

# Music



## Intent

At Harbottle CofE First School, we believe that music education plays an important part in the development of the whole person. Music is a powerful form of communication and can change how a person thinks, feels and acts. Music allows our pupils freedom of expression. Through playing, singing, creating and performing, music will develop confidence and improve the wellbeing of the school community. As well as developing memory skills, music encourages good listening and helps coordination. Teamwork, one of our school values, is also paramount when playing together.

KeyStage 2 children receive weekly teaching from a music specialist from Northumberland County Council Music Partnership North. For the year 2020/21, the pupils learned the recorder and the clarinet. For the year 2021/22, the children will be learning the violin. Because of rural isolation, it is very difficult for children to access home learning music lessons, so it is important to include the opportunity to play in solo and ensemble contexts within school time. We hope this will inspire some of them to take their music playing further and enable them to access other music groups in their future.

We are very proud to have been awarded the Music mark for the 2020/21 and 2021/22 academic years, which recognises the value we place on music and our commitment to a broad and balanced curriculum.

## Use of local resources

There is a rich tradition of folk music in the area, which we aim to expose the children to and involve them in. We also aim to broaden the musical experience of our children by introducing a range of music from different cultures.

## **Use of ICT and computing**

We use a range of devices to record and listen to a variety of music. We use computing software to compose digital sounds.

## **Implementation**

### **National curriculum programmes of study**

At Harbottle CofE First School, we use the National curriculum programme of study as the basis of our music curriculum.

Due to mixed aged classes, our curriculum runs via a 2 year rolling program.

The topics have been ordered with the intention of providing the children with the chance to develop their skills and deepen their understanding throughout the year, through the history of music and the acquisition of musical skills. A broad variety of topics have been chosen in order to continually engage and stimulate the children and their learning.

### **Time allocation**

Key stage 1 has a 50 minute music lesson per week and Key Stage 2 has a 1 hour music lesson per week.

### **The national curriculum for music aims to ensure that all pupils:**

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

## Level Expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the Music National Curriculum.

Level expected at the end of EYFS ELG	Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p><b>Expressive arts and design: Exploring and using media and materials</b></p> <p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p><b>Expressive arts and design: Being imaginative</b></p> <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>● play tuned and untuned instruments musically.</li> <li>● listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>● experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● listen with attention to detail and recall sounds with increasing aural memory.</li> <li>● use and understand staff and other musical notations.</li> <li>● appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>● develop an understanding of the history of music.</li> </ul>

# KS1 Music Framework

## Termly Topics

Music topic						
	KS1 National Curriculum links	Listening	Performing - singing and playing an instrument	Composing	Appraising	Vocabulary
<p>Music has changed for the better. Year A</p>	<p>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.</p>	<p>Listen to a range of classical composers. Discuss the mood of the music and how it makes them feel. Recall what they have heard with simple descriptions. Explain when they might hear this music.</p>	<p>Sing simple songs related to the music. Move to the music, changing tempo when the music does. Experiment with the sounds of different instruments. Copy short rhythms.</p>	<p>Use own notation to record rhythms and compositions.</p>	<p>Discuss likes and dislikes. Compare two pieces of music by different composers/ the same composer.</p>	<p>Medieval Mozart Beethoven Vivaldi Woodwind Brass Strings Percussion EYFS Chant • Fast • Follow • High • Instrument • Low • Loud • Quiet (use instead of 'soft') • Repeat • Rhythm • Sing • Slow • Song • Sounds</p>
<p>All music sounds the same. Year A</p>	<p>Use their voices expressively and creatively by singing songs and speaking</p>	<p>Listen to a range of musical styles. Compare and contrast tempo, dynamics and pitch.</p>	<p>Join in with the chorus of simple songs with increasing accuracy. Year 2 start to link</p>	<p>Use non-music stimuli to compose music. Begin to use stick notation.</p>	<p>Discuss likes and dislikes from a range of musical styles. Compare own compositions with</p>	<p>Year 1 beat beater cymbal drum</p>

	<p>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.</p>		<p>stick notation to sounds and play a simple melody. Perform simple rhythms on untuned and tuned instruments.</p>		<p>those of their peers.</p>	<p>high (sound) listen loud low (sound) perform quiet shaker steady beat tambourine tempo triangle tune voice Year 2 – as Year 1 plus accompany body percussion chime bar chord claves Compose duration ostinato percussion phrase pitch pulse Recorder score tuned percussion untuned percussion volume</p>
<p>How is music used in different countries? Year A</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and</p>	<p>Listen to a range of music from different countries. Compare and contrast moods and instruments.</p>	<p>Sing songs and chants from memory, Play rhythms based on music we are learning about.</p>	<p>Improvise vocal chants. With a partner, compose question and answer pieces with the voice and percussion instruments.</p>	<p>Discuss likes and dislikes. Talk about the range of instruments used and what sounds.</p>	<p>Musical instruments from other countries, including: sitar, didgeridoo, djembe, Frederic Chopin, violin, guitar, mandolin, pipe, whistle, banjo, bodhran, ska, reggae, Call and response</p>

	<p>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.</p>					
<p>Why do I like some music more than others? Year B</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>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.</p>	<p>Listen to a range of musical styles. Compare and contrast tempo, dynamics and pitch.</p>	<p>Join in with the chorus of simple songs with increasing accuracy.</p> <p>Year 2 start to link stick notation to sounds and play a simple melody.</p> <p>Perform simple rhythms on untuned and tuned instruments.</p>	<p>Use non-music stimuli to compose music. Begin to use stick notation.</p>	<p>Discuss likes and dislikes from a range of musical styles. Compare own compositions with those of their peers.</p>	<p>Year 1 beat beater cymbal drum high (sound) listen loud low (sound) perform quiet shaker steady beat tambourine tempo triangle tune voice Year 2 – as Year 1 plus accompany body percussion chime bar chord claves Compose duration ostinato percussion phrase pitch pulse Recorder</p>

						score tuned percussion untuned percussion volume
Traditional music. Year B.	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.	Listen to a range of traditional music from different countries. Compare and contrast moods and instruments.	Sing songs and chants from memory, Play rhythms based on music we are learning about.	Improvise vocal chants. With a partner, compose question and answer pieces with the voice and percussion instruments.	Discuss likes and dislikes. Talk about the range of instruments used and what sounds.	Northumbrian pipes Bodhran Tin whistle Piano violin
Carnival of the animals. Year B.	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Play tuned and untuned instruments musically.  Listen with	Discuss the mood of the music and how it makes them feel. Recall what they have heard with simple descriptions. Explain when they might hear this music.	Sing simple songs related to the music. Move to the music, changing tempo when the music does. Experiment with the sounds of different instruments. Copy short rhythms.	Use own notation to record rhythms and compositions.	Discuss likes and dislikes. Compare two pieces of music by different composers/ the same composer.	Woodwind Brass Strings Percussion EYFS Chant • Fast • Follow • High • Instrument • Low • Loud • Quiet (use instead of 'soft') • Repeat • Rhythm• Sing • Slow • Song • Sounds Saint-Saens

	<p>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.</p>					
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Lower Key Stage 2 - Planning overview from Music teacher from Music Partnership North

Music topic						
	KS2 National Curriculum links	Listening	Performing - singing and playing an instrument	Composing	Appraising	Vocabulary
<p>Music Partnership North - Music specialist.</p>	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical</p>	<p><u>Autumn term 1</u></p> <ul style="list-style-type: none"> <li>Two to three violin performances of different genres and Runaway Blues – instrumentation, style, mood and character, key musical features</li> </ul>	<p><u>Autumn term 1</u></p> <p><u>Playing</u></p> <ul style="list-style-type: none"> <li>Basic violin skills and knowledge up to pizzicato</li> <li>Body percussion</li> <li>Assessing and developing pulse and rhythm skills.</li> <li>Using rhythmic notation – crotchets, quavers and crotchet rests</li> </ul> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>Assessing and developing vocal confidence beginning with chanting.</li> <li>Solo and small group performance/ leading opportunities</li> </ul>	<p><u>Autumn term 1</u></p> <ul style="list-style-type: none"> <li>Sentences for each string</li> <li>Improvisation question and answer style (Manhattan Blues and warm ups)</li> <li>Composing rhythmic ostinato using train words/ sounds and body percussion</li> <li>Combining ideas to create a class arrangement of Engine Engine.</li> </ul>	<p><u>Autumn term 1</u></p> <ul style="list-style-type: none"> <li>Two to three violin performances of different genres and Runaway Blues – instrumentation, style, mood and character, key musical features</li> </ul>	<p>Repertoire:</p> <ul style="list-style-type: none"> <li>Engine Engine</li> <li>Drunken Sailor pizzicato</li> <li>Manhattan Blues pizzicato</li> <li>Runaway Blues</li> <li>You Are My Sunshine</li> <li>Pizzicato</li> <li>Bow</li> <li>Ostinato</li> <li>Crotchet</li> <li>Quaver</li> <li>Rest</li> <li>Improvisation</li> <li>Pulse</li> <li>Rhythm</li> </ul>

	<p>instruments with increasing accuracy, fluency, control and expression. improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>listen with attention to detail and recall sounds with increasing aural memory.</p> <p>use and understand staff and other musical notations.</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music.</p>	<p><u>Autumn term 2</u></p> <p>Blues focus:</p> <ul style="list-style-type: none"> <li>· Runaway Blues/ Ma Rainey</li> <li>· Sittin' on Top of the World/ Howlin' Wolf</li> </ul> <p><u>Spring term 1</u></p> <ul style="list-style-type: none"> <li>· Hall of the Mountain King analysis and artistic response</li> <li>· Carnival of the Animals: Aquarium and Star Wars Theme.</li> </ul>	<p><u>Autumn term 2</u></p> <p><u>Playing:</u></p> <ul style="list-style-type: none"> <li>· bow hold (basic and more advanced options)</li> <li>· basic bowing skills: bow zone, straight bows, one string at a time</li> <li>· notation: using dot notation to indicate pitch in pieces with 2 levels of pitch</li> </ul> <p><u>Singing:</u></p> <ul style="list-style-type: none"> <li>· Further developing confidence and engagement</li> <li>· Increase range of vocal sounds and pitch range</li> <li>· Increase pitch accuracy do-so</li> </ul> <p><u>Spring term 1</u></p> <p><u>Playing</u></p> <ul style="list-style-type: none"> <li>· consolidating and developing bow control, particularly string crossing and 'one string at a time'</li> </ul>	<p><u>Autumn term 2</u></p> <p><u>Composing:</u></p> <ul style="list-style-type: none"> <li>· Question and answer-style improvisation (in Manhattan Blues and warm up games)</li> <li>· Compose rhythm in four time using crotchets and quavers</li> <li>· Compose a phrase and notate (using dot notation) (in Manhattan Blues)</li> </ul> <p><u>Spring term 1</u></p> <p>:- Based upon the Hall of the Mountain King: composing two motifs to create the main body of the piece. Create an ending based on 'bang', 'crash',</p>	<p><u>Autumn term 2</u></p> <p>Blues focus:</p> <ul style="list-style-type: none"> <li>· Runaway Blues/ Ma Rainey</li> <li>· Sittin' on Top of the World/ Howlin' Wolf</li> </ul> <p><u>Spring term 1</u></p> <p>Hall of the Mountain King analysis and artistic response</p> <ul style="list-style-type: none"> <li>· Carnival of the Animals: Aquarium and Star Wars Theme.</li> </ul>	<p>Key Repertoire:</p> <p>Drunken Sailor arco</p> <p>Manhattan Blues arco</p> <p>Ready Steady Bow</p> <p>Rhythm Writing</p> <p>Dot Compositions</p> <p>Silent Night</p>
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		<p>Identifying instrumentation, mood/ character, using musical terminology such as tempo, dynamics</p> <ul style="list-style-type: none"> <li>Choose an artist for the class to focus on and listen to a number of their performances, discussing the mood/ character, musical ingredients and their response to it.</li> </ul>	<p>accuracy.</p> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>Developing vocal control and range with chants, warm ups and games – Boom Chicka Boom, Who Stole the Money, Elevator Song etc</li> <li>Singing the new pieces with actions.</li> </ul>	<p>'rumble' sounds following analysis of the Mountain King ending.</p>	<p>Identifying instrumentation, mood/ character, using musical terminology such as tempo, dynamics</p>	<p><u>Arts Award</u></p> <ul style="list-style-type: none"> <li>Art Spotter Walk and discussion</li> </ul>
		<p><u>Spring term 2</u></p> <ul style="list-style-type: none"> <li>Jupiter from Holst's Planet Suite: identifying the metre, conducting</li> <li>Recordings from their chosen artist</li> </ul>	<p><u>Spring term 2</u></p> <p><u>Playing</u></p> <ul style="list-style-type: none"> <li>pitch on the stave – identifying the open strings on the stave</li> <li>rhythm reading – creating animal name rhythms and matching to notation</li> <li>retaking the bow</li> <li>metre: playing, singing, conducting in 2-, 3-, and 4-time</li> </ul>	<p><u>Spring term 2</u></p> <ul style="list-style-type: none"> <li>using large staves and counters to compose and play open string phrases</li> <li>using rhythm cards to create rhythm patterns</li> <li>compose verses for Hoedown using animal rhythms</li> </ul>	<p><u>Spring term 2</u></p> <ul style="list-style-type: none"> <li>Jupiter from Holst's Planet Suite: identifying the metre, conducting</li> <li>Recordings from their chosen artist</li> </ul>	<p><u>Arts Award</u></p> <ul style="list-style-type: none"> <li>Choose an artist, research their work and life, record discoveries in journal</li> </ul>

		<p><u>Summer term</u></p> <p><u>Playing</u></p> <ul style="list-style-type: none"> <li>Using the left hand fingers – games and exercises using three fingers on one string and simple pieces using open strings and first fingers. Some may play simple pieces using three fingers on one or two strings.</li> <li>Perform in sharing concert and end of term concert</li> </ul> <p><u>Singing</u></p> <ul style="list-style-type: none"> <li>The Penker</li> <li>Boil Them Cabbage Down</li> </ul>	<p><u>Singing</u></p> <ul style="list-style-type: none"> <li>Rattlin' Bog</li> </ul> <p><u>Summer term</u></p> <ul style="list-style-type: none"> <li>Traditional music/ folk music/ Northumbrian music</li> </ul>	<p><u>Summer term</u></p> <ul style="list-style-type: none"> <li>Bill Sullivan's Polka: creating food rhythms, using conventional notation, consider dynamics, texture and structure in creating a class arrangement</li> </ul>	<p><u>Summer term</u></p> <ul style="list-style-type: none"> <li>Traditional music/ folk music/ Northumbrian music</li> </ul>	<p><u>Arts Award</u></p> <ul style="list-style-type: none"> <li>Perform in a sharing concert; discuss and record their responses in journals</li> </ul>
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## Skills progression

### Listening

#### EYFS

To begin to talk about different pieces of music and if they like or dislike it.

#### Year 1

To begin to identify simple repeated patterns and follow basic musical instructions.

To begin to understand that musical elements can be used to create different moods and effects.

To begin to represent sounds with simple sounds including shapes and marks.

To listen to short, simple pieces of music and talk about when and why they may hear it.

#### Year 2

To identify and recognise repeated patterns and follow a wider range of musical instructions .

To understand how musical elements create different moods and effects.

To confidently represent sounds with a range of symbols, shapes and marks.

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.

Listen to simple inter-related dimensions of music

- Verbally recall what they have heard with simple vocabulary – loud, soft, high, low
- Begin to say what they like and dislike

#### Year 3

To listen with attention and begin to recall sounds.

To begin to understand how different musical elements are combined and used to create an effect.

To begin to recognise simple notations to represent music, including pitch and volume.

To listen to and begin to respond to music drawn from different traditions and great composers and musicians.

#### Year 4

To listen to and recall patterns of sounds with increasing accuracy.

To understand how different musical elements are combined and used expressively.

To understand and begin to use established and invented musical notations to represent music.

To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.

Performing - singing and playing an instrument

EYFS

Can they use their voice to speak/sing/chant?

- Do they join in with singing?
- Can they clap short rhythmic patterns?
- Can they experiment with creating sounds with different instruments?

Year 1

Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in.

- Begin with simple songs with a very small range, mi-so and then slightly wider.
- Sing a wide range of call and response songs, control vocal pitch and match pitch with accuracy

Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.

- Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.

- Respond to the pulse in recorded/live music through movement and dance.

Perform short copycat rhythm patterns accurately, led by the teacher.

- Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.
- Perform word-pattern chants; create, retain and perform their own rhythm patterns.
- Listen to sounds in the local school environment, comparing high and low sounds.
- Sing familiar songs in both low and high voices and talk about the difference in sound.

- Explore percussion sounds to enhance storytelling.
- Follow pictures and symbols to guide singing and playing.

#### Year 2

- Sing songs regularly with a pitch range of do-so with increasing vocal control.
- Sing songs with a small pitch range , pitching accurately.
- Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause).

Understand that the speed of the beat can change, creating a faster or slower pace (tempo).

- Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.
- Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others.
- Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.
- Identify the beat groupings in familiar music that they sing regularly and listen to.
- Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.
- Create rhythms using word phrases as a starting point.
- Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.
- Create and perform their own chanted rhythm patterns with the same stick notation.

Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody.

- Sing short phrases independently within a singing game or short song.
- Respond independently to pitch changes heard in short melodic phrases, indicating with actions.

- Recognise dot notation and match it to 3-note tunes played on tuned percussion.

### Year 3

- Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform forte and piano, loud and soft.
- Perform actions confidently and in time to a range of action songs.
- Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
- Perform as a choir in school assemblies.

Develop facility in playing tuned percussion or a melodic instrument, such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets).

- Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi.
- Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.

Understand the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.

- Understand the differences between crotchets and paired quavers.
- Apply word chants to rhythms, understanding how to link each syllable to one musical note.

### Year 4

Continue to sing a broad range of unison songs with the range of an octave (do–do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).

- Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.
- Perform a range of songs in school assemblies.
- Develop facility in the basic skills of a selected musical instrument over a sustained learning period.



- Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.
- Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts.
- Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).
- Understand the differences between minims, crotchets, paired quavers and rests.
- Read and perform pitch notation within a defined range (e.g. C–G/do–so).
- Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.

**Composing**

EYFS

- Can they make a range of sounds with their voice?
- Can they make a range of sounds with instruments?
- Can they represent sounds pictorially?

Year 1

Improvise simple vocal chants, using question and answer phrases.

- Create musical sound effects and short sequences of sounds in response to stimuli. Combine sounds to make a story, choosing and playing instruments or sound-makers.
- Understand the difference between creating a rhythm pattern and a pitch pattern.
- Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.
- Use music technology, if available, to capture, change and combine sounds.
- Recognise how graphic notation can represent created sounds.

Explore and invent own symbols.

Year 2

Create music in response to a non-musical stimulus.

- Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.
- Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.
- Use music technology, if available, to capture, change and combine sounds.

Year 3

Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/ group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.

Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).

- Compose song accompaniments on untuned percussion using known rhythms and note values.
- Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.

Can they create repeated patterns using a range of instruments?

- Can they combine different sounds to create a specific mood or feeling?
- Do they understand how the use of tempo can provide contrast within a piece of music? • Can they begin to read and write musical notation?
- Can they effectively choose, order, combine and control sounds to create different textures?
- Can they use silent beats for effect (rests)?
- Can they combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in their composition?

Year 4

Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).

- Begin to make compositional decisions about the overall structure of improvisations.

Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.

- Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.
- Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.
- Introduce major and minor chords.
- Include instruments played in whole-class/ group/individual teaching to expand the scope and range of the sound palette available for composition work.
- Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology.

Can they use notations to record and interpret sequences of pitches?

- Can they use notations to record compositions in a small group or on their own?
- Can they use notation in a performance?

Appraising

EYFS

Can they say if they like or dislike a piece of music?

- Can they identify and distinguish environmental sounds?
- Can they begin to describe the sounds? (e.g. loud, quiet, high, low, fast, slow)
- Can they begin to express how music makes them feel?

Year 1

To talk about how music makes you feel or want to move.

To think about and make simple suggestions about what could make their own work better. E.g: play faster or louder.

Can they form an opinion to express how they feel about a piece of music?

- Can they recognise repeated patterns?
- Can they tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds?
- Can they hear the pulse in a piece of music?
- Can they tell the difference between loud and quiet sounds?
- Can they describe how sounds are made and changed?
- Can they respond to different moods in music and say how a piece of music makes them feel?

Year 2

To respond to different moods in music and explain thinking about changes in sound.

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.

Can they identify particular features when listening to music?

- Can they begin to associate sounds they hear with instruments?
- Can they independently identify the pulse in a piece of music and tap along?
- Can they listen carefully to recall short rhythmic patterns?
- Can they begin to recognise changes in timbre, dynamics and pitch?
- Are they able to recognise and name different instruments by sight?
- Can they evaluate and improve their own work and give reasons?

Year 3

To explore and comment on the ways sounds can be used expressively.

To comment on the effectiveness of their own work, identifying and making improvements.

Can they use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music?

- Can they evaluate and improve their work, explaining how it has improved using a success criterion?
- Do they know that music can be played or listened to for a variety of purposes (including different cultures and periods in history)?
- Are they able to recognise a range of instruments by ear?

Can they internalise the pulse in a piece of music?

- Can they identify the features within a piece of music?

Year 4

To recognise and explore the ways sounds can be combined and used expressively and comment on this effect.

To comment on the effectiveness of their own work, identifying and making improvements based on its intended outcome.

Can they explain why silence is used in a piece of music and say what effect it has?

- Can they start to identify the character of a piece of music?
- Can they describe and identify the different purposes of music?
- Can they use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition?

## Impact

Above all, we want our children to think of themselves as musicians and to have an understanding of what this terminology means. Children are able to enjoy music in as many ways as they choose – either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives. The children will have an understanding of the range of musical styles throughout history and throughout the world and will be able to articulate why they like or dislike a variety of music.