

Subject : Music

SKILLS THEME	Year 1 skills and/or concept	Year 2 skills and/or concept	Year 3 skills and/or concept	Year 4 skills and/or concept	Year 5 skills and/or concept	Year 6 skills and/or concept
<p>Performing (vocal)</p>	<p>Learn simple rhymes (recognising the rhyming words) and/or chants. Keep time and become increasingly accurate with the rhythms.</p> <p>Sing songs, with an understanding of the lyrics; become sensitive to the needs of the lyrics (e.g. changes in volume, to alter the mood of the song).</p> <p>Try to sing the words clearly. Show mouth control (opening widely, changing the shape to produce different sounds).</p>	<p>Perform rhymes, chants and songs with appropriate expression (e.g. whispering, shouting, performing with volume without shouting, holding long notes, performing short notes, etc.).</p> <p>Learn wordy songs off by heart.</p> <p>Follow and reproduce melodies with a good degree of accuracy.</p> <p>Perform accurately with others, as part of an ensemble (e.g. whole-class singing, whole year group singing).</p> <p>Learn how to look confident when singing.</p>	<p>Sing songs with accurate pitch (from memory, as well as when the words are provided).</p> <p>Maintain a simple part within a song (e.g. round singing, a song where 2 separate parts are being performed simultaneously).</p> <p>Sing words clearly (over-emphasised diction).</p>	<p>Continue to sing songs with accuracy of pitch and quality diction.</p> <p>Show good vocal control (pitch, volume, note length).</p> <p>Sing a simple part with accuracy (e.g. round singing, individual part within a song with 2 or 3 separate lines being performed at once). Continue to sustain vocal control in such contexts.</p>	<p>Demonstrate high quality vocal control: Pitch accuracy Volume variation and sensitivity Note lengths Diction Breathing techniques</p> <p>Perform songs in a way that reflect their meaning.</p> <p>Hold a part accurately within rounds and part-songs.</p> <p>Begin to perform harmony lines – e.g. higher harmony to the melody, sustaining a drone, sustaining a melody ostinato; become increasingly confident and accurate.</p>	<p>Continue to demonstrate high quality vocal control (see Year 5 statements), singing expressively and in tune.</p> <p>Present oneself as a confident performer (posture, facial expression, body language).</p> <p>Sings parts and harmonies with accuracy and with an awareness of all other performers.</p> <p>Develop skills to lead singing groups.</p>

Subject : Music

<p>Performing (instrumental)</p>	<p>Learn how to hold and play basic classroom instruments (tuned and untuned) with care and correctly.</p> <p>Imitate rhythms and (for more able) pitched patterns.</p> <p>Take notice of others, when performing on instruments.</p>	<p>Demonstrate control, when playing musical instruments, so that they sound as they should.</p> <p>Imitate rhythms and pitched patterns with accuracy.</p> <p>Perform sensitively alongside others (unison and part ensembles).</p>	<p>Play notes on tuned and untuned percussion with excellent control, so that sounds are clear and performed for the expected length of time.</p> <p>Perform with awareness of others within both small and large ensembles.</p> <p>Play recorder notes with quality technique (both finger positioning and breath control), to produce high quality sounds and accurately pitched notes.</p>	<p>Play instruments with total control, developing the skills to vary sounds (e.g. timbre (tone), note duration, volume, pitch) within a performance.</p> <p>Play with total awareness of the ensemble as a whole, so the individual parts fit perfectly together. (Pulse awareness, unison awareness, canon awareness, etc.)</p> <p>Perform with a sense of audience.</p>	<p>Perform on violins with accuracy and with an awareness of the whole ensemble, conductor and audience.</p> <p>Perform in classroom ensembles with an awareness of everyone else in the ensemble, with accuracy and with a sense of audience.</p> <p>Perform with a sense of purpose and with appropriate mood variation, e.g. varying dynamics, varying styles (short and long notes), etc. for desired effects</p>	<p>Use traditional techniques (e.g. Samba word patterns, such as tea/coffee) to produce accurate ensemble performances.</p> <p>Perform not only with audience awareness, but with a sense of the occasion.</p> <p>Lead ensembles, once confident and skilled enough to do so.</p>
<p>Understanding and using notation</p>	<p>Follow and perform from simple symbols.</p>	<p>Follow and perform from simple drawn patterns, to change pitch and/or sound (e.g. larger symbol = louder sound, pupils can be given 3 notes – low, middle, high – and the position of the symbol on the page represents which is played, the change of a symbol means changing to another instrument).</p>	<p>Begin to record compositions, using basic graphic notations, including alterations in aspects such as volume, following scores accurately for performances.</p> <p>Begin (through class recorder lessons) to understand and follow basic notation (crotchets = 1 beat, minims = 2 beats, quavers = ½ beats, basic rests; staff notation).</p>	<p>Create high quality graphic scores. Gradually incorporate formal notation and musical symbols (crotchets, etc/staff notation, symbols for volume variation).</p> <p>Follow graphic and conventional notation within lessons, continuing to expand conventional notation knowledge.</p>	<p>Within violin lessons, follow and perform from conventional notation.</p> <p>In class composition work, record and perform from notations that combine graphic and conventional notations.</p>	<p>Be able to draw and read conventional pitched notation and rhythm notations with accuracy, in preparation for secondary school.</p> <p>Use conventional notation, to record rhythmic and pitched compositions.</p>

Subject : Music

<p>Creating, producing and communicating</p>	<p>Make and control contrasting sounds (short and long sounds, quiet and loud, etc.)</p> <p>Create own rhythms/patterns on tuned and untuned percussion instruments.</p>	<p>Begin to develop an understanding of "pulse".</p> <p>Choose sounds to achieve a desired effect.</p> <p>Order sounds/patterns to create an extended rhythmical and/or tuned solo piece.</p>	<p>Develop a solid understanding of pulse and use it within own creations of music.</p> <p>Create abstract sound effects.</p> <p>Compose and perform short melodies (tuned percussion, keyboards, computers, etc.) and repeating rhythmic patterns, for a desired effect. Learn how a single rhythm can be shared between more than one instrument.</p> <p>Create rhythmic accompaniments for melodies. Begin to understand how a drone or ostinato (tuned or untuned) can be used to accompany other melodies or rhythms.</p> <p>Carefully choose, order, combine and control sounds, for a desired effect.</p>	<p>Create small group pieces, in which the various ensemble members have their own melody and/or rhythm that fits appropriately with the rest of the ensemble. i.e. layered compositions, playing own rhythm alongside other rhythms that fit but are not unison</p> <p>Explain how the composition has been structured/how the parts fit together. At the most basic level, create an ensemble where everyone plays different instruments, but performs in exact unison. At a competent level, vary the parts being performed, whilst ensuring they fit together "as a whole".</p>	<p>Continue the work started in Year 4, but remove avoid composition of full unison pieces:</p> <p>Create small group pieces, in which the various ensemble members have their own melody and/or rhythm that fits appropriately with the rest of the ensemble.</p> <p>Understand and explain how the composition has been structured/how the parts fit together.</p>	<p>Use computing, to produce musical compositions (e.g. Dance EJay).</p> <p>Compose music under specified structures e.g. ostinato compositions, ternary compositions, cyclic music, etc.</p> <p>Begin to understand chord structures, to create harmonies within the tuned aspects of compositions.</p>
--	--	---	--	---	--	--

Subject : Music

<p>Listening and responding</p>	<p>Listen carefully and offer personal responses (likes/dislikes, commentary on changes in volume, etc.) to a range of music across the year.</p> <p>Describe or demonstrate (e.g. through dance) personal interpretations of the moods and/or images that the music creates.</p>	<p>Identify and clap, play or dance the pulse (main beat) to a range of pieces of music.</p> <p>Begin to identify main melodies and/or rhythmic patterns and perform these back (vocally and/or instrumentally) from recorded music.</p> <p>Describe changes in mood, dynamics and pitch.</p> <p>Begin to identify where instruments change within a piece of music. Start to name instruments heard.</p> <p>Begin to understand that music has been written (over a long period of time) for different purposes.</p>	<p>Continue to identify and clap, play or dance the pulse to a range of pieces of music.</p> <p>Begin to use musical terminology, to describe what is happening in a piece of music and how it can affect the mood: Pitch Dynamics (volume) Timbre (tone), including instrumental choices</p> <p>Recognise a range of instruments within recorded piece (orchestral, including percussion, instruments, especially).</p> <p>Experience music from a range of times and cultures and know the purposes behind these.</p>	<p>As Year 3, but extend musical terminology, to include duration and texture.</p> <p>Identify how the different layers within a piece of music can affect the mood for the listener</p> <p>Value silence! Understand it is used with intention by composers.</p> <p>Know and be able to identify the sounds of instruments from a range of cultures.</p> <p>Experience and respond to music from a range of times and cultures and know the purposes behind these.</p>	<p>Use musical terminology to describe listening experiences: Pitch Duration Dynamics Tempo Timbre Texture Silence</p> <p>Experience and respond to music from a range of times and cultures and know the purposes behind these.</p>	<p>Use musical terminology to describe listening experiences: Pitch Duration Dynamics Tempo Timbre Texture Silence</p> <p>Experience and respond to music from a range of times and cultures and know the purposes behind these.</p>
---------------------------------	---	---	---	---	--	--