



Music Curriculum and Core skills

Breadth

Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> • Use their voices expressively 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. • Make and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. • Improvise and compose music using the inter-related dimensions of music separately and in combination. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand the basics of the stave and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers. • Develop an understanding of the history of music.

Learning Pathway

	Lower School	Middle School	Upper School
To perform	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an 	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within 	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble.



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	<p>instrument.</p> <ul style="list-style-type: none"> • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. 	<p>a group.</p> <ul style="list-style-type: none"> • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. 	<ul style="list-style-type: none"> • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument).
To compose	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical 	<ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an 	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on



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	<p>patterns.</p> <ul style="list-style-type: none"> • Create short, rhythmic phrases. 	<p>effect.</p> <ul style="list-style-type: none"> • Use digital technologies to compose pieces of music. 	<p>the pentatonic scale).</p> <ul style="list-style-type: none"> • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music.
To transcribe	<ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. 	<ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and b (flat) symbols. • Use and understand simple time signatures.
To describe music	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. 	<ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to 	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and



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		<p>describe music.</p> <ul style="list-style-type: none">• Evaluate music using musical vocabulary to identify areas of likes and dislikes.• Understand layers of sounds and discuss their effect on mood and feelings.	<p>appraise music including:</p> <ul style="list-style-type: none">• pitch• dynamics• tempo• timbre• texture• lyrics and melody• sense of occasion• expressive• solo• rounds• harmonies• accompaniments• drones• cyclic patterns• combination of musical elements• cultural context. <p>• Describe how lyrics often reflect the cultural context of music and have social meaning.</p>
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End of School Expectations

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.



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- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Very good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.

Support

P4	P5	P6	P7	P8	Early Years
<ul style="list-style-type: none"> • Use single words, gestures, signs, objects, pictures or symbols to communicate about familiar musical activities or name familiar instruments. • With some support, listen and attend to familiar musical activities and 	<ul style="list-style-type: none"> • Take part in simple musical performances. • Respond to signs given by a musical conductor. • Pick out a specific musical instrument when asked. • Play loudly, quietly, quickly and slowly in imitation. • Play an instrument when prompted by a cue card. 	<ul style="list-style-type: none"> • Respond to other pupils in music sessions. • Join in and take turns in songs and play instruments with others. • Begin to play, sing and move expressively in response to the music or the meaning of words in a song. • Explore the range of effects that can be made by an 	<ul style="list-style-type: none"> • Listen to and describe music by describing musical experiences, using phrases or statements, combining a small number of words, signs, symbols or gestures. • Respond to prompts to play faster, slower, louder or softer. • Follow simple graphic scores with 	<ul style="list-style-type: none"> • Listen carefully to music. • Understand and respond to words, symbols and signs that relate to tempo, dynamics and pitch, e.g. faster, slower, louder, higher and lower. • Create own simple compositions, carefully selecting sounds. • Create simple 	<ul style="list-style-type: none"> • Begin to build a repertoire of songs. • Explore the different sounds of musical instruments. • Create simple representations of events, people and objects.



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<p>follow and join in familiar routines.</p> <ul style="list-style-type: none"> • Show an awareness of cause and effect in familiar events. • Begin to look for an instrument or noise maker played out of sight. • Repeat, copy and imitate actions, sounds or words in songs and musical performances. 	<ul style="list-style-type: none"> • Listen to, and imitate, distinctive sounds played on a particular instrument. • Listen to a familiar instrument played behind a screen and match the sound to the correct instrument on a table. 	<p>instrument or sound maker.</p> <ul style="list-style-type: none"> • Copy simple rhythms and musical patterns or phrases. • Play groups of sounds indicated by a simple picture- or symbol-based score. • Begin to categorise percussion instruments by how they can be played. 	<p>symbols or pictures and play simple patterns or sequences of music.</p> <ul style="list-style-type: none"> • Listen and contribute to sound stories. • Improvise and make basic choices about the sound and instruments used. • Make simple compositions. 	<p>graphic scores using pictures or symbols.</p> <ul style="list-style-type: none"> • Use a growing musical vocabulary of words, signs or symbols to describe what is played and heard. • Make and communicate choice when performing, playing, composing, listening and appraising. 	
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Challenge

Years 7, 8 and 9

Music opportunities	Performing	Composing	Transcribing	Describing music
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<ul style="list-style-type: none">• Build on their previous knowledge through performing, composing and listening.• Play and perform in solo or ensemble contexts.	<ul style="list-style-type: none">• Identify and use expressively the inter-related dimensions of music with increasing sophistication (such as through extended use of tonalities, different types of scales and other musical devices).• Develop vocal and/or instrumental fluency, accuracy and expressiveness.	<ul style="list-style-type: none">• Compose, extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions.	<ul style="list-style-type: none">• Use the staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions.	<ul style="list-style-type: none">• Listen with increasing discrimination to a wide range of music from great composers.• Develop a deep understanding of the music that they perform and listen to, and its history.• Understand musical structures, styles, genres and traditions and identify the expressive use of musical elements.• Appreciate and understand a wide range of musical contexts and styles to inform judgments.
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