



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 staff 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

Key Objective	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
To perform	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. 	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. 	<ul style="list-style-type: none"> • Sing or play from memory with confidence.



Music Curriculum and Core skills

	<ul style="list-style-type: none"> • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. 	<ul style="list-style-type: none"> • Sing in tune. • Maintain a simple part within a group. • 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"> • Perform solos or as part of an ensemble. • 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). 	<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. 	<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.



Music Curriculum and Core skills

	<ul style="list-style-type: none"> • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. 	<ul style="list-style-type: none"> • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. 	<ul style="list-style-type: none"> • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • 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.



Music Curriculum and Core skills

			<ul style="list-style-type: none"> • Understand and use the # (sharp) and ♭ (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 describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings. 	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <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 <ul style="list-style-type: none"> • cultural context. • Describe how lyrics often reflect the cultural context of



Music Curriculum and Core skills

			music and have social meaning.
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End of School Expectations

By the time a child leaves St. George's Primary School they will have:

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- 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
• Use single words, gestures, signs,	• Take part in simple musical performances.	• Respond to other pupils in music sessions.	• Listen to and describe music by describing musical	• Listen carefully to music. • Understand and	• Begin to build a repertoire of songs. • Explore the



Music Curriculum and Core skills

<p>objects, pictures or symbols to communicate about familiar musical activities or name familiar instruments.</p> <ul style="list-style-type: none"> • With some support, listen and attend to familiar musical activities and follow and join in familiar routines. • Show an awareness of cause and effect in familiar events. • Begin to look for an instrument or noise maker played out 	<ul style="list-style-type: none"> • 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. • 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. 	<ul style="list-style-type: none"> • 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 instrument or sound maker. • 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 	<p>experiences, using phrases or statements, combining a small number of words, signs, symbols or gestures.</p> <ul style="list-style-type: none"> • Respond to prompts to play faster, slower, louder or softer. • Follow simple graphic scores with symbols or pictures and play simple patterns or sequences of music. • Listen and contribute to sound stories. • Improvise and make basic choices about the sound and instruments used. 	<p>respond to words, symbols and signs that relate to tempo, dynamics and pitch, e.g. faster, slower, louder, higher and lower.</p> <ul style="list-style-type: none"> • Create own simple compositions, carefully selecting sounds. • Create simple graphic scores using pictures or symbols. • 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, 	<p>different sounds of musical instruments.</p> <ul style="list-style-type: none"> • Create simple representations of events, people and objects.
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Music Curriculum and Core skills

of sight. • Repeat, copy and imitate actions, sounds or words in songs and musical performances.		how they can be played.	• Make simple compositions.	listening and appraising.	
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Challenge

Years 7, 8 and 9

Music opportunities	Performing	Composing	Transcribing	Describing music
<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 stave 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



Music Curriculum and Core skills

				use of musical elements. • Appreciate and understand a wide range of musical contexts and styles to inform judgments.
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