



Heene Church of England Primary School

'Together in faith, we love, grow and learn'



Music		
National Curriculum		
EYFS Pupils should be taught to <ul style="list-style-type: none">✓ Create collaboratively sharing ideas, resources and skills✓ Listen attentively, move to and talk about music, expressing their feelings and responses✓ Watch and talk about performance art, expressing their feelings and responses✓ Sing in a group or on their own, increasingly matching the pitch and following the melody✓ Explore and engage in music making, performing solo or in groups	<u>Key Stage 1</u> Pupils should be taught to: <ul style="list-style-type: none">✓ 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.	<u>Key Stage 2</u> Pupils should be taught to: <ul style="list-style-type: none">✓ 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.

At Heene CE Primary School, we use the Charanga scheme for teaching music. This is also supplemented by additional instrumental teaching. All musical learning is built around the interrelated dimensions: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning; they are musical building blocks. This is an integrated approach to musical learning where games, the interrelated dimensions of music, singing and playing instruments are all linked (spiral of learning).

Music Curriculum Overview

	Autumn – Term 1 and 2		Spring – Term 3 and 4		Summer – Term 5 and 6	
EYFS	Exploring sound <ul style="list-style-type: none">- Exploring using voices to make a variety of sounds, with relevant symbols- Exploring using body parts to make a variety of sounds- Exploring instruments to make a variety of sounds- Exploring sounds within the environment- Listening to sounds in nature and recreating them.	Celebration music <ul style="list-style-type: none">- Learn about the festival of Diwali and respond to music through movement- Learn dome of the dances and instruments from the festival of Hanukkah- Learn about the festival of Kwanzaa, children take part in a traditional African call and response song and find classroom objects to use as drums- Take part in a Christmas group song involving singing, creating vocal sounds and playing instruments. Sing and move to a Christmas song.- Create and perform appropriate actions to represent Christmas song lyrics. Singing: Nativity practice	Music and movement <ul style="list-style-type: none">- Learn why songs can have actions and some simple Makaton signs to accompany a song- Explore the beath through body movement- Learn to recognise and react to different tempos in music- Learn to express different pitch and tempo in music through dance- Perform two movement and movement songs.	Musical stories <ul style="list-style-type: none">- Listen to the lyrics and melody of the 'Teddy Bear's Picnic' and follow instructions to move to the music- Use actions to tell the story of 'The Sleeping Princess' before singing and performing a group song based on the story- Small groups allocated a section of the story 'We're Going on a Bear Hunt' by Michael Rosen with corresponding instruments to play- Write, compose, practise and perform their own musical story based on either their morning routine or the school day routine- Perform their musical story based upon a familiar routine, using movement to express moods or actions within the story.	Transport <ul style="list-style-type: none">- Exploring the sounds of different types of vehicles- Exploring and mimicking the sounds of a train- Exploring sounds heard on and around boats- Interpreting symbols to reflect a car's journey- Demonstrating simple rhythms on an instrument.	Big band <ul style="list-style-type: none">- Learn about different musical instruments, children then use recyclable materials to create and play their own musical instrument- Learn about the four different groups of musical instruments, where they are positioned in the orchestra, their different sounds and the role of the conductor- Follow a beat using an untuned instrument and play their instrument together to match the beat- Experimenting with playing tuned and untuned instruments, children then play along and sing in time to familiar songs, changing the tempo or dynamic each time- Select appropriate instruments to represent different parts of a song before performing a practised song to a small audience.
Year 1	Pulse and rhythm <ul style="list-style-type: none">- Clap the rhythm of their name.- Clap in time to music.- Sing the overall shape of a melody.- Play in time to music.- Copy and create rhythms based on word patterns.- Play on the pulse.-	Tempo (Snail and mouse) <ul style="list-style-type: none">• Demonstrate slow and fast with their bodies and voices.• Demonstrate slow and fast beats while saying a rhyme and using an instrument.• Perform a song using a singing voice.• Perform with an instrument.• Observe others and move, speak, sing and play appropriately.	Musical vocabulary <ul style="list-style-type: none">- Make movements that are appropriate to the pulse and tempo of a piece of music.- Choose instruments with appropriate timbre to represent sparkling fishes.- Respond to dynamic changes in a piece of music.- Create pitches and rhythms.	Timbre and rhythmic pattern <ul style="list-style-type: none">- Chant the well-known phrase, "I'll huff..."- Make changes to their voices to represent a character.- Choose a suitable sound to represent a specific point in a story.- Play a rhythmic pattern along with their spoken words.	Pitch and tempo <ul style="list-style-type: none">• Explain what pitch means.• Identify whether a note is higher or lower.• Create a pattern using two pitches, then play or sing it.• Explain what tempo means.• Identify simple tempo changes in music.• Perform a pattern that gradually gets faster (accelerando).	Vocal and body sounds <ul style="list-style-type: none">• Create movements that match the music, explaining why they are moving in that way.• Identify descriptive sounds within the music.• Recreate and then adapt descriptive sounds heard using their voice or body.

		<ul style="list-style-type: none">• Sing in time from memory, with some accuracy.• Keep a steady pulse.• Move, speak, sing and play demonstrating slow and fast beats. <p>Singing: Nativity practice</p>	<ul style="list-style-type: none">- Perform a layer of the music within an overall piece.- Understand the key vocabulary: dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre	<ul style="list-style-type: none">- Identify and hold up the correct sign to correspond to some music.- Play/chant along with the elements of a story with prompting from the teacher	<ul style="list-style-type: none">• Contribute to a group composition and performance by creating, selecting, combining and performing sounds.• Suggest improvements to their work.	<ul style="list-style-type: none">• Make appropriate instrument choices to represent a descriptive sound.• Control instruments and voices to make both quiet and loud sounds.• Follow simple instructions during a group performance.• Create their own graphic score and play from it.• Make more than one sound on their instrument and with their voice.
Year 2	<p>West African call and response song</p> <ul style="list-style-type: none">• Use tempo, dynamics and timbre in their piece.• Play in time with their group.• Use instruments appropriately.• Successfully sing back the melody line in time and at the correct pitch.• Play either a call and/or response role in time with another pupil.• Perform their composition.	<p>Orchestral instruments</p> <ul style="list-style-type: none">• Make plausible descriptions of the music.• Identify a few instruments and the sounds of different sections of the orchestra.• Explain what is happening in the music using language relating to emotion.• Create a piece of music with some appropriate tempo, dynamic and timbre changes.• Suggest appropriate musical timbres for each of the characters and tempo changes for the actions.• Perform confidently using appropriate instrumental sounds. <p>Singing: Nativity practice</p>	<p><u>Boomwhackers</u></p> <ul style="list-style-type: none">• Introduce the boomwhacker.• Make a sound with a boomwhacker• Children can hear the different pitches of each colour boomwhacker• Adjust grip accordingly to produce a clear tone – BIA pg 3.• Play a simple rythhm in unison with the class – BIA pg3• Play a beginner song by reading a colour chart. BIA – pg 4.• Play a song from start to finish in small groups. BIA – pg 5 & 6• Play two boomwhackers at the same time. Pg 5 & 6	<p>Musical me</p> <ul style="list-style-type: none">• Clap the rhythm of their name.• Sing the melody accurately while playing their instrument in time.• Show a range of emotions using their voices.• Describe the dynamics and timbre of their pieces.• Play a known melody from letter notation in the right order, if not with the right rhythms.• Play a new melody from letter notation in the right order, if not in time.• Invent a melody, write it down and play it back.• Select instruments with different timbres.• Compose and perform a piece using different dynamic levels.	<p>Dynamics, timbre, tempo and motifs</p> <ul style="list-style-type: none">• Use their voice to create a variety of sounds.• Use dynamics to create atmosphere.• Correctly identify some instruments and changes in dynamics in a piece.• Explain how the same instrument can have many different sounds.• Compare two pieces of music using some musical vocabulary to describe the changes in tempo, dynamics and timbre.• Successfully create and play a motif.• Notate and write down their motif in some form.	<p>Myths and legends</p> <ul style="list-style-type: none">• Create rhythms and arrange them in a particular order or structure.• Identify the structure of a piece of music and write it down.• Describe whether a musical texture is thick or thin.• Explore ways of writing down different textural layers.• Follow a given structure for a composition.• Write a structure score accurately.• Compose music with several layers.• Perform their composition accurately, following the structure score.
Year 3	<p>Ballads</p> <ul style="list-style-type: none">• Identify the key features of a ballad.• Perform a ballad using actions.• Sing in time and in tune with a song and incorporate actions.• Retell a summary of an animation’s story.• Write a verse with rhyming words which tell part of a story.• Perform their lyrics fluently and with actions.	<p>Creating compositions in response to animation</p> <ul style="list-style-type: none">• Verbalise how the music makes them feel.• Create actions or movements appropriate to each section of a piece of music.• Play in time and with an awareness of other pupils’ parts, giving some thought to dynamics.• Play melodies and rhythms which represent the section of animation they are accompanying.	<p><u>Recorder –Term to Learn - 10 lessons</u></p>		<p>Developing singing technique and keeping in time</p> <ul style="list-style-type: none">• Move and sing as a team, following the lyrics on the screen.• Recognise minims, crotchets and quavers often by ear and reliably by sight.• Perform rhythms accurately from notation and layer them to create a composition.• Add appropriate sound effects to their performances using untuned percussion.• Join in with the performances confidently, and reasonably in time and tune.• Make suggestions for improving their performance.•	<p>South Africa (Instrument Unit)</p> <ul style="list-style-type: none">- To identify the basic key features of staff notation- To recognise and play minims by ear and from staff notation, moving up and down by step- To recognise and play semibreves by ear and from staff notation- To recognise and play crotchets and crotchet rests by ear and from staff notation- To compose rhythmic patterns for a gumboot dance

Year 4	<p>Rock and roll</p> <ul style="list-style-type: none">• Perform the hand jive hand actions in sequence and in time with the music.• Sing in tune and perform their actions in time.• Play the notes of the walking bass in the correct sequence.• Independently play their part with some awareness of the other performers.	<p>Changes in pitch, dynamics and tempo</p> <ul style="list-style-type: none">• Sing in tune and in harmony with others, with developing breath control.• Explain how a piece of music makes them feel with some use of musical terminology.• Perform a vocal ostinato in time.• Listen to other members of their group as they perform.• Create an ostinato and represent it on paper so that they can remember it.• Create and perform a piece with a variety of ostinatos.	<p><u>Boomwhackers</u></p> <ul style="list-style-type: none">• Review knowledge of boomwhacker and produce a clear sound from a boomwhacker – revisit Ready to Whack – BIA pg 5 & 6• Recognise notes by the colour of the boomwhacker. BIA pg 7• Perform comfortably as a whole class Pg 8• Compose a piece of music in groups of 8. Use track 9• Perform composed piece of music in groups of 8. Use track 9	<p>Haiku, music and performance</p> <ul style="list-style-type: none">• Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings.• Recognise, name and describe the effect of the interrelated dimensions of music.• Select instruments and sounds which match their vocabulary.• Work as a group to create a piece of music.• Perform a piece of music as part of a group.	<p>Caribbean (Instrument Unit)</p> <ul style="list-style-type: none">- To understand the main features of Calypso music- To improvise a vocal part in the style of a Calypso- To understand how and why percussion instruments can be used in Calypso music- To recognise and perform quavers from staff notation- To improvise in a Calypso style using a pentatonic scale	<p>Adapting and transposing motifs</p> <ul style="list-style-type: none">• Learn a new song, singing in time and in tune while following the lyrics.• Identify motifs aurally and play a repeated pattern on a tuned instrument.• Create and performing a motif, notating it with reasonable accuracy.• Transpose their motif, using sharp or flat notes where necessary and change the rhythm.• Combine different versions of a musical motif and perform as a group using musical notation.
Year 5	<p>Composition notation</p> <ul style="list-style-type: none">• Sing in time and in tune with other people and the backing track.• Remember the lyrics to a song.• Identify the structure of a piece of music and match this to non-standard notation.• Improvise their own piece of music.• Play a melody with reasonable accuracy.• Perform with confidence and in time with others.• Compose and play a melody using stave notation.• Contribute meaningfully to the group performance and composition.• Use hieroglyphic notation to show the structure of their piece.	<p>Blues</p> <ul style="list-style-type: none">• Name three key features of Blues music.• Sing in tune, using vocal expression to convey meaning.• Explain what a chord is and play the chord of C sixteen times.• Play the twelve bar blues correctly.• Play the notes of the Blues scale in the correct order, ascending and descending.• Play a selection of Blues scale notes out of order in their own improvisation.	<p>South America (Instrument Unit)</p> <ul style="list-style-type: none">- To learn, perform and combine the key rhythms used in salsa music- To understand the history and key features of Latin music- To identify the pitch of notes from staff notation, and play them accurately- To compose and notate a salsa-inspired melody- To confidently perform a piece of salsa music using voices, instruments, and dancing	<p>Indonesia (Instrument Unit)</p> <ul style="list-style-type: none">- To recall and describe key features of known musical genres- To understand the key features of gamelan music- To understand the concept of an octave- To explore how cyclic patterns are used in gamelan music- To explore how different timbres can be combined to create an effect in gamelan music	<p>Composition to represent the festival of colour</p> <ul style="list-style-type: none">• Suggest a colour to match a piece of music.• Create a graphic score and describe how this matches the general structure of a piece of music.• Create a vocal composition in response to a picture and justify their choices using musical terms.• Create a vocal composition in response to a colour.• Record their compositions in written form.• Work as a group to perform a piece of music.	<p>Musical theatre</p> <ul style="list-style-type: none">- Explain wat musical theatre is and be able to recall at least three features of this kind of music- Categorise songs as action songs or character songs- Select appropriate existing music for their scene to tell the story of a journey- Perform in time with their group, ensuring smooth transitions between spoken dialogue, singing and dancing

Year 6	<p>Dynamics, pitch and texture</p> <ul style="list-style-type: none">Engage in discussion about the sounds of an orchestral piece.Have a selection of varied vocabulary in response to what they hear.Change dynamics and pitch, differentiating between the two.Take the role of conductor or follow a conductor.Change texture within their group improvisation and talk about its effect.Create a graphic score to represent sounds.Follow the conductor to show changes in pitch, dynamics and texture.	<p>Songs of World War 2</p> <ul style="list-style-type: none">Use musical and comparative language in discussion.Follow the melody line.Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing.Sing the correct words at the correct time.Recall the counter-melody line.	<p>Film music</p> <ul style="list-style-type: none">Identify how different styles of music contribute to the feel of a film.Participate in discussions, sharing their views and justifying their answers.Use the terms ‘major’ and ‘minor’.Identify different instruments to describe how music evokes different emotions.Identify pitch, tempo and dynamics, and use these to explain and justify their answers.Give reasonable and thought-out suggestions for what different graphic scores represent.Use their body, voice and instruments to create sounds to represent a given theme.Create a musical score to represent a composition.Interpret their graphic score and performing their composition appropriately with their group.Create sounds that relate to the scene of a film.	<p>India (Instrument Unit)</p> <ul style="list-style-type: none">Understand the history and key features of Bollywood filmsUnderstand how ambient sounds can be used to enhance a film scoreIdentify performance markings on staff notation and apply these to my performanceUnderstand the concept of harmonyPerform a film sequence using instruments and movement	<p><u>Boomwhackers</u></p> <ul style="list-style-type: none">Review knowledge of notes by the colour of the boomwhacker – review Walk the line – pg 7 and 8.Understand and structure a chord using 3 boomwhackers (in a group of 3)/perform as a class BIA – pg 13 & 14.Perform a roll using crescendo.Sight read a song using Whackerblast – pg 15&16 <p>Compose and perform a piece of music in small groups.</p>
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Music - Progression of knowledge and skills

Listening

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.	Recognising and understanding the difference between pulse and rhythm.	Recognising timbre changes in music they listen to.	Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).	Recognising the use and development of motifs in music.	Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).	Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.
Exploring lyrics by suggesting appropriate actions.	Understanding that different types of sounds are called timbres.	Recognising structural features in music they listen to.		Identifying gradual dynamic and tempo changes within a piece of music.		
Exploring the story behind the lyrics or music.	Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).	Listening to and recognising instrumentation.	Understanding that music from different parts of the world has different features.	Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll).	Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.	Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).
Listening to and following a beat using body percussion and instruments.	Describing the character, mood, or ‘story’ of music they listen to, both verbally and through movement.	Identifying melodies that move in steps.	Recognising and explaining the changes within a piece of music using musical vocabulary.			
Considering whether a piece of music has a fast, moderate or slow tempo.		Listening to and repeating a short, simple melody by ear.	Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.	Identifying common features between different genres, styles and traditions of music.	Comparing, discussing and evaluating music using detailed musical vocabulary.	Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.
Listening to sounds and matching them to the object or instrument.	Describing the differences between two pieces of music.	Suggesting improvements to their own and others’ work.	Beginning to show an awareness of metre.	Recognising, naming and explaining the effect of the interrelated dimensions of music.	Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others’ work.	Identifying the way that features of a song can complement one another to create a coherent overall effect.
Listening to sounds and identifying high and low pitch.	Expressing a basic opinion about music (like/dislike).		Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others’ work.	Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.		Use musical vocabulary correctly when describing and evaluating the features of a piece of music.
Listening to and repeating a simple rhythm.	Listening to and repeating short, simple rhythmic patterns.			Using musical vocabulary to discuss the purpose of a piece of music.		Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.
Listening to and repeating simple lyrics.	Listening and responding to other performers by playing as part of a group.			Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others’ work.		Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.
Understanding that different instruments make different sounds and grouping them accordingly.						

Composing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Playing untuned percussion ‘in time’ with a piece of music. Selecting classroom objects to use as instruments. Experimenting with body percussion and vocal sounds to respond to music. Selecting appropriate instruments to represent action and mood. Experimenting with playing instruments in different ways.	Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Combining instrumental and vocal sounds within a given structure. Creating simple melodies using a few notes. Choosing dynamics, tempo and timbre for a piece of music. Creating a simple graphic score to represent a composition. Beginning to make improvements to their work as suggested by the teacher.	Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. Successfully combining and layering several instrumental and vocal patterns within a given structure. Creating simple melodies from five or more notes. Choosing appropriate dynamics, tempo and timbre for a piece of music. Using letter name and graphic notation to represent the details of their composition. Beginning to suggest improvements to their own work.	Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Suggesting and implementing improvements to their own work, using musical vocabulary.	Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion, and looping. Creating a piece of music with at least four different layers and a clear structure. Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. Suggesting improvements to others’ work, using musical vocabulary.	Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Improvising coherently within a given style. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Using staff notation to record rhythms and melodies. Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others’ work.	Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Recording own composition using appropriate forms of notation and/or technology and incorporating. Constructively critique their own and others’ work, using musical vocabulary.

Performing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Using their voices to join in with well-known songs from memory. Remembering and maintaining their role within a group performance. Moving to music with instruction to perform actions. Participating in performances to a small audience. Stopping and starting playing at the right time.	Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments. Copying back short rhythmic and melodic phrases on percussion instruments. * Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. Performing from graphic notation.	Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). Singing short songs from memory, with melodic and rhythmic accuracy. Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. Performing expressively using dynamics and timbre to alter sounds as appropriate. Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.	Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.	Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency	Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. Performing with accuracy and fluency from graphic and simple staff notation. Playing a simple chord progression with accuracy and fluency.	Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor’s cues and directions.

The history of music (KS2 only)

Year 3	Year 4	Year 5	Year 6
Understanding that music from different times has different features.	Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.	Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.	Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.

Inter-related dimensions of music

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pitch	To understand that what ‘high’ and ‘ low’ notes are.	To understand that pitch means how high or low a note sounds. To understand that 'tuned' instruments play more than one pitch of notes.	To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.	To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale. To understand that a pentatonic melody uses only the five notes C D E G A.	To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. To know that a glissando in music means a sliding effect played on instruments or made by your voice. To know that 'transposing' a melody means changing its key, making it higher or lower pitched.	To understand that a minor key (pitch) can be used to make music sound sad. To understand that major chords create a bright, happy sound. To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down. To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.	To know that the Solfa syllables represent the pitches in an octave. To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. To know that a melody can be adapted by changing its pitch.
Duration	To recognise that different sounds can be long or short.	To know that rhythm means a pattern of long and short notes.	To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that the long and short sounds of a spoken phrase can be represented by a rhythm.	To know that different notes have different durations, and that crotchets are worth one whole beat. To know that written music tells you how long to play a note for.	To know that combining different instruments playing different rhythms creates layers of sound called ‘texture’. To know that playing ‘in time’ requires playing the notes for the correct duration as well as at the correct speed. To know that a motif in music can be a repeated rhythm.	To know that ‘poly-rhythms’ means many different rhythms played at once. To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.	To understand that all types of music notation show note duration. To understand that representing beats of silence or ‘rests’ in written music is important as it helps us play rhythms correctly. To know that a quaver is worth half a beat, a crotchet one whole beat and a minim two whole beats.
Dynamics	To understand that instruments can be played loudly or softly.	To know that dynamics means how loud or soft a sound is. To understand that sounds can be adapted to change their mood, eg through dynamics.	To know that dynamics can change the effect a sound has on the audience.	To know that the word 'crescendo' means a sound getting gradually louder	To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.	To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.	To know that a melody can be adapted by changing its dynamics.

Tempo	<p>To recognise music that is ‘fast’ or ‘slow’.</p> <p>To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.</p>	<p>To know that the ‘pulse’ is the steady beat that goes through music.</p> <p>To know that tempo is the speed of the music</p>	<p>To understand that the tempo of a musical phrase can be changed to achieve a different effect.</p> <p>To understand that the pulse of music can change.</p> <p>To know that my voice, body and instruments can show fast and slow beats.</p>	N/A	To know that playing in time means all performers playing together at the same speed.	<p>To understand that a slow tempo can be used to make music sound sad.</p> <p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p>	To know that a melody can be adapted by changing its dynamics, pitch or tempo.
Timbre	<p>To know that different instruments can sound like a particular character.</p> <p>To recognise that voices and instruments can imitate sounds from the world around us (eg. vehicles).</p>	<p>To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch.</p> <p>To know that my voice can create different timbres to help tell a story.</p>	<p>To know that musical instruments can be used to create 'real life' sound effects.</p> <p>To understand an instrument can be matched to an animal noise based on its timbre.</p>	To understand that the timbre of instruments played affect the mood and style of a piece of music.	<p>To know that grouping instruments according to their timbre can create contrasting ‘textures’ in music.</p> <p>To understand that both instruments and voices can create audio effects that describe something you can see.</p>	To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.	To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.
Texture	To know that music often has more than one instrument being played at a time.	To know that music has layers called 'texture'.	To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.	To know that many types of music from around the world consist of more than one layer of sound; for example a ‘tala’ and ‘rag’ in traditional Indian music.	<p>To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'.</p> <p>To understand that harmony means playing two notes at the same time, which usually sound good together.</p>	<p>To understand that a chord is the layering of several pitches played at the same time.</p> <p>To know that poly-rhythms means many rhythms played at once.</p>	<p>To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</p> <p>To know that a 'counter-subject' or 'counter-melody' provides contrast to the main melody.</p> <p>To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</p> <p>To know that a ‘polyphonic’ texture means lots of individual melodies layered together, like in a canon.</p>
Structure	To recognise the chorus in a familiar song.	To know that a piece of music can have more than one section, eg a versed and a chorus.	To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.	<p>To know that in a ballad, a 'stanza' means a verse.</p> <p>To know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale.</p>	<p>To know that deciding the structure of music when composing can help us create interesting music with contrasting sections.</p> <p>An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</p> <p>To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music.</p>	<p>To know that a loop is a repeated rhythm or melody, and is another word for ostinato.</p> <p>To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</p>	<p>To know that a chord progression is a sequence of chords that repeats throughout a song.</p> <p>To know that a canon is a musical structure or 'form' in which an opening melody is imitated by one or more parts coming in one by one.</p> <p>To know that a ‘theme’ in music is the main melody and that ‘variations’ are when this melody has been changed in some way.</p> <p>To know that ground bass is a repeating melody played on a bass instrument in Baroque music.</p>

Notation	To know that signals can tell us when to start or stop playing.	To understand that music can be represented by pictures or symbols.	To know that 'notation' means writing music down so that someone else can play it I know that a graphic score can show a picture of the structure and / or texture of music.	To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.	To know that ‘performance directions’ are words added to music notation to tell the performers how to play.	<p>To know that simple pictures can be used to represent the structure (organisation) of music.</p> <p>To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</p>	<p>To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.</p> <p>To know that chord progressions are represented in music by Roman numerals.</p>
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