posture with relaxed shoulders</li> <li>Dynamic contrasts</li> <li>Breathing to show phrases</li> </ul>	<ul style="list-style-type: none"> <li>Sing songs regularly with a <b>pitch</b> range of <b>do-so</b> with increasing vocal control.</li> <li>Sing songs with a small pitch range (e.g. <i>Rain, Rain Go Away</i>), pitching accurately.</li> <li>Know the meaning of <b>dynamics</b> (loud/quiet) and <b>tempo</b> (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. <b>crescendo, decrescendo, pause</b>)</li> </ul> <p>Singing Progression in separate document</p>
<b>Listening</b>  Listen with concentration and understanding to a range of high-quality live and recorded music	Aural and theoretical knowledge	Rhythm	<ul style="list-style-type: none"> <li>Pulse (moving in time to music)</li> <li>Simple rhythmic patterns aurally (<b>identify/repeat</b>)</li> </ul>	<p>The teaching and learning of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups, or performances provided by other Music Education Hubs partners, which may include local or national ensembles.</p> <p>Pieces to be listened to are listed on the Year 2 Active Listening list.</p> <p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>Recognising timbre changes in music they listen to</li> <li>Recognising structural features in music they listen to</li> <li>Listening to and recognising instrumentation</li> <li>Beginning to use musical vocabulary to describe music</li> <li>Listening to and repeating a short, simple melody, by ear</li> <li>Suggesting improvements to their own and others' work</li> <li>Articulate how the music makes them feel</li> <li>Create graphics/images in response to music</li> <li>Create movements that respond to key elements both improvised or modelled by a teacher</li> <li>Respond to questions about:               <ul style="list-style-type: none"> <li>Pulse/beat</li> <li>Pitch (high/low)</li> <li>Dynamics (loud - <i>forte</i>/quiet - <i>piano</i>)</li> <li>Changes in tempo (speed up/slow down)</li> <li>Texture (chords, melodic line)</li> </ul> </li> </ul>
		Melody	<ul style="list-style-type: none"> <li>High and low</li> </ul>	
		Harmony	<ul style="list-style-type: none"> <li>Single or multiple sounds (instruments /voices/parts)</li> </ul>	
		Form	<ul style="list-style-type: none"> <li>Phrase (<b>breathing points</b>)</li> </ul>	
		Expression	<ul style="list-style-type: none"> <li>Dynamics (loud and soft)</li> <li>Timbre of different instruments</li> </ul>	
	Evaluation	Concepts	<ul style="list-style-type: none"> <li>Use of musical choices to create an effect</li> <li>Use of <b>graphic score</b></li> </ul>	
		Context	<ul style="list-style-type: none"> <li>Respond to different moods in music</li> </ul>	
		Improvements	<ul style="list-style-type: none"> <li>Identify <b>good features</b></li> </ul>	
	Cultural development	Traditional	<ul style="list-style-type: none"> <li>Children's songs and singing games from local, national and pupils' own heritages</li> </ul>	
		Classical		
		Popular		
<b>Composing</b>  Experiment with, create, select and	Composing (including improvising)	Melody	<ul style="list-style-type: none"> <li>Free exploration of pitch and rhythm</li> </ul>	<ul style="list-style-type: none"> <li>Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).</li> <li>Work with a partner to <b>improvise</b> simple <b>question and answer</b> phrases, to be sung and played on <b>untuned percussion</b>, creating a musical conversation.</li> <li>Use <b>graphic symbols, dot notation</b> and <b>stick notation</b>, as appropriate, to keep a record of composed pieces.</li> </ul>
		Harmony	<ul style="list-style-type: none"> <li>Explore combinations of sounds</li> </ul>	
		Expression	<ul style="list-style-type: none"> <li>Explore dynamic choices</li> </ul>	

combine sounds using the interrelated dimensions of music	Playing an instrument	Technique	<ul style="list-style-type: none"> <li>● Explore instrument choices</li> <li>● For classroom percussion: basic posture</li> <li>● Dynamic contrast</li> </ul>	<ul style="list-style-type: none"> <li>● Use music technology, if available, to capture, change and combine sounds.</li> </ul>
<b>Performing/ Musicianship</b>  Play tuned and untuned percussion instruments musically	Performing with others	Ensemble	<ul style="list-style-type: none"> <li>● Unison</li> </ul>	<p><b>Pulse/Beat</b></p> <ul style="list-style-type: none"> <li>● Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</li> <li>● Mark the beat of a listening piece (e.g. <i>Bolero</i> by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo.</li> <li>● Walk in time to the beat of a piece of music or song (e.g. <i>La Mourisque</i> by Susato). Know the difference between left and right to support coordination and shared movement with others.</li> <li>● Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</li> <li>● Identify the <b>beat groupings</b> in familiar music that they sing regularly and listen to, e.g.             <ul style="list-style-type: none"> <li>○ in 2 <i>Maple Leaf Rag</i> by Joplin</li> <li>○ in 3 <i>The Elephant from Carnival of the Animals</i> by Saint-Saëns</li> </ul> </li> </ul> <p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>● Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</li> <li>● Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?).</li> <li>● Read and respond to chanted rhythm patterns, and represent them with stick notation including <b>crotchets</b>, <b>quavers</b> and <b>crotchet rests</b>.</li> <li>● Create and perform their own chanted rhythm patterns with the same stick notation.</li> </ul> <p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>● Play a range of singing games based on the <b>cuckoo interval</b> (<i>so-mi</i>, e.g. <i>Little Sally Saucer</i>) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track.</li> <li>● Sing short phrases independently within a singing game or short song.</li> <li>● Respond independently to pitch changes heard in short <b>melodic phrases</b>, indicating with actions (e.g. stand up/sit down, hands high/hands low).</li> <li>● Recognise dot notation and match it to 3-note tunes played on <b>tuned percussion</b>, for example:</li> </ul> <div data-bbox="1106 1098 1955 1262" style="text-align: center;"> </div>
Personal development – behaving as a musician	Making a contribution	<ul style="list-style-type: none"> <li>● Perform to an audience</li> </ul>		
	Self-esteem	<ul style="list-style-type: none"> <li>● Perform with class in a school assembly</li> </ul>		
	Independence			
	Team work	<ul style="list-style-type: none"> <li>● Take turns</li> </ul>		
	Emotional	<ul style="list-style-type: none"> <li>● Show enjoyment of music</li> </ul>		

<b>Vocabulary</b>	<p>Sing, voice, dynamics, tempo, beat, pulse, rhythm, pitch, high, low, fast, slow, crotchet, quaver, instrument names, body percussion          Timbre, texture, call and response, echo song, compose, graphic score, crotchet rest, march, octave, scale, perform, orchestra, orchestral instrument names, orchestral sections (string, woodwind, brass, percussion), <i>piano, forte, ostinato</i>          Partner song, <i>mezzo forte</i>  <b>Minim, allegro, adagio, improvise, note names, minim rest, stave, clef, ensemble, round, accompaniment, solo, duet, trio, quartet, melody</b></p>			
<b>Model Music Curriculum</b>	<b>Learning strand</b>	<b>Learning Sequence</b>	<b>Key Stage 2 (First Access)</b>	<b>Year 3</b>
<b>Singing</b>  Listen with attention to detail and recall sounds with increasing aural memory	Singing	Technique Range	<ul style="list-style-type: none"> <li>Range of an octave (do-do), mostly by step</li> <li>Using notation</li> </ul>	<ul style="list-style-type: none"> <li>Sing a widening range of <b>unison</b> songs of varying styles and structures with a <b>pitch</b> range of <b>do–so</b> (e.g. Extreme Weather), tunelessly and with expression. Perform <b>forte</b> and <b>piano</b>, loud and soft.</li> <li>Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders).</li> <li>Walk, move or clap a steady <b>beat</b> with others, changing the speed of the beat as the <b>tempo</b> of the music changes.</li> <li>Perform as a choir in school assemblies.</li> </ul> Singing Progression in separate document
<b>Listening</b>  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.	Aural and theoretical knowledge  Evaluation  Cultural development	Rhythm  Melody Harmony Form Expression Concepts Context Improvements Traditional Classical Popular	<ul style="list-style-type: none"> <li>Crotchets and rests (in four beat rhythms)</li> <li>Quaver pairs or minims and minim rests (in four beat rhythms)</li> <li>Three note melody (e.g. hand signs or one line stave)</li> <li>Use of staff notation</li> <li>Features of music for different purposes</li> <li>Improve own work</li> <li>Music from national and other heritages represented in the school</li> <li>Music from western classical tradition</li> <li>Popular music</li> </ul>	<p>The teaching and learning of music is enriched by developing pupils’ shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups, or provided by other Music Education Hubs partners, which may include local or national ensembles.</p> <p>Pieces to be listened to are listed on the Year 3 Active Listening list.</p> <p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>Begin to identify different instruments aurally and know their names.</li> <li>Be able to identify that the western classical tradition has named time periods associated with style and form and see these on a timeline.</li> <li>Respond to all music through movement, express how music makes them feel and understand that we all interpret and respond to music differently.</li> <li>Understanding that music from different parts of the world has different features.</li> <li>Recognising and explaining the changes within a piece of music using musical vocabulary.</li> <li>Describing timbre, dynamic and textural details of a piece of music, both verbally, and through movement.</li> <li>Beginning to show an awareness of metre.</li> </ul>
<b>Composing</b>  Improvise and compose music for a range of purposes using the inter-related dimensions of music	Composing (including improvising)  Playing an instrument	Melody Harmony Expression Technique Range	<ul style="list-style-type: none"> <li>Improvise a 1 bar rhythm</li> <li>Improvise a 1 bar melodic phrase (3 pitches)</li> <li>Not classroom percussion instrument: basic posture</li> <li>Clear tone</li> <li>First four or five notes (<b>or</b> 3 chords)</li> <li>Rhythms (using notation)</li> </ul>	<p><b>Improvise</b></p> <ul style="list-style-type: none"> <li>Become more skilled in <b>improvising</b> (using voices, <b>tuned</b> and <b>untuned percussion</b> and instruments played in whole-class/group/individual/instrumental teaching), inventing short ‘on-the-spot’ responses using a limited note-range.</li> <li>Structure musical ideas (e.g. using <b>echo</b> or <b>question and answer phrases</b>) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.</li> </ul> <p><b>Compose</b></p>


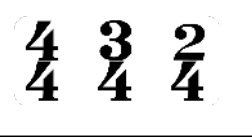

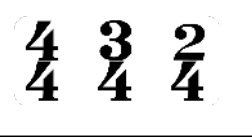

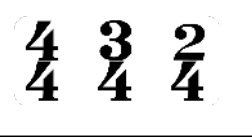
Use and understand staff and other musical notations			with two note lengths	<ul style="list-style-type: none"> <li>Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (<b>do, re and mi</b>).</li> <li>Compose song accompaniments on untuned percussion using known rhythms and note values.</li> </ul>										
<p><b>Performing/ Musicianship</b></p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>Performing with others</p> <p>Personal development – behaving as a musician</p>	<p>Ensemble</p> <p>Making a contribution</p> <p>Self-esteem</p> <p>Independence</p> <p>Team work</p> <p>Emotional</p>	<ul style="list-style-type: none"> <li>Simple additional part with others (e.g. round, ostinato accompaniment)</li> <li>Support other musicians (e.g. play/sing a part to accompany an instrumental piece or song)</li> <li>Perform a solo to teacher</li> <li>Perform in a group to teacher</li> <li>Following teacher’s guidance, practise at home to improve an aspect of playing</li> <li>With teacher’s guidance work in a group to improve a group performance or composition</li> </ul>	<ul style="list-style-type: none"> <li>Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform melodies following <b>staff notation</b> using a small range (e.g. <b>Middle C–E/do–mi</b>) as a whole class or in small groups (e.g. <b>trios</b> and <b>quartets</b>).</li> <li>Use listening skills to correctly order phrases using <b>dot notation</b>, showing different arrangements of notes C-D-E/do-re-mi (see illustration):</li> </ul> <div data-bbox="1099 405 1921 555" data-label="Diagram"> </div> <ul style="list-style-type: none"> <li>Individually (<b>solo</b>) copy stepwise melodic phrases with accuracy at different speeds; <b>allegro</b> and <b>adagio</b>, fast and slow.</li> <li>Extend to question-and-answer phrases.</li> </ul> <p><b>Reading Notation</b></p> <ul style="list-style-type: none"> <li>Introduce the <b>stave</b>, lines and spaces, and <b>clef</b>. Use <b>dot notation</b> to show higher or lower pitch.</li> <li>Introduce and understand the differences between <b>crotchets</b> and <b>paired quavers</b>.</li> <li>Apply word chants to rhythms, understanding how to link each syllable to one musical note.</li> </ul> <div data-bbox="1025 868 1659 1209" data-label="Table"> <table border="1"> <tr> <td data-bbox="1025 868 1133 1098"></td> <td data-bbox="1137 868 1263 1098"></td> <td data-bbox="1267 868 1438 1098"></td> <td data-bbox="1442 868 1550 1098"></td> <td data-bbox="1554 868 1659 1098"></td> </tr> <tr> <td data-bbox="1025 1101 1133 1209">Minim 2 beats</td> <td data-bbox="1137 1101 1263 1209">Minim rest</td> <td data-bbox="1267 1101 1438 1209">Stave</td> <td data-bbox="1442 1101 1550 1209">Treble clef</td> <td data-bbox="1554 1101 1659 1209">Bass clef</td> </tr> </table> </div>						Minim 2 beats	Minim rest	Stave	Treble clef	Bass clef
Minim 2 beats	Minim rest	Stave	Treble clef	Bass clef										



<b>Vocabulary</b>	<p>Sing, voice, dynamics, tempo, beat, pulse, rhythm, pitch, high, low, fast, slow, crotchet, quaver, instrument names, body percussion  Timbre, texture, call and response, echo song, compose, graphic score, crotchet rest, march, octave, scale, perform, orchestra, orchestral instrument names, orchestral sections (string, woodwind, brass, percussion), <i>piano, forte, ostinato</i>  Partner song, <i>mezzo forte</i>  Minim, <i>allegro, adagio</i>, improvise, note names, minim rest, stave, clef, ensemble, round, accompaniment, solo, duet, trio, quartet, melody  <b><i>Crescendo, decrescendo, time signature, harmony, legato, staccato, structure, pentatonic, accompaniment, static part, moving part, major, minor, chord</i></b></p>			
<b>Model Music Curriculum</b>	<b>Learning strand</b>	<b>Learning Sequence</b>	<b>Key Stage 2 (First Access)</b>	<b>Year 4</b>
<b>Singing</b>  Listen with attention to detail and recall sounds with increasing aural memory	Singing	Technique  Range	<ul style="list-style-type: none"> <li>Range of an octave, mostly by step</li> <li>Using notation</li> </ul>	<ul style="list-style-type: none"> <li>Continue to sing a broad range of unison songs with the range of an <b>octave (do-do)</b> (e.g. One More Day—a traditional sea shanty) pitching the voice accurately and following directions for getting louder (<b>crescendo</b>) and quieter (<b>decrescendo</b>).</li> <li>Sing <b>rounds</b> and <b>partner songs</b> in different <b>time signatures</b> (2, 3 and 4 time) (e.g. Our Dustbin) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (e.g. Hear the Wind).</li> <li>Perform a range of songs in school assemblies.</li> </ul> Singing Progression in separate document
<b>Listening</b>  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.	Aural and theoretical knowledge  Evaluation  Cultural development	Rhythm  Melody  Harmony Form Expression Concepts Context Improvements Traditional Classical Popular	<ul style="list-style-type: none"> <li>Crotchets and rests (in four beat rhythms)</li> <li>Quaver pairs or minims and minim rests (in four beat rhythms)</li> <li>Three note melody (e.g. hand signs or one line stave)</li> <li>Use of staff notation</li> <li>Features of music for different purposes</li> <li>Improve own work</li> <li>Music from national and other heritages represented in the school</li> <li>Music from western classical tradition</li> <li>Popular music</li> </ul>	<p>The teaching of music is enriched by developing pupils’ shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups, or provided by other Music Education Hubs partners, which may include local or national ensembles.</p> <p>Pieces to be listened to are listed on the Year 4 Active Listening list.</p> <p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>Be able to articulate when in time they think the music was written and from where in the world it is. Be able to see this on a timeline and world map.</li> <li>Identify and name some instruments aurally beginning to understand that there are families of instruments.</li> <li>Articulate style and genre e.g. classical, pop, jazz.</li> <li>Respond to all music through movement, express how music makes them feel and understand that we all interpret and respond to music differently.</li> <li>Identify gradual tempo changes within a piece of music.</li> <li>Identifying scaled dynamics (<i>crescendo/decrescendo</i>) within a piece of music.</li> <li>Identify common features between different genres, styles and traditions of music.</li> <li>Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others’ work.</li> </ul>
<b>Composing</b>  Improvise and compose music for a range of purposes using the inter-related dimensions of music	Composing (including improvising)  Playing an instrument	Melody  Harmony Expression Technique	<ul style="list-style-type: none"> <li>Improvise a 1 bar rhythm</li> <li>Improvise a 1 bar melodic phrase (3 pitches)</li> <li>Not classroom percussion instrument: basic posture</li> <li>Clear tone</li> </ul>	<p><b>Improvise</b></p> <ul style="list-style-type: none"> <li><b>Improvise</b> on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (<b>legato</b>) and detached (<b>staccato</b>).</li> <li>Begin to make compositional decisions about the overall structure of improvisations. Continue this process in the composition tasks below.</li> </ul> <p><b>Compose</b></p>

<p>Use and understand staff and other musical notations</p>		<p>Range</p>	<ul style="list-style-type: none"> <li>• First four or five notes (<i>or</i> 3 chords)</li> <li>• Rhythms (using notation) with two note lengths</li> </ul>	<ul style="list-style-type: none"> <li>• Combine known rhythmic notation with letter names to create short <b>pentatonic</b> phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.</li> <li>• Arrange individual notation cards of known note values (i.e. <b>minim</b>, <b>crotchet</b>, <b>crotchet rest</b> and <b>paired quavers</b>) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</li> </ul> <div data-bbox="1072 268 1572 414" style="text-align: center;"> </div> <ul style="list-style-type: none"> <li>• Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.</li> <li>• Introduce <b>major</b> and <b>minor</b> chords.</li> <li>• Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.</li> <li>• Capture and record creative ideas using any of: <ul style="list-style-type: none"> <li>o graphic symbols</li> <li>o rhythm notation and time signatures</li> <li>o staff notation</li> <li>o technology.</li> </ul> </li> </ul>						
<p><b>Performing/ Musicianship</b></p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>Performing with others</p> <p>Personal development – behaving as a musician</p>	<p>Ensemble</p> <p>Making a contribution</p> <p>Self-esteem</p> <p>Independence</p> <p>Team work</p> <p>Emotional</p>	<ul style="list-style-type: none"> <li>• Simple additional part with others (e.g. round, ostinato accompaniment)</li> <li>• Support other musicians (e.g. play/sing a part to accompany an instrumental piece or song)</li> <li>• Perform a solo to teacher</li> <li>• Perform in a group to teacher</li> <li>• Following teacher's guidance, practise at home to improve an aspect of playing</li> <li>• With teacher's guidance work in a group to improve a group performance or composition</li> </ul>	<p><b>Instrumental Performance</b></p> <ul style="list-style-type: none"> <li>• Develop facility in the basic skills of a selected musical instrument over a sustained learning period. This can be achieved through working closely with your local Music Education Hub who can provide whole-class instrumental teaching programmes.</li> <li>• Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.</li> </ul> <p>Perform in two or more parts (e.g. <b>melody and accompaniment</b> or a <b>duet</b>) from simple notation using instruments played in whole class teaching. Identify <b>static</b> and <b>moving parts</b>.</p> <ul style="list-style-type: none"> <li>• Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).</li> </ul> <p><b>Reading Notation</b></p> <ul style="list-style-type: none"> <li>• Introduce and understand the differences between minims, crotchets, paired quavers and rests.</li> <li>• Read and perform pitch notation within a defined range (e.g. C–G/do–so).</li> <li>• Follow and perform simple rhythmic <b>scores</b> to a steady beat: maintain individual parts accurately within the rhythmic <b>texture</b>, achieving a sense of ensemble.</li> </ul> <div data-bbox="1012 1254 1852 1444" style="text-align: center;"> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;"></td> <td style="width: 33%; text-align: center;"></td> <td style="width: 33%; text-align: center;"></td> </tr> <tr> <td style="text-align: center;">Crescendo</td> <td style="text-align: center;">Decrescendo</td> <td style="text-align: center;">Time signature</td> </tr> </table> </div>				Crescendo	Decrescendo	Time signature
Crescendo	Decrescendo	Time signature								

<b>Vocabulary</b>	<p>Sing, voice, dynamics, tempo, beat, pulse, rhythm, pitch, high, low, fast, slow, crotchet, quaver, instrument names, body percussion          Timbre, texture, call and response, echo song, compose, graphic score, crotchet rest, march, octave, scale, perform, orchestra, orchestral instrument names, orchestral sections (string, woodwind, brass, percussion), <i>piano, forte</i>, ostinato          Partner song, <i>mezzo forte</i>          Minim, <i>allegro, adagio</i>, improvise, note names, minim rest, stave, clef, ensemble, round, accompaniment, solo, duet, trio, quartet, melody  <i>Crescendo, decrescendo</i>, time signature, harmony, <i>legato, staccato</i>, structure, pentatonic, accompaniment, static part, moving part, major, minor, chord  <b>Phrase, phrasing, semibreve, semibreve rest, mezzo piano, fortissimo, pianissimo, drone, ternary, 2/4, 3/4. 4/4, triad, arrangement, playing by ear, simple structure, harmonies</b></p>			
<b>Model Music Curriculum</b>	<b>Learning strand</b>	<b>Learning Sequence</b>	<b>Key Stage 2</b>	<b>Year 5</b>
<b>Singing</b>  Listen with attention to detail and recall sounds with increasing aural memory	Singing	Technique	<ul style="list-style-type: none"> <li>Open mouth, relaxed jaw and clear pronunciation</li> <li>Dynamic range</li> </ul>	<ul style="list-style-type: none"> <li>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.</li> <li>Sing <b>three-part</b> rounds, <b>partner songs</b>, and songs with a <b>verse and a chorus</b>.</li> <li>Perform a range of songs in school assemblies and in school performance opportunities.</li> </ul> <p>Singing Progression in separate document</p>
<b>Listening</b>  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.	Aural and theoretical knowledge          Evaluation       Cultural development	Rhythm	<ul style="list-style-type: none"> <li>4/4, bars and bar lines (strong and weak beats)</li> <li>Crotchets, quaver pairs, minims, semibreves and rests</li> </ul>	<p>The teaching of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups, or provided by other Music Education Hubs partners, which may include local or national ensembles.</p> <p>Pieces to be listened to are listed on the Year 5 Active Listening list.</p> <p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>Be able to show on a timeline when music was written and name some of the periods of music from the classical western tradition e.g. baroque, romantic, modern.</li> <li>Identify and name instruments from woodwind, brass, string and percussion families.</li> <li>Have a clear sense of genre and be able to name different styles of music.</li> <li>Be familiar with music from other cultures and recognise that they have their own history e.g. Chinese traditional, ancient and classical music.</li> <li>Create graphic scores to represent a variety of genres.</li> <li>Comparing, discussing and evaluating music using detailed musical vocabulary.</li> <li>Developing confidence in using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</li> </ul>
<b>Composing</b>		Melody	<ul style="list-style-type: none"> <li>Improvise an ostinato/riff (e.g. for an accompaniment)</li> </ul>	<p><b>Improvise</b></p> <ul style="list-style-type: none"> <li><b>Improvise</b> freely over a <b>drone</b>, developing a sense of shape and character, using <b>tuned percussion</b> and melodic instruments.</li> </ul>

<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Use and understand staff and other musical notations</p>	Composing (including improvising)		<ul style="list-style-type: none"> <li>Improvise a melodic phrase (up to 5 pitches) within a structure</li> </ul>	<ul style="list-style-type: none"> <li>Improvise over a simple <b>groove</b>, responding to the <b>beat</b>, creating a satisfying melodic shape; experiment with using a wider range of <b>dynamics</b>, including very loud (<b>fortissimo</b>), very quiet (<b>pianissimo</b>), moderately loud (<b>mezzo forte</b>), and moderately quiet (<b>mezzo piano</b>). Continue this process in the composition tasks below.</li> </ul> <p><b>Compose</b></p> <ul style="list-style-type: none"> <li>Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.</li> <li>Working in pairs, compose a short <b>ternary</b> piece.</li> <li>Use chords to compose music to evoke a specific atmosphere, mood or environment. For example, <i>La Mer</i> by Debussy and <i>The River Flows In You</i> by Yiruma both evoke images of water. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.</li> <li>Capture and record creative ideas using any of: <ul style="list-style-type: none"> <li>graphic symbols</li> <li>rhythm notation and <b>time signatures</b></li> <li><b>staff notation</b></li> <li>technology</li> </ul> </li> </ul>				
		Harmony	<ul style="list-style-type: none"> <li>Explore layering of rhythmic and/or melodic phrases</li> </ul>					
	Expression	<ul style="list-style-type: none"> <li>Indicate <b>tempo</b></li> </ul>						
	Playing an instrument	<p>Technique</p> <ul style="list-style-type: none"> <li>Dynamic contrasts</li> <li>Articulation contrasts</li> <li>Phrasing</li> </ul> <p>Range</p> <ul style="list-style-type: none"> <li>Range about an octave (<b>or 6 chords</b>)</li> <li>Rhythmic playing with at least three note lengths</li> </ul>						
<p><b>Performing/ Musicianship</b></p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	Performing with others	Ensemble		<p><b>Instrumental Performance</b></p> <ul style="list-style-type: none"> <li>Play melodies on <b>tuned percussion</b>, melodic instruments or keyboards, following <b>staff notation</b> written on one staff 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.</li> <li>Understand how <b>triads</b> are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs (e.g. <i>Yellow Submarine</i> by The Beatles).</li> <li>Perform a range of repertoire pieces and <b>arrangements</b> combining acoustic instruments to form mixed ensembles, including a school orchestra.</li> <li>Develop the skill of <b>playing by ear</b> on tuned instruments, copying longer phrases and familiar melodies.</li> </ul> <p><b>Reading Notation</b></p> <ul style="list-style-type: none"> <li>Further understand the differences between <b>semibreves</b>, <b>minims</b>, <b>crotchets</b> and crotchet rests, paired quavers and semiquavers.</li> <li>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</li> <li>Read and perform pitch notation within an octave (e.g. C–C'/do–do).</li> <li>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</li> </ul> <table border="1" data-bbox="981 1158 1547 1358"> <tr> <td></td> <td></td> </tr> <tr> <td>Semibreve and semibreve rest</td> <td>Time signatures</td> </tr> </table>			Semibreve and semibreve rest	Time signatures
								
	Semibreve and semibreve rest	Time signatures						
	Personal development – behaving as a musician	Making a contribution	<ul style="list-style-type: none"> <li>Support other artists (e.g. play or create music for a dance or drama performance or an exhibition)</li> </ul>					
		Self-esteem	<ul style="list-style-type: none"> <li>Perform a solo to school class</li> <li>Perform in a group in a school assembly</li> </ul>					
		Independence	<ul style="list-style-type: none"> <li>Identify an aspect of performing or composing to improve through working at home</li> </ul>					
Team work		<ul style="list-style-type: none"> <li>Without teacher's help work in a group to improve a group performance or composition</li> </ul>						
Emotional		<ul style="list-style-type: none"> <li>Express contrasting emotions through music (e.g. happy, sad)</li> </ul>						

<b>Vocabulary</b>	<p>Sing, voice, dynamics, tempo, beat, pulse, rhythm, pitch, high, low, fast, slow, crotchet, quaver, instrument names, body percussion          Timbre, texture, call and response, echo song, compose, graphic score, crotchet rest, march, octave, scale, perform, orchestra, orchestral instrument names, orchestral sections (string, woodwind, brass, percussion), <i>piano, forte, ostinato</i>          Partner song, <i>mezzo forte</i>          Minim, <i>allegro, adagio</i>, improvise, note names, minim rest, stave, clef, ensemble, round, accompaniment, solo, duet, trio, quartet, melody  <i>Crescendo, decrescendo</i>, time signature, harmony, <i>legato, staccato</i>, structure, pentatonic, accompaniment, static part, moving part, major, minor, chord          Phrase, phrasing, semibreve, semibreve rest, <i>mezzo piano, fortissimo, pianissimo</i>, drone, ternary, 2/4, 3/4, 4/4, triad, arrangement, playing by ear, simple structure  <b>Syncopated, groove</b></p>			
<b>Model Music Curriculum</b>	<b>Learning strand</b>	<b>Learning Sequence</b>	<b>Key Stage 2</b>	<b>Year 6</b>
<b>Singing</b>  Listen with attention to detail and recall sounds	Singing	Technique	<ul style="list-style-type: none"> <li>Open mouth, relaxed jaw and clear pronunciation</li> <li>Dynamic range</li> </ul>	<ul style="list-style-type: none"> <li>Sing a broad range of songs, including those that involve <b>syncopated</b> rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.</li> <li>Continue to sing <b>three- and four-part rounds</b> (e.g. <i>Calypso</i> by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group, i.e. no longer in discrete parts – in order to develop greater listening</li> </ul>
		Range	<ul style="list-style-type: none"> <li>Range of an octave with leaps</li> </ul>	

with increasing aural memory				<p>skills, balance between parts and vocal independence.</p> <ul style="list-style-type: none"> <li>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</li> </ul> <p>Singing Progression in separate document</p>
<p><b>Listening</b></p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<p>Aural and theoretical knowledge</p> <p>Evaluation</p> <p>Cultural development</p>	<p>Rhythm</p> <p>Melody</p> <p>Harmony</p> <p>Form</p> <p>Expression</p> <p>Concepts</p> <p>Context</p> <p>Improvements</p> <p>Traditional</p> <p>Classical</p> <p>Popular</p>	<ul style="list-style-type: none"> <li>4/4, bars and bar lines (strong and weak beats)</li> <li>Crotchets, quaver pairs, minims, semibreves and rests</li> <li>First five notes of a major scale on a clef</li> <li>Simple structure (e.g. introduction, verse and chorus)</li> <li>Contrasting dynamics (forte / piano) and articulation (staccato/legato)</li> <li>How musical concepts are used to reflect different intentions</li> <li>How music reflects different cultural contexts</li> <li>How venue and occasion influence performance and composition</li> <li>Suggest improvements for own and others' work</li> <li>Traditional music from other parts of the world</li> </ul>	<p>The teaching and learning of music is enriched by developing pupils' knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups, or provided by other Music Education Hubs partners, which may include local or national ensembles.</p> <p>Pieces to be listened to are listed on the Year 6 Active Listening list.</p> <p><b>Listening Skills</b></p> <ul style="list-style-type: none"> <li>Know the names of the different music eras in western classical music and some of the dates (Early Music -&gt;1400, Renaissance 1400-1600, Baroque 1600-1750, Classical 1750-1830, Romantic 1830-1900, 20th Century 1900-2000, Modern 2000-present day).</li> <li>Identify and name instruments from woodwind, brass, string and percussion families.</li> <li>Have a clear sense of genre and be able to name different styles of music.</li> <li>Be familiar with music from other cultures and recognise that they have their own history e.g. Chinese traditional, ancient and classical music.</li> <li>Create graphic scores to represent a variety of genres.</li> <li>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts e.g. Pop art, film music.</li> <li>Identifying the way that features of a song can complement one another to create a coherent overall effect.</li> <li>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</li> <li>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</li> <li>Confidently use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</li> </ul>
<p><b>Composing</b></p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Use and understand staff and other musical notations</p>	<p>Composing (including improvising)</p> <p>Playing an instrument</p>	<p>Melody</p> <p>Harmony</p> <p>Expression</p> <p>Technique</p> <p>Range</p>	<ul style="list-style-type: none"> <li>Improvise an ostinato/riff (e.g. for an accompaniment)</li> <li>Improvise a melodic phrase (up to 5 pitches) within a structure</li> <li>Explore layering of rhythmic and/or melodic phrases</li> <li>Indicate tempo</li> <li>Dynamic contrasts</li> <li>Articulation contrasts</li> <li>Phrasing</li> <li>Range about an octave (or 6 chords)</li> <li>Rhythmic playing with at least three note lengths</li> </ul>	<p><b>Improvise</b></p> <p>Extend improvisation skills through working in small groups to:</p> <ul style="list-style-type: none"> <li>Create music with multiple sections that include repetition and contrast.</li> <li>Use chord changes as part of an improvised sequence.</li> <li>Extend improvised melodies beyond 8 beats over a fixed <b>groove</b>, creating a satisfying melodic shape.</li> </ul> <p><b>Compose</b></p> <ul style="list-style-type: none"> <li>Plan and compose an 8- or 16-beat melodic phrase using the <b>pentatonic</b> scale (e.g. 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.</li> <li>Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.</li> <li>Either of these melodies can be enhanced with rhythmic or chordal accompaniment.</li> <li>Compose a <b>ternary</b> piece; use available music software/apps to create and record it, discussing how musical contrasts are</li> </ul>

				achieved.
<b>Performing/ Musicianship</b>  Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Performing with others	Ensemble		<b>Instrumental Performance</b> <ul style="list-style-type: none"> <li>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 (<b>ff</b>), very quiet (<b>pp</b>), moderately loud (<b>mf</b>) and moderately quiet (<b>mp</b>).</li> <li>Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.</li> <li>Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.</li> </ul> <b>Reading Notation</b> <ul style="list-style-type: none"> <li>Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.</li> <li>Further develop the skills to read and perform pitch notation within an octave (e.g. C–C’/do–do).</li> <li>Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</li> <li>Read and play from notation a four-bar phrase, confidently identifying note names and durations.</li> </ul> <b>Transition Project</b>  The end of Year 6 transition project provides a way to bring together what the pupils have learnt about reading notation, playing an instrument, composing melodies and singing as a class. See Appendix 6, page 45 for more information.
	Personal development – behaving as a musician	Making a contribution	<ul style="list-style-type: none"> <li>Support other artists (e.g. play or create music for a dance or drama performance or an exhibition)</li> </ul>	
		Self-esteem	<ul style="list-style-type: none"> <li>Perform a solo to school class</li> <li>Perform in a group in a school assembly</li> </ul>	
		Independence	<ul style="list-style-type: none"> <li>Identify an aspect of performing or composing to improve through working at home</li> </ul>	
		Team work	<ul style="list-style-type: none"> <li>Without teacher’s help work in a group to improve a group performance or composition</li> </ul>	
		Emotional	<ul style="list-style-type: none"> <li>Express contrasting emotions through music (e.g. happy, sad)</li> </ul>	