



LEARNING BEYOND THE CLASSROOM



MUSIC CURRICULUM COVERAGE

Level Expected at the End of EYFS

Key Stage 1 National Curriculum Expectations

Pupils should be taught:

Pupils should be taught to:

- 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 interrelated dimensions of music

Key Stage 2 National Curriculum Expectations

Pupils should be taught:

- 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.
- Pupils should be taught to:
- 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 interrelated 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

Skills Progression							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creativity Singing	Sing well-known songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody.	Traditional songs, nursery rhymes and chants have been passed down to different generations using the oral tradition. They usually contain repeated rhythms or melodies, a strong pulse and rhyming words. Sing traditional songs, nursery rhymes and chants clearly.	melody is a succession of notes arranged to create a musical shape and is the dominant tune of the composition. The shape of music is the direction of the music through structure, dynamics and expression. Sing simple songs and chants with a sense of melody and shape.	the voice can be used to create notes of different pitches, durations and dynamics (loudness) to add interest to the music by highlighting certain lyrics or creating different moods. Use their voice in different ways, including using a loud or soft voice, and identify simple repeated patterns.	Solo singing is singing alone. Accurate solo singing includes good timing, note memory and accurate pitching of notes. Ensemble singing is singing in a group. Accurate ensemble singing includes the ability to listen to others, sing at the same volume as them, and follow the signals and instructions of a conductor. Sing songs accurately, both solo and as part of an ensemble.	rounds consist of the same melody being sung at different times in a group. Harmony singing consists of a melody line accompanied by other lines of music made up of differently pitched notes that, when sung together, give a pleasing effect. Harmonies can have the same words at the same time, or 'oo's and 'ah's sung underneath a melody. Maintain a part within an ensemble when singing in	gestures in music include eye contact, body language, and movement in time to the music. Some gestures are associated with different types of music. For example, nodding the head in time to the beat during a virtuoso guitar solo in rock music. Expression is the addition of personal nuances to evoke feelings in music. In musical scores, musicians are directed to do this by a range of words, such as

						a round or in harmony	dramatico (in a dramatic, exaggerated style), legato (smoothly and connected), tranquillo (quiet and peaceful) and cantabile (in a singing or flowing style). Use gesture and expression to create a finished, polished performance.
Performance	Learn and sing songs and rhymes as part of a larger group.	A piece of music played by a group of musicians should be played at the same time. Musicians should finish together to make the piece of music sound pleasing and ensure that the audience can hear the tune. Listening to others, watching a conductor and counting beats accurately can help musicians to play or sing at the same time as each other. Play and sing pieces of music starting and finishing together	percussion instruments make a sound when they are hit, shaken or scraped. Tuned percussion instruments, such as the xylophone or timpani, produce notes of different pitches. They should be played with an awareness of pitch, rhythm and dynamics. Untuned percussion instruments, such as a bass drum or guiro, produce sounds with no definite pitch. They should be played with an awareness of rhythm and dynamics. Play tuned and untuned percussion instruments and use your voice with awareness of others.	control in music can include breath control, where singers ensure that they have enough breath to sing to the end of phrases, or control of a musical instrument, such as using bow strokes correctly when playing the violin. To sing or play accurately, the pitch, rhythm and dynamics of notes should match the intent of the musical score. Play or sing a part with increased control, fluency, expression and accuracy on tuned and untuned instruments	identifying the pitch and length of notes, observing rests and responding to dynamic marking, such as *p* or *ff* will increase the accuracy, fluency, control and expression of a performance. Play or sing music from notation and memory, with increasing accuracy, fluency, control and expression	curate and confident group performances benefit from various factors: practice and preparation; the monitoring and adjustment of pitch, rhythm, timbre and dynamics; rapid responses to the actions of others and awareness of the role of each musician. Maintain their part in a performance with confidence, accuracy, fluency, control and expression, and with an awareness of what others are playing or singing.	suggestions for improvements to musical performances include more practise; strategies to cope with performance pressure; better presentation, including eye contact with the audience; improving the planning and logistics of a performance and confidently introducing pieces and songs. Take the lead in instrumental or singing performances and provide suggestions to others
Pulse and Rhythm	Sound patterns can be made by repeatedly clapping or tapping the same sounds. This is called a rhythm. Tap or clap simple repeated rhythms.	A rhythm is a pattern or grouping of long and short sounds and is one of the basic elements of music. A pulse is a steady beat, like a heartbeat. People can clap or tap their feet to the pulse. Copy a simple rhythm by clapping or using percussion. Identify and keep a steady pulse.	rhythm is a pattern or grouping of long and short sounds and is one of the basic elements of music. A pulse is a steady beat, like a heartbeat. The pulse often stays the same throughout a piece of music, whereas the rhythm changes. Play a range of rhythms and pulses and identify the differences between them.	music is written in bars, with a set number of beats per bar. Time signatures tell musicians how many beats are in a bar. The time signature 4/4 shows that there are four crotchet beats in a bar, 3/4 shows that there are three crotchet beats in a bar and 2/4 shows that there are two crotchet beats in a bar. In a bar, the beats receive the main pulse of the music and they can be played, clapped, counted or conducted. Identify a pulse in a piece of music, realising that two, three, four or more beats to the bar can be counted.	one type of rhythmic pattern is an ostinato. An ostinato is a short melody that is played over and over again. A rhythmic ostinato is a short, constantly repeated rhythmic pattern. Play and create repeated rhythmic patterns.	An ostinato is a short melody that is played over and over again. A rhythmic ostinato is a short, constantly repeated rhythmic pattern. Other musical techniques are pitch (high or low), tempo (speed) and dynamics (loudness). Compose and perform a short piece of music, using a range of musical techniques, including an ostinato.	pulse can be created using bar lines to write bars of music with the same number of beats per bar, and using articulation to create strong beats. Rhythm can be created using notes of varying length, such as quavers, crotchets, minims and semibreves. Play and create pieces of music with a clear understanding of pulse and rhythm
Composition	The different sounds that instruments make can be used to represent feelings, images or stories. Explore ways to create simple rhythms and sound effects using found objects, percussion instruments and their voices.	Sounds can be made by playing tuned or untuned instruments, using the voice, hitting, shaking or scraping objects, or using the body to make percussive sounds. A rhythm is a pattern or grouping of long and short sounds and is one of the basic elements of music. Create, select and combine sounds and rhythms using a variety of instruments,	combining layers of sound can create pleasant, harmonious sounds or unpleasant, discordant sounds, depending on the combination of the pitches, rhythms and other elements of music used. Adding sounds together creates texture in a piece of music. Create, select and combine layers of sound and vocalisations with awareness of the	sequences of sounds combine melodies, harmonies, pitches, rhythms and dynamics. Sequences can be written down using informal pictures or symbols in a graphic score or using musical notation. Improvise and compose sequences of sounds and vocals and record them using notes or pictures.	sequences of sounds for different instruments are written on separate lines in a graphic score or on separate staves of musical notation. Improvise and compose a sequence of sounds and vocals for different instruments and record them using standard or invented notation.	effective compositions involve using a variety of instruments, different pitches, repeated and contrasting rhythms, melodies and harmonies and dynamics. Create a composition that combines layers of sound and vocalisations and shows an awareness of pitch, tempo, rhythm, melody and dynamics.	score contains all the information musicians need to rehearse and perform a piece of music, including separate lines for each instrument or voice part, notation showing pitch and duration of sounds and markings to show dynamics, such as *mp* and *mf*. Compose and perform a group score using a wide variety of timbres, textures, rhythms and motifs.

		objects and the voice.	effect. Optional				
Notation	Pictures and symbols can represent the sounds that instruments make. Make or follow very simple symbols and marks to play music.	Musical notes and symbols have meaning and can be read by musicians when they play. Understand that music can be written down and read.	notes in musical notation are written on a staff, which tells the musician the pitch of the note. The pitch of a note is how high or low it is. The way that a note is drawn tells the musician the duration of a note. The duration of a crotchet is one beat, a minim is two beats and a semibreve is four beats. Recognise and respond to simple notation.	in musical notation, rests, such as crotchet rests, minim rests and semibreve rests, tell musicians when not to play or sing and are used between musical notes. Recognise and respond to invented musical notation and symbols.	musical notation symbols for dynamics, such as *pp, p, mp, mf, f* and *ff*, tell musicians how loudly or quietly they should play. Piano (*p*) means that the music should be played quietly. Forte (*ff*) means that the music should be played loudly. Play or sing simple melodies from standard and invented musical notation and symbols.	musical notation, time signatures tell musicians how many beats are in a bar. For example the time signature 4/4 shows that there are four crotchet beats in a bar. In a piece of music written in 4/4, there may be eight quavers, four crotchets, two minims, one semibreve or a combination that add up to the total of four crotchet beats. Use musical notation to perform and write music.	features of musical notation include staves, time signatures, bar lines, notes, rests and dynamic markings. Use features of musical notation when composing.
Investigation Music Appreciation	Listen to a variety of music, rhymes and songs, paying attention to how they sound and sharing their opinions.	Responses to music include playing or clapping along to the pulse and rhythms, humming or singing melodies, creating actions and dance movements, and using adjectives, such as lively or cheerful, to describe the music. Listen and respond to a range of high-quality live and recorded music and songs.	responses to a piece of music that tell a story include creating movements relating to characters or events in the music, identifying instruments and sounds that represent characters or events, describing key events and changes in the sound and drawing scenes inspired by the music. Listen and respond with movement, words and pictures to a range of high-quality live and recorded music that tell a story.	features of music that can be listened and responded to include the musical instruments used, the rhythms, dynamics, tempo and timbre. These features may be similar in music written around the same time period or theme. Listen and respond to pieces of music written around the same theme.	genres of music include baroque, romantic, classical, blues, gospel, reggae, rock, samba, country, pop, folk, and world music. Each genre has its own distinguishing features: the use of instruments; structure of the music; inclusion of typical rhythms, harmonies, tempi and dynamics; date of composition and style of performance. Compare and evaluate different genres of music using appropriate musical vocabulary	musical vocabulary includes pitch, rhythm, pulse, duration, structure, dynamics, harmony, tempo, timbre and texture. Use descriptive words and relevant musical vocabulary when talking about the elements of live or recorded music within a piece.	motif in music is a short musical idea that is repeated and developed throughout a piece. Identify and explain patterns and motifs in live and recorded music that provoke feelings in the listener
Listening	Music has different features. It can be loud, quiet, soft, fast, slow and can make us feel different emotions. Listen to a variety of music and talk about how it makes them feel.	Basic, easily identifiable features of music are the tempo (quick or slow), the dynamics (loud or quiet), instruments used and the feelings that the music engenders, such as happiness, anger or fear. Listen to sounds or a piece of music, identifying basic features.	different instruments can be used to represent other sounds, animals or objects. This is done by changing the pitch (high or low), rhythm (simple or complex), or dynamics (loud or soft). Describe how an instrument has been used to represent a sound, animal or object.	specific terms can be used to describe the sounds and changes in a piece of music, including pitch (high or low), timbre (sound quality), dynamics (loudness) and tempo (speed). Recognise and describe sounds and changes in a piece of music using musical vocabulary.	instruments include strings, such as violins; brass, such as trombones; woodwind, such as clarinets and percussion, such as drums. Composers choose instruments for the timbre, pitch and sounds that they can create, to replicate and represent objects, animals, mood and feelings. Describe how different instruments are used throughout a piece of music to add interest and meaning.	mixture of pitch, tempo, rhythm, melody and dynamics create mood and feeling in the listener. For example, quick, high-pitched notes can create a feeling of panic, and long, low-pitched notes can create a feeling of calm. All music is written in a major or minor key. Music written in a major key sounds happy, and music written in a minor key sounds sad. Explain how pitch, tempo, rhythm, melody, dynamics and major and minor tonality have been used to create particular feelings in the listener.	genres of music include baroque, romantic, classical, blues, gospel, reggae, rock, samba, country, pop, Latin American, folk, swing, and world music. Each genre has its own distinguishing features: the use of instruments; structure of the music; inclusion of typical rhythms, harmonies, tempo and dynamics; date of composition and style of performance. Listen to and comment on a wide range of genres and musical styles using a broad musical vocabulary.
Significance Significant people	A composer is someone who creates music. Some composers are famous for their music. Be aware of some different composers.	A composer is a person who writes a piece of music. Describe, in simple terms, the lives of composers studied.	composers, at various points in history, wrote pieces of music with many differences between them, based on their life experience and the country they lived in. This affected the choice of instruments, the style and the feelings that they	composers of romantic music worked from approximately 1800 to 1910. Romantic music focuses on provoking emotions and passion, and the music was used to evoke stories, places or events. During this period composers wrote	popular music began in the late 19th century and evolved rapidly. From the 1950s, technology, fashion and popular culture have all influenced how composers create and present their music. Describe the lives and music of famous popular musicians from the late 20th century.	The Baroque period in music was from roughly 1600 to 1750 and composers included Monteverdi, Bach and Handel. Baroque music often includes an instrument called the harpsichord and is characterised by long, flowing melodic lines with	The Classical era was approximately between the years 1750 and 1825. Composers like Joseph Haydn and Wolfgang Amadeus Mozart composed music in different genres and styles, such as the symphony, concerto, suite and opera. Classical

			provoked in listeners. Describe the lives and music of composers studied.	dramatic symphonies, operas, overtures and complex piano music. Describe the lives and music of romantic composers.		lots of ornamentation (trills and turns). Describe the lives and music of famous Baroque composers.	orchestras were larger in size and pieces of music had sweeping melodies, homophonic accompaniment (where all parts move together rather than independently) and a clear structure. Describe the lives and music of famous classical composers.

***Inter-related dimensions of music (dynamics):**

PULSE: the steady beat of a piece of a piece of music

PITCH: the melody and the way the notes change from low to high and vice versa.

RHYTHM: or duration is the pattern of long and short sounds in a piece of music

DYNAMICS: Loud and soft

TEMPO: Fast and slow

TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)

TEXTURE: Layers of sound (number of instruments or voices playing together)

STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.