Music

<u>Breadth of Study</u>

Key Stage 1	Key Stage 2
• Use their voices expressively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Make and combine sounds using the inter-related dimensions of music.	• Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. • Improvise and compose music using the inter-related dimensions of music separately and in combination. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand the basics of the stave and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers. • Develop an understanding of the history of music.

Curriculum Milestones

	Milestone 1 (Year 1 & Year 2)	Milestone 2 (Year 3 & Year 4)	Milestone 3 (Year 5 & Year 6)
Perform This concept involves understanding that music is created to be performed.	• Perform simple accompaniments accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch and rhythm.	• Sing in tune with expression and awareness of meaning and melody. • Maintain a simple part within a group with expression and awareness of rhythm. • Recognise how patterns fit together including rests. • Perform with control of tempo and dynamics.	• Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Perform with controlled breathing (voice) and skillful playing (instrument).
Compose This concept involves appreciating that music is created through a process which has a number of techniques.	• Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases.	• Compose and perform melodic songs with a given structure. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Use digital technologies to compose pieces of music. • Recognise and explain the difference between pulse and rhythm. • Compose music which includes melodies, rhythms and other sounds and record using self-direced notation.	• Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music. • Accurately write and perform a simple tune on a conventional stave.
Transcribe This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.	Use symbols to represent a composition and use them to help with a performance.	• Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.	• Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Compose and record rhythms in a basic 4/4 time.
Describe music This concept involves appreciating the features and effectiveness of musical elements. - Develop a basic nderstandng of how music is organised	• Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch.	• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings.	• Choose from a wide range of musical vocabulary to accurately describe and appraise music including: • pitch • dynamics • tempo • timbre • texture • lyrics and melody

			• sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • Demonstrate an ability to think widely about music and compare and contrast alternative viewpoints through discussion with others. • Discuss the features of a piece of usic which work together to reflect a mood, culture or sense of occasion.
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