



Year group	Listening and appraising: <ul style="list-style-type: none"> • Pulse - a steady beat like a ticking clock or your heartbeat. It can be measured in time by counting the number of beats per minute (BPM). • Rhythm - the pattern of long and short sounds as you move through the song. • Pitch – how high or low a note is. • Dynamics - the variation in loudness between notes or phrases. • Duration - the length of time each note is played for. • Tempo - the speed of the music. • Timbre – the quality of a sound (this helps us to differentiate which instrument is playing when on the same note). • Structure – the way a piece of music is set up e.g. intro, verse, chorus, bridge. • Texture - how the tempo, melodic, and harmonic materials are combined in a composition, thus determining the overall quality of the sound in a piece. • Notation – how the notes are represented on sheet music, this can be different depending on the instrument e.g. guitar and drums. 	Musical activities: <ul style="list-style-type: none"> • Games – embed the interrelated dimensions of music through repetition. • Singing – is at the heart of all musical learning. • Playing – instruments with the song to be learnt. • Improvising – with the song using voices and instruments. • Composing – with the song using instruments. 	Performing: <ul style="list-style-type: none"> • Share what has taken place during the lesson and work towards performing for an audience.
<p>EYFS: During EYFs, children build their understanding of pulse and rhythm. They grow in confidence using their voices and simple instruments to create sounds and, throughout the phase, develop the ability to play simple rhythms on instruments. They should also develop in confidence performing songs for audiences and develop to being able to sing in more than one part.</p>			
Nursery	<p>In nursery, they should start to find and internalise the pulse of music using movement.</p> <p>By the end of the year they should be able to:</p> <ul style="list-style-type: none"> • Find the pulse of a piece of music through movement with support. 	<ul style="list-style-type: none"> • Children can experiment with and create sounds using their voices and a range of musical instruments through play. • Children are able to use their voices creatively by singing song and speaking chants and rhymes. 	<ul style="list-style-type: none"> • Children perform songs for an audience singing as one and develop confidence.



<p>Reception</p>	<p>In Reception, children develop their learning from Nursery and build on their understanding of pulse to begin to understand rhythm.</p> <p>By the end of the year they should be able to:</p> <ul style="list-style-type: none"> • Find the pulse of a piece of music through movement, sometimes with support. • Reflect the rhythm of music through clapping or movement with support. • Children can listen to a range of high-quality music and begin to develop their concentration and understanding. 	<ul style="list-style-type: none"> • Children can play some basic musical instruments with rhythm. • Children can experiment with, create and select sounds using their voices and a range of musical instruments. • Children are able to use their voices creatively by singing songs and speaking chants and rhymes. 	<ul style="list-style-type: none"> • Children perform songs for an audience singing in more than one part.
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Key Stage 1: Throughout KS1, children develop the ability to find pulse and rhythm independently and to be able to identify the pitch of instruments. They should be able to appraise music using musical language with confidence. 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. Have the opportunity to progress to the next level of musical excellence.



<p>Year 1</p>	<p>In Year 1, the children develop their understanding of pulse and rhythm and move on to finding these independently and thinking about them alongside other elements of music.</p> <p>Throughout the year the children will:</p> <ul style="list-style-type: none"> begin to recognise very basic style indicators and start to recognise different instruments. have fun finding the pulse together and start to understand what pulse is/does/means etc. start to use correct musical language during discussion and when describing feelings. begin to recognise the sound of the musical instruments used. learn about basic musical structure. learn about the purpose of the song and its context within history. discuss how music makes them feel. learn about the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics. start to use correct musical language and describe how the music makes them feel through safe and respectful discussion. <p>By the end of the year, children will be able to:</p> <ul style="list-style-type: none"> Start to recognise/identify very simple style indicators and different instruments used. March, clap, tap their knees, move to find and internalise the pulse. Begin to understand what it means to find the pulse. Start using basic musical language to describe the music they are listening to and their feelings towards it. Begin to listen, with respect, to other people's ideas and feelings towards the music they have listened to. Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music they are listening to. 	<p>In Year 1, children move on from simply focusing on the pulse and rhythm of songs and singing simple tunes, to more complex ideas of playing at different pitches and singing in harmonies or parts.</p> <p>Throughout the year children will develop their understanding of and skill in musical activities through:</p> <ul style="list-style-type: none"> Games: Begin to understand how pulse, rhythm and pitch work together to create music through Warm-up Games and Flexible Games. Singing: Start to sing songs/raps together in a group/ensemble. Children are able to use their voices creatively by singing song and speaking chants and rhymes. Playing Instruments: Use glocks, recorders or band instruments if appropriate; start to learn to play together in a band or ensemble. Children can play some basic musical instruments with rhythm. Improvisation: Begin to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes composition. Children can experiment with, create and select sounds using their voices and a range of musical instruments. Composition: Start to learn that composition is creating very simple rhythms and melodies that are notated or recorded in some way. <p>By the end of the year, they will be able to:</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Understand the importance of singing solo or in a group to create effect and knowing when to join in and stop as appropriate. Play tuned and un-tuned instruments musically. Be able to follow and respond to rhythms copied and learned through the listen and appraise sections of work. Understand the importance of following a conductor. 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. Compose and improvise on music using one or two notes. 	<p>In Year 1, children develop their performing skills by considering things such as when to join in and when to stop and reflecting on the importance of following a conductor.</p> <p>Throughout the year children will:</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically. Start to perform together in an ensemble/band. Sing, play, improvise and play back compositions as part of their ensemble/band. Do all of this in front of an audience. Learn about performance and building confidence. Understand about practice. Record their performance and learn from watching it back. <p>By the end of the year, they will be able to:</p> <ul style="list-style-type: none"> Start to work together as part of an ensemble/band. Remember the importance of starting and ending together. Try to follow the conductor/band leader. Perform what they have learnt to other people. Play their instrument, improvise and play your compositions as part of this performance and with as much confidence as possible. Perform with some understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything they have learnt fits together. Practise, rehearse and present performances with some awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate their ideas, thoughts and feelings through simple musical demonstration. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.
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<p>Year 2</p>	<p>At the end of KS1, children should have a really good understanding of pulse, rhythm, pitch and dynamics and a burgeoning understanding of tempo, timbre, structure, texture and notation.</p> <p>Throughout the year the children will:</p> <ul style="list-style-type: none"> • The children will begin to recognise very basic style indicators and start to recognise different instruments. • Listen to musical styles including: South African, Rock, Reggae, Early Classical, 20th Century Contemporary Classical. • Have fun finding the pulse together and start to understand what pulse is/does/means etc. • Start to use correct musical language during discussion and when describing feelings. • Begin to recognise the sound of the musical instruments used. • Understand basic musical structure. • Reflect on the purpose of the song and context within history. • Talk about how music makes them feel. • Describe the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics. • Start to use correct musical language and describe how the music makes them feel through safe and respectful discussion. <p>By the end of the year they will be able to:</p> <ul style="list-style-type: none"> • Recognise/identify very simple style indicators and different instruments used. • March, clap, tap their knees, move to find and internalise the pulse. Continue to understand what it means to find the pulse. • Start using basic musical language to describe the music they are listening to and their feelings towards it. • Begin to listen, with respect, to other people's ideas and feelings towards the music they have listened to. • Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music they are listening to. 	<p>At the end of KS1, it is important that children build on their understanding of pulse and are already able to find the pulse independently. They should also have the core skills of playing an instrument and understand when to join in and stop.</p> <p>Throughout the year children will develop their understanding of and skill in musical activities through:</p> <ul style="list-style-type: none"> • Games: Find the pulse and rhythm with confidence and show a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music. • Singing: Understand how important it is to follow a conductor and make sure we are listening to the rest of the group, develop growing confidence about performing alone and in ensemble. • Playing instruments: Join in and stop more confidently by following a conductor and using their growing sense of internal rhythm and pulse. Move between different parts and begin to follow musical notation. • Improvisation: Clap and play back in a copy-cat fashion, improvise simple tunes and patterns based on an existing piece. • Composition: Explore and understand the differences between composition and improvisation, record compositions, use interrelated dimensions of music to compose, show an awareness of pitch. <p>By the end of the year, they will be able to:</p> <ul style="list-style-type: none"> • Play tuned and un-tuned instruments musically with developing confidence. • Experiment with, create, select and combine sounds using the interrelated dimensions of music, their voices and a range of musical instruments. 	<p>A the end of KS1, the children will be confident performers who can use improvisation and note down their compositions. They build on the skills learned in EYFS and Year 1 to build on their growing understanding of music and use this to help them.</p> <p>Throughout the year, the children will:</p> <ul style="list-style-type: none"> • Continue to learn how to perform together in an ensemble/band. • Sing, play, improvise and play back compositions as part of your ensemble/band. • Do all of this in front of an audience. • Learn about performance and building confidence. • Understand in more depth about practice. • Record your performance and learn from watching it back. <p>By the end of the year, they will be able to:</p> <ul style="list-style-type: none"> • Continue to work together as part of an ensemble/band. Remember the importance of starting and ending together. Try to follow the conductor/band leader. • Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence as possible. • Perform with some understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. • Practise, rehearse and present performances with some awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration. • Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.
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Key Stage 2: Throughout KS2, children develop their concentration when listening to a wide variety of music. They develop the ability to confidently identify instruments based on timbre and pitch and to discuss their understanding of what they are hearing using accurate musical vocabulary. They should be able to completely independently find the pulse, rhythm and tempo of music and reflect this through music or playing.



<p>Year 3</p>	<p>Building on their learning from KS1, throughout the year, the children in Year 3 will:</p> <ul style="list-style-type: none"> • Begin to recognise very basic style indicators and start to recognise different instruments. • Listen to music of different styles including RnB, Rock, Reggae, Pop, Film/Classical, Musicals, Motown, Soul, Disco, Funk, Hip Hop, Big Band Jazz. • Have fun finding the pulse together and deepen their understanding of what pulse is/does/means etc. • Continue to recognise the sound of the musical instruments used and basic musical structure. • Continue to use correct musical language and describe how the music makes them feel through safe and respectful discussion and to discuss the purpose of the song and context within history. • Continue to deepen their understanding of the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics, structure. <p>By the end of the year they should be able to:</p> <ul style="list-style-type: none"> • Identify basic musical styles through learning about their style indicators and the instruments played. • Find the pulse, the steady beat to the music they are listening to and understand what that means. • More consistently use accurate musical language to describe and talk about music. • Listen to other ideas about music, respect those ideas and feelings. • Continue to realise/ understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too. 	<p>In Year 3, children should be building on their use of pitch, pulse and rhythm in KS1 to develop into sophisticated musicians.</p> <p>Throughout the year children will develop their understanding of and skill in musical activities through:</p> <ul style="list-style-type: none"> • Games: Within the context of the song being learnt, the children will continue to embed the foundations of the dimensions of music, pulse, rhythm and pitch by playing Warm-up Games. • Singing: Sing in tune within a limited pitch range and continue to understand: The importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so; how important it is and why we warm up our voices, posture, breathing and voice projection; how to join in and stop as appropriate – continue to follow a leader/conductor confidently; how melody and words should be interpreted; how to sing with good diction; how to perform with a good send of pulse and rhythm. • Playing instruments: Continue to play and move between differentiated parts with a sound-before-symbol approach (use the notated parts provided if appropriate); continue to experience playing together in a band or ensemble and join in and stop as appropriate; respond to musical cues such as starting and stopping; learn how to follow a leader/conductor; learn to treat each instrument with respect and use the correct techniques to play them; begin to recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notations; start to understand the basics and foundations of notations if appropriate. • Improvisation: Sing, play and copy back - clapping progressing to using instruments; copy back a musical idea; play and improvise - using instruments; invent a musical answer using one or two notes. • Composition: Continue to explore composing using two notes increasing to three notes 	<p>In Year 3, children are already confident performers through their experiences in KS1. They should build on this to performing with instruments and voices in a more complex way.</p> <p>Throughout the year, the children will learn to:</p> <ul style="list-style-type: none"> • Continue to perform together with confidence in an ensemble/band with an increasing understanding of how to improve their performance. • Sing, play, improvise and play back compositions as part of their ensemble/band with increasing confidence. • Do all of this in front of an audience with more understanding of their needs. • Learn about performance and building confidence. • Understand about practice. • Record their performance and learn from watching it back. <p>By the end of the year, they will be able to:</p> <ul style="list-style-type: none"> • Continue to work together as part of an ensemble/band. Follow the conductor/band leader. • Perform what they have learnt to other people. Play their instrument, improvise and play their compositions as part of this performance and with as much confidence and accuracy as possible. • Perform with an understanding that the performance can include everything that
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<p>Year 4</p>	<p>By the end of LKS2, children will build on skills learned in Year 3 and develop them further to continue their musical development.</p> <p>Throughout the year they will:</p> <ul style="list-style-type: none"> • The children will continue to recognise basic style indicators and continue to recognise different instruments. • They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators including: ABBA, Grime, Beatles, Gospel, Classical Romantic, Tango, Hip Hop, Early Classical Music, 20th Century Contemporary Classical Music. • Have fun finding the pulse together and deepen their understanding of what pulse is/ does/means etc. • They will continue to recognise the sound of the musical instruments used and basic musical structure. • The children will continue to recognise basic style indicators and continue to recognise different instruments. • They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators. • The purpose of the song and context within history. • Continue to deepen their understanding of the dimensions of music and how they fit into music. Perhaps the children will give specific reference to musical dimensions: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics, timbre, structure. <p>By the end of the year, they will be able to:</p> <ul style="list-style-type: none"> • Identify basic musical styles through learning about their style indicators and the instruments played. • Find the pulse, the steady beat to the music they are listening to and understand what that means. • More consistently use accurate musical 	<p>By the end of LKS2, children will be able to express more sophisticated opinions, based on deeper understanding of music, as well as building on previous learning to recognise styles and instruments confidently.</p> <p>Throughout the year children will develop their understanding of and skill in musical activities through:</p> <ul style="list-style-type: none"> • Games: within the context of the song being learnt, the children will continue to embed the foundations of the dimensions of music, pulse, rhythm and pitch by playing Warm-up Games. • Singing: Sing in tune within a limited pitch range and continue to understand in greater depth: the importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so; how important it is and why we warm up our voices, posture, breathing and voice projection; how to join in and stop as appropriate - continue to follow a leader/ conductor confidently; how melody and words should be interpreted and how to try to match their performance of the song to how the music sounds ie start to think musically; how to sing with good diction; how to perform with a good sense of pulse and rhythm. • Playing instruments: continue to play and move between differentiated parts with a sound-before-symbol approach, using the notated parts provided if appropriate; continue to experience playing together in a band or ensemble, join in and stop as appropriate, respond with more confidence to musical cues such as starting and stopping and learn how to follow a leader/conductor; treat each instrument with respect and use the correct techniques to play them; continue to recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notations and start to understand the basics and foundations of notations. • Improvisation: play and improvise ideas using vocals, instruments and clapping; include more complex dynamics and reflect on each other's improvisations. • Composition: Compose using more than three notes; listen to and respond to the composition as it is happening; musically demonstrate increased understanding and use of the 	<ul style="list-style-type: none"> • By the end of LKS2, children will be able to move on from basic performance to reflecting on how to improve a performance: • Throughout the year, the children will learn to: • Continue to perform together with confidence in an ensemble/band with an increasing understanding of how to improve your performance. • Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence. Do all of this in front of an audience with more understanding of their needs. • Learn about performance skills and building confidence. Understand in more depth about practice and why we do it. • Record your performance and learn from watching it back <p>By the end of the year, they will be able to:</p> <ul style="list-style-type: none"> • Present a musical performance or song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece through the performance. • Perform what they have learnt to other people. Play their instrument, improvise and play their compositions as part of this performance and with as much confidence and accuracy as possible. • Perform with a deeper understanding. A performance can include everything that has been undertaken during the learning process of the unit. Everything they have learnt fits together. • Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate their ideas, thoughts and feelings through simple musical demonstration. • Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others.
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<p>Year 5</p>	<p>As the children enter Upper Key Stage 2, they should develop a more sophisticated understanding of music allowing them to comment on many aspects of a piece and even identify individual composers.</p> <p>Throughout the year they will:</p> <ul style="list-style-type: none"> • Continue to recognise features of key musical styles and continue to recognise different instruments. • Deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators. Styles include: Pop, Motown, Country, A Capella Music, 80s Rock, Funk, The Beatles, Latin, Early Classical Music, 20th Century Classical Music, Contemporary Classical Music. • Find and internalise the pulse using movement, when listening to the music. • Listen with security and confidently recognise/identify different style indicators and different instruments and their sounds. • Use correct musical language consistently to describe the music they are listening to and their feelings towards it. • Listen, comment on and discuss with confidence, ideas together as a group. • Discuss other dimensions of music and how they fit into the music they are listening to. <p>By the end of the year, they will be able to:</p> <ul style="list-style-type: none"> • Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth. • Find the pulse confidently and innately, of the music they are listening to and understand what that means. • Use accurate musical language to describe and talk about music. • Listen to other ideas about music, respect those ideas and feelings. • Continue to realise/ understand/explain/give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible. • Children should be able to explain with some 	<p>In Year 5, the children will build on their musical skills developed thus far such as: reading notation, playing a variety of instruments and following musical direction both through notation and a conductor.</p> <p>Throughout the year, children will develop their understanding of and skill in musical activities through:</p> <ul style="list-style-type: none"> • Games: Within the context of the song being learnt, the children will continue to embed and deepen their growing knowledge and understanding of the foundations of the dimensions of music, pulse, rhythm and pitch by playing Warm-up Games. Security, confidence and ease, will start to be apparent through: Body movement and within the context of the Games Track being used; knowing, understanding and demonstrating how pulse and rhythm work together; understanding how the other dimensions of music are sprinkled through songs and pieces of music. • Singing: Sing within an appropriate vocal range with clear diction and continue to understand: the workings of an ensemble/ choir, how everything fits together; follow the leader/conductor; how important it is and why we warm up our voices, posture, breathing and voice projection; sing together with confidence, with increasingly difficult melody and words, sometimes in two parts; have a greater understanding of melody, words and their importance and how to interpret a song musically; demonstrate musical quality and understanding of how the interrelated dimensions of music play their part. • Playing instruments: play differentiated parts with a sound-before-symbol approach or using the notated scores; choose parts according to ability and play them musically and progress as appropriate between the parts; play and perform 	<p>In Year 5, children are confident performers who can play a range of instruments and sing complex pieces in growing harmonies and parts.</p> <p>Throughout the year, children will learn to:</p> <ul style="list-style-type: none"> • Continue to perform together in an ensemble/band with a deeper understanding of how to improve their performance musically. • Sing, play, improvise and play back compositions as part of their ensemble/ band with increasing confidence, skill and accuracy. • Do all of this in front of an audience with more understanding of their needs. • Communicate ideas, thoughts and feelings through the performance. • Understand about practice. • Record their performance and learn from watching it back. Respond to feedback and offer positive comment. <p>By the end of the year, they will be able to:</p> <ul style="list-style-type: none"> • Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece, through the performance. • Perform what you have learnt to your audience. Play their instrument, improvise and play their compositions as part of this performance and with as much confidence and accuracy as possible. • Perform with a deeper understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything they have learnt fits together. • Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Communicate their ideas, thoughts and feelings through simple musical demonstration. • Watch a recording and/or discuss the performance. 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<p>Year 6</p>	<p>As the children reach the end of KS2, they should be bringing together their learning from earlier year groups and have fully developed in their understanding of the key elements of music.</p> <p>Throughout the year they will:</p> <ul style="list-style-type: none"> • Continue to show their increasing depth of knowledge and understanding. • Recognise style indicators with increasing knowledge and confidence and continue to recognise different instruments. • Deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators. Styles include: 21st Century Classical Music, Electronic Music, Turntables, Jazz, the music of Benjamin Britten, Rock music, the music of Carole King, Early Classical Music, 20th Century Contemporary Classical Music. • When listening to the music, find and internalise the pulse using movement confidently and independently. Understand the pulse and its role as the foundation of music. • Listen with security/confidently recognise/ identify different style indicators and different instruments and their sounds. • Use correct musical language to confidently describe the music they are listening to and their feelings towards it. • Listen, comment on and discuss with confidence, ideas together as a group. • Appropriately and confidently discuss other dimensions of music and how they fit into the music they are listening to. <p>By the end of the year, they will be able to:</p> <ul style="list-style-type: none"> • Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth. • Find the pulse confidently and innately, of the music they are listening to and understand what that means. • Use accurate musical language confidently and with understanding to describe and talk 	<p>At the end of KS2, children should have a broad depth of skills and should be able to access a range of notation and musical technology.</p> <p>Throughout the year, children will develop their understanding of and skill in musical activities through:</p> <ul style="list-style-type: none"> • Games: Within the context of the song being learnt, the children will continue to embed and deepen their growing knowledge and understanding of the foundations of the dimensions of music, pulse, rhythm and pitch by playing Warm-up Games. • Singing: Sing within an appropriate vocal range with clear diction and continue to understand: the workings of an ensemble/ choir, how everything fits together, how to follow the leader/conductor and have a chance to be the leader/conductor; how important it is and why we warm up our voices, posture, breathing and voice projection; sing together with confidence, with increasingly difficult melody and words, sometimes in two parts; have a greater understanding of melody, words and their importance and how to interpret a song musically; demonstrate musical quality and understanding of how the interrelated dimensions of music play their part. • Playing instruments: With a greater depth of understanding: play differentiated parts with a sound-before-symbol approach or using the notated scores; choose parts according to ability and play them musically; progress as appropriate between the parts; play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency and maintaining an appropriate pulse; demonstrate musical quality e.g. clear starts, ends of pieces/phrases, technical accuracy etc. Maintain an independent part in a small group. 	<p>At the end of KS2, children should be confident and experienced performers, able to replicate a great range of styles and use a wide variety of instruments.</p> <p>Throughout the year, they will learn with a greater depth of understanding:</p> <ul style="list-style-type: none"> • Continue to perform together in an ensemble/ band with an increasing understanding of how to improve your performance musically. • Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence, skill and accuracy. • Do all of this in front of an audience with more understanding of their needs. • Communicate ideas, thoughts and feelings through the performance. • Understand about practice related to performance outcomes. • Record your performance and learn from watching it back. Respond to feedback and offer positive comments. <p>By the end of the year, they will be able to:</p> <ul style="list-style-type: none"> • Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece, through the performance. • Perform what they have learnt to their audience. Play your instrument, improvise and play their compositions as part of this performance and with as much confidence and accuracy as possible. • Perform with a deeper understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything they have learnt fits together. • Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Communicate their ideas, thoughts and feelings through simple musical demonstration. • Watch a recording and/or discuss the performance. 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SS Peter and Paul's Catholic Primary School

Music Curriculum