

Intent of the Music curriculum	
<p>Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should:</p> <ul style="list-style-type: none"> <li>• <b>Engage and inspire pupils to develop a love of music and their talent as musicians, increasing their self confidence, creativity and sense of achievement</b></li> <li>• <b>Develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in musical canon</b></li> </ul>	

What are the key features of ‘knowledge-rich’ assessment for Music?	
<input type="checkbox"/> At key stage 1, the sticky knowledge takes full account of the national curriculum’s main characteristics of:	<div>Singing</div> <div>Playing an instrument</div> <div>Listening and Appreciating</div> <div>Creating own music</div>
<input type="checkbox"/> At key stage 2, the sticky knowledge takes full account of the national curriculum’s main characteristics of:	<div>Performing</div> <div>Composing</div> <div>Listening</div> <div>Use and understand</div> <div>Appreciate</div> <div>History of Music</div>
<input type="checkbox"/> There are relatively few assessment statements as these knowledge statements should be what pupils retain for ever. In other words, this knowledge is within their long-term memory and will be retained.	
<input type="checkbox"/> When considering pupils’ improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for music for their age group.	

Music: Key Stage 1			
		Year 1	Year 2
Singing	<i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</i>	<ul style="list-style-type: none"> <li>• use voice in different ways such as speaking, singing and chanting</li> <li>• imitate changes in pitch with a sense of shape of the melody</li> <li>• recall from memory simple rhymes and chants</li> <li>• follow instructions about when sing</li> <li>• perform to an audience</li> </ul>	<ul style="list-style-type: none"> <li>• sing or clap increasing and decreasing tempo</li> <li>• sing with more accurate awareness of the shape of the melody</li> <li>• start to use voices expressively and creatively</li> <li>• recall simple songs from memory</li> <li>• perform simple patterns and accompaniments keeping a steady pulse</li> <li>• perform to an audience with awareness of others</li> </ul>
Playing an instrument	<i>Pupils should be taught to play tuned and untuned instruments musically</i>	<ul style="list-style-type: none"> <li>• play instruments carefully, handling them with care</li> <li>• use instruments to perform and choose sounds to represent different things</li> <li>• follow instruction: play when asked, stop when asked</li> <li>• feel the beat in a piece of music</li> <li>• repeat short rhythmic and melodic patterns</li> <li>• make and control long and short sounds</li> <li>• perform using a musical instrument</li> </ul>	<ul style="list-style-type: none"> <li>• copy and play simple rhythmic patterns and accompaniments in time to the beat on an instrument</li> <li>• begin to show awareness of how to improve own work</li> <li>• perform simple rhythmic patterns using a tuned musical instrument</li> </ul>
Listening & appreciate	<i>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music</i>	<ul style="list-style-type: none"> <li>• listen to a variety of nursery rhymes and simple songs</li> <li>• say whether they like or dislike a piece of music</li> <li>• respond to different moods in music – does it sound happy, sad, scary, funny?</li> <li>• respond to music with movement or non-verbal methods</li> </ul>	<ul style="list-style-type: none"> <li>• listen with concentration to a range of music</li> <li>• describe how a piece of music makes them feel</li> <li>• recognise styles of music e.g. lullaby, march pop song</li> <li>• start to recognise some instruments e.g. drums, flute</li> <li>• make connections between notations and musical sounds</li> </ul>
Create own music	<i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music (including the use of music technology)</i>	<ul style="list-style-type: none"> <li>• clap and repeat short rhythmic &amp; melodic patterns</li> <li>• create a sequence of long and short sounds</li> <li>• create short musical or rhythmic patterns</li> <li>• make a sequence of sounds and respond to different moods in music</li> </ul>	<ul style="list-style-type: none"> <li>• order sounds to create a beginning, middle and an end</li> <li>• create a mixture of different sounds (e.g. long and short, loud and quiet, high and low)</li> <li>• create music in response to different starting points</li> <li>• create a musical score</li> </ul>
Vocabulary	<i>pitch, tempo, pulse, long, short, high, low, loud, quiet</i> <i>orchestra, band, choir</i> <i>names of specific musical instruments used or listened to</i>		

Music: Key Stage 2					
		Year 3	Year 4	Year 5	Year 6
	Pupils in Key Stage 2, 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.				
Performing	<i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>	<ul style="list-style-type: none"> <li>start to sing in tune with expression in a group or on own</li> <li>play clear notes on instruments and use different elements in composition</li> <li>play rhythmically simple parts using a limited range of notes</li> <li>take part in a year group performance</li> </ul>	<ul style="list-style-type: none"> <li>sing songs from memory with accurate pitch</li> <li>sing with good posture and breathing technique</li> <li>perform music playing a pitched instrument using the correct technique</li> <li>play showing awareness of dynamics and tempo</li> <li>take part in a year group performance</li> </ul>	<ul style="list-style-type: none"> <li>maintain own part whilst others are performing their part</li> <li>use notation as a support for performance</li> <li>take part in a performance</li> </ul>	<ul style="list-style-type: none"> <li>sing in harmony confidently and accurately</li> <li>sing a variety of songs with two parts</li> <li>sing solo, unison and in parts with clear diction, controlled pitch and sense of phrase</li> <li>perform parts from memory</li> <li>take the lead in a performance</li> </ul>
Compose	<i>improvise and compose music for a range of purposes using the inter-related dimensions of music (including the use of music technology)</i>	<ul style="list-style-type: none"> <li>combine different sounds to create a specific mood or feeling</li> <li>create repeated patterns with different instruments</li> <li>use symbols to show when to play and rest</li> <li>compose a chant</li> </ul>	<ul style="list-style-type: none"> <li>use notation to record compositions in a small group or individually</li> <li>use notation to record and interpret sequences of pitches</li> <li>show awareness of structure in own work e.g. call and response, rondo, verse and chorus</li> </ul>	<ul style="list-style-type: none"> <li>compose music which meets specific criteria</li> <li>choose the most appropriate tempo for a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>use a variety of different musical devices in composition (incl melody, rhythms and chords)</li> <li>compose music for an occasion (<i>e.g. Christmas, leavers song</i>)</li> </ul>
Listen	<i>listen with attention to detail and recall sounds with increasing aural memory</i>	<ul style="list-style-type: none"> <li>listen carefully and recognise high and low phrases</li> <li>identify verse and chorus</li> </ul>	<ul style="list-style-type: none"> <li>explain why silence is often needed in music and explain what effect it has</li> </ul>	<ul style="list-style-type: none"> <li>repeat a phrase from the music after listening intently</li> </ul>	<ul style="list-style-type: none"> <li>accurately recall a part of the music listened to</li> </ul>
Use and understand	<i>use and understand staff and other musical notations</i>	<ul style="list-style-type: none"> <li>create repeated patterns with different instruments</li> <li>improve my work; explaining how it has been improved</li> <li>Learn the notes G, A and B</li> </ul>	<ul style="list-style-type: none"> <li>use notation to record and interpret sequences of pitches</li> <li>learn to recognise the notes EGBDF and FACE on the musical stave</li> <li>recognise the symbols for a minim, crotchet and semi-breve</li> </ul>	<ul style="list-style-type: none"> <li>use music diary to record aspects of the composition process</li> <li>read the musical stave and work out the notes EGBDF and FACE</li> <li>use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play</li> </ul>	<ul style="list-style-type: none"> <li>analyse features within different pieces of music</li> <li>read and create notes on the musical stave</li> </ul>
Appreciate	<i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>	<ul style="list-style-type: none"> <li>use musical words to describe a piece of music and compositions</li> <li>use musical words to describe what they like/ do not like about a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>identify and describe the different purposes of music</li> <li>start to recognise more instruments and their family</li> </ul>	<ul style="list-style-type: none"> <li>describe, compare, evaluate music using musical vocabulary</li> <li>explain why they think music is successful or unsuccessful</li> <li>recognise music and instruments from different genres and cultures</li> </ul>	<ul style="list-style-type: none"> <li>evaluate how the venue, occasion and purpose affects the way a piece of music is created</li> <li>recognise and describe music from different periods of history, cultures and geographical regions</li> </ul>
History of music	<i>develop an understanding of the history of music</i>	<ul style="list-style-type: none"> <li>recognise the work of at least one famous composer</li> </ul>	<ul style="list-style-type: none"> <li>begin to identify the style of work of Beethoven, Mozart and Elgar</li> </ul>	<ul style="list-style-type: none"> <li>contrast the work of a famous composer with another and explain preferences</li> </ul>	<ul style="list-style-type: none"> <li>compare/contrast the impact that different composers from different times have had on people of that time</li> </ul>
Vocabulary	<i>Building on vocabulary from Key Stage 1:</i>	<i>duration, timbre, beat, texture, silence</i> <i>rondo, verse, chorus</i> <i>staff, bar, scale</i> <i>semi-breve, minim, crotchet, ostinato</i> <i>drone, chant, ostinato, crescendo, diminuendo</i> <i>dynamics – piano (p) mezzoforte (mp), forte (f)</i> <i>instruments and instrument families – woodwind, percussion, strings, brass</i>		<i>lyrics, melody, expressive, unison, harmony, chord, accompaniment,</i> <i>accelerando, ritarando</i> <i>staccato, vibrato</i> <i>key signature, major, minor</i> <i>time signature, octave</i> <i>dynamic – pianissimo (pp), mezzopiano (mp), fortissimo (ff)</i> <i>solo, duet, ensemble</i> <i>instruments from different cultures</i>	