

A decorative border of musical notes surrounds the entire page. The notes are arranged in a rectangular frame, with a slightly larger gap at the top and bottom center to accommodate the title and main text.

Music Coverage

Music is a universal language and every pupil should have the opportunity to become fluent. A high-quality music education should provide all pupils with the opportunity to sing and to learn a musical instrument. Pupils should leave school with an appreciation of how music is composed and performed, allowing them to listen with discrimination and judgement to the best in the musical canon.

Key Objectives

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great musicians and composers
- learn to sing and to use their voices, to compose and make music with others, have the opportunity to learn a musical instrument, and have the opportunity to progress to the next level of musical excellence
- understand musical notations and how music is constructed, produced and communicated through its inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture and structure.

KS1

Performance, singing and instruments across a range of historical periods

Listening and appraising

Composing and notation

EYFS

Children sing songs, make music and dance, and experiment with ways of changing them.

Year 1

Play tuned and untuned instruments musically

Pupils recognise and explore how sounds can be made and changed. E.g they make a sound on several musical instruments such as a drum, triangle, recorder, keyboard.

Listen with concentration and understanding to a range of high-quality live and recorded music

They respond to different moods in music and recognise major changes in sounds.
They say whether music sounds happy or sad, and move to music according to how it feels, e.g. marching, sliding, jumping or dancing.
They identify simple repeated patterns.

Make and combine sounds

They can play and sing short notes and long notes.
They can play and sing high and low notes
They can sing loudly and quietly.
They can choose sounds to represent ideas, e.g. horses hooves, money jingling, wind whistling

Use their voices expressively by singing songs and speaking chants and rhymes

They use their voice in different ways such as speaking, singing and chanting. They perform by copying a song or rhythm and have an awareness of others when they perform.

Year 2

Pupils sing with a sense of the shape of the melody. They sing songs with others or on their own, remembering the tune and keeping in time.

They can perform simple patterns (rhythmic and melodic) and accompaniments.

They can describe music using words such as high, low, slow, fast, long or short sounds.

They can discuss how different sounds affect the mood of the music.

They can make up short musical patterns in a group or on their own with a beginning, middle and end, using different instruments or sounds.

They can begin to represent sounds with symbols

They can improve their own work

KS2**Performance, singing and instruments****Listening and appraising****Composing and notation****Year 3**

Play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing

Pupils can sing simple songs in tune with expression as part of a group or on their own.

They can play a simple repeated phrase on a pitched instrument as an accompaniment to a song or performance.

Listen with attention to detail and recall sounds with increasing aural memory

They can describe music they hear and compare it with music of contrasting styles and genres using appropriate element vocabulary.

Use and understand the basics of staff and other musical notations

They can select a sound or instrument to achieve an effect. E.g. bass drum and louder instruments to create surprise or excitement, or quiet singing or playing to create something more peaceful.

Year 4

accuracy, control and expression

Pupils can change the way they play an instrument, applying skills and techniques, to achieve different effects, e.g. damping a cymbal or letting it ring, using soft or hard beaters

Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers

They can identify or suggest purposes for musical extracts, e.g. signature tune for a TV programme, film scores, ceremonial fanfares, dance

Improvise and compose music using the inter-related dimensions of music separately and in combination

They can improvise or perform cyclic patterns as part of a group performance in time with different patterns played by others, varying the effect e.g. by changing dynamics.

They make improvements to their work, commenting on the intended effect

Year 5

They can perform music as part of a group that uses appropriate sounds to achieve an intention, e.g. creating background music for different scenes of a story or play.

They can keep in time with the group, e.g. sing or play a part in a round

They can recognise and describe music and musical instruments from different periods of history, e.g. medieval or renaissance recorders, classical piano or clarinet, modern electric guitars and synthesisers

They can create and interpret simple graphic scores and recognise some symbols.

They can make up short tunes and rhythms and organise them in structures such as 'call and response', or 'ternary'.

They make improvements to their work, commenting on the intended effect

Year 6

They can maintain their own part with an awareness of how the different parts fit together and the need to achieve the overall effect.

They can recognise and describe music and musical instruments from different periods of history, e.g. medieval or renaissance recorders, classical piano or clarinet, modern electric guitars and synthesisers

Pupils can compose music as part of a group from different starting ideas, e.g. a sea soundscape or a haunted house.

They can perform by ear and by simple notation

Pupils can suggest improvements to their own and others' work, commenting on how their intentions have been met.