

Music Curriculum Skills

	Listening, Responding and Appraising	Playing and Performing	Improvising and Composing	Key Vocabulary
Rec	Listen attentively, move to and talk about music, expressing their feelings and responses	<p>Singing – Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Performing – Perform songs, rhymes, poems and stories with others</p>	Explore and engage in music making and dance, performing solo or in groups	music, song, nursery rhyme, instrument, voice, sound, pulse, beat, high, low, up, down, loud, soft, quiet, slow, fast, spiky, smooth, create, play, perform,
Yr1	<p>Listening - To begin to identify and recognise different sounds, instruments and simple repeated patterns. To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>Responding - To talk about how music makes you feel or want to move. Respond appropriately to musical instructions.</p> <p>Appraisal - To think about and make simple suggestions about what could make their own work better e.g. play faster or louder.</p> <p>Purpose - To listen to short, simple pieces of music and talk about when and why they may hear it. e.g. a lullaby</p>	<p>Singing - Use voices in different ways such as speaking, singing and chanting. Begin to sing high and low notes (pitch).</p> <p>Playing tuned and un-tuned instruments - Treat instruments carefully and with respect. Recognise and explore how sounds can be made and changed. Perform simple rhythmical patterns, beginning to show an awareness of pulse.</p> <p>Perform – Learn to start and stop when following a leader.</p>	<p>Improvise - To know about and experiment with sounds using voices and instruments. Begin to improvise simple rhythms in the context of the song being learnt.</p> <p>Compose – To create simple melodies using one, two or three notes. To begin to understand that musical elements can be used to create different moods and effects. To identify and organise sounds using simple criteria e.g. loud, soft, high low.</p> <p>Representing music - To begin to represent sounds with shapes and marks. Learn how the notes of the composition can be written down and changed if necessary.</p>	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.
Yr2	<p>Listening - To identify and recognise repeated patterns and follow a wider range of musical instructions. To learn how songs can tell a story or describe an idea.</p>	<p>Singing - Use voices expressively and creatively Sing with a sense of the shape of a melody. Stop and start singing when following a leader.</p>	<p>Improvise – Create simple rhythms in the context of the song being learnt and create own rhythmic patterns.</p> <p>Compose - Create simple melodies with one, three or five different notes.</p>	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.

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	<p>Responding - To respond to different moods in music and explain thinking about changes in sound.</p> <p>Appraisal - To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.</p> <p>Purpose - To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary e.g. It's quiet and smooth so it would be good for a lullaby.</p>	<p>Learn to find a comfortable singing position.</p> <p>Play tuned and un-tuned instruments- To perform rhythmical patterns and accompaniments, keeping a steady pulse. Use the correct techniques to play different instruments.</p> <p>Perform - To think about others while performing. To say how they were feeling after a performance.</p>	<p>Use inter-related dimensions of music in compositions (e.g. loud, soft, fast, slow, high, low) with increasing accuracy.</p> <p>Representing music – Write down a composition using symbols, shapes and marks and understand these can be changed if necessary.</p>	
<p>Yr3</p>	<p>Listening - To explore and comment on the ways sounds can be used expressively. To listen with attention and begin to recall sounds. Think about what the words of a song mean and how they make us feel. Confidently identify and move to the pulse.</p> <p>Appraisal - To comment on the effectiveness of own work, identifying and making improvements.</p> <p>Purpose - To listen to and begin to respond to music drawn from different traditions and great composers and musicians.</p>	<p>Singing - To sing in unison and in simple two-parts, becoming aware of pitch and with a more secure sense of pulse and rhythm. To demonstrate a good singing posture. To enjoy exploring solo singing. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing.</p> <p>Play tuned and un-tuned instruments- To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. To listen to and follow musical instructions. To rehearse a part before playing. To play a one-note, simple of medium part of the melody of a song, from memory or using notation.</p> <p>Perform – To make decisions as performers about how to organise a performance e.g. when to sit or stand.</p>	<p>Compose - To create simple rhythmical patterns and melodies that use a small range of notes. To begin to explore, choose and order sounds using pulse, pitch, rhythm. To plan and create a section of music and talk about how it was created.</p> <p>Notations - To begin to recognise simple notations to represent music, including pitch and volume. To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.</p>

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Yr4	<p>Listening - To listen to and recall patterns of sounds with increasing accuracy. Begin to use musical words when talking about the musical dimensions that work together Develop increasing knowledge of different instruments and how they contribute to the effect of the music.</p> <p>Appraisal - Comment on the effectiveness of work, identifying and making improvements based on its intended outcome.</p> <p>Purpose - To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.</p>	<p>Singing – To confidently sing in unison and two parts, maintaining the correct pitch and using increasing expression. To re-join a song if lost. To demonstrate a good singing posture.</p> <p>Play tuned and un-tuned instruments- To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. To experience leading the playing by making sure everyone plays.</p> <p>Perform – Develop a deeper understanding of working together through practise, rehearsal and performance. Present a musical performance designed to capture the audience.</p>	<p>Improve and Compose - To create rhythmical patterns and simple melodic patterns using an increased number of notes. To explore, choose and order sounds using pulse, pitch, rhythm, dynamics, tempo. To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.</p> <p>Notation - To understand and begin to use established and invented musical notations to represent music.</p>	<p>Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, unison, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.</p>
Yr5	<p>Listening - Listen to and recall with increasing concentration, a range of sounds, instruments and patterns of sounds confidently. Identify and move to the pulse. Talk about the musical dimensions working together.</p> <p>Appraise - To comment on the success of own and others work, suggesting improvements based on intended outcomes. To evaluate different types of music, using musical words. To compare two songs in the same style, talking about what stands out musically in each of them and their similarities and differences.</p> <p>Purpose - To listen to a range of high quality, live and recorded music from</p>	<p>Singing – To sing in an ensemble producing a round sound, clear diction, pitch control. To listen to each other when singing and show a musical understanding of how parts fit together. To sing in unison and to provide backing vocals. To experience rapping and solo singing.</p> <p>Play tuned and un-tuned instruments- To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.</p> <p>Perform - To maintain own part and be aware how the different parts fit together. To discuss and talk musically about a performance.</p>	<p>Improvise and Compose - To create increasingly complicated rhythmic and melodic phrases within given structures. To join layers of sound, thinking about musical dynamics of each layer and understanding the effect. To explain the key note or home note and the structure of the melody.</p> <p>Notation - To recognise and use a range of musical notations including simple staff notation.</p>	<p>Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.</p>

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	<p>different traditions, composers and musicians and begin to discuss differences and how music may have changed over time.</p>			
<p>Yr6</p>	<p>Listening - To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence. To talk about how the music makes you feel, using musical language to describe the music.</p> <p>Respond - To comment on the success of own and others work, suggesting improvements based on intended outcomes. To think about the message of a song.</p> <p>Appraise - To comment on the success of own and others work, suggesting improvements based on intended outcomes.</p> <p>Purpose - To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.</p>	<p>Singing – Continue to sing in an ensemble producing a round sound, clear diction, pitch control and a musical understanding of how parts fit together. Suggest, follow and lead simple performance directions, demonstrating musical quality; clear starts, endings, phrases etc.</p> <p>Play tuned and un-tuned instruments- To play and perform parts in a range of solo and ensemble contexts with accuracy and expression.</p> <p>Perform - To maintain my own part and be aware how the different parts fit together, adding direction and ideas.</p>	<p>Improvise and Compose - Create and improvise melodic and rhythmic phrases up to five notes. Explain the key note or home note. Use voice, technology and instruments in creative ways.</p> <p>Notation - To use and apply a range of musical notations including staff notation and know and talk about the notes C, D, E, F, G, A, B, C on the treble stave.</p>	<p>style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.</p>