

Intent

National Curriculum Objectives Key Stage 1

- Use 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 and combine sounds using the interrelated dimensions of music

National Curriculum Objectives Key Stage 2

- Play and perform in solo and ensemble contexts using voices and instruments with increasing accuracy
- Improvise and compose music for a range of purposes using the dimensions of music
- Listen with attention to detail and recall sounds with aural memory
- Use and understand staff notation
- Appreciate and understand a range of high-quality live and recorded music from different traditions
- Develop an understanding of the history of music

Implementation

Essential Areas of Learning	End of Year 1	End of Year 3	End of Year 5	End of Year 6
	Key Stage 1 N.C. (Cycle 1)	Key Stage 1 N.C. (Cycle 1) Key Stage 2 N.C. (Cycle 2)	Key Stage 2 N.C. (Cycle 1) Key Stage 2 N.C. (Cycle 2)	Completed in both cycles
To perform	<ol style="list-style-type: none"> 1. Take part in singing activities. 2. Follow instructions on how/when to sing or play instruments. 3. Make long and short sounds using voices and instruments. 4. Recognise higher and lower pitches. 	<ol style="list-style-type: none"> 1. Take part in singing, following a melody accurately. 2. Sing from memory with some inaccuracies in pitch. 3. Understand when to start singing or playing. 4. Show control over long and short sounds. 5. Imitate pitch changes. 6. Perform with awareness of others. 	<ol style="list-style-type: none"> 1. Sing with increasing accuracy. 2. Sing or play from memory with accurate changes to pitch and dynamics. 3. Maintain a simple part within a group. 4. Perform confidently as part of a group. 5. Hold a part within a round. 6. Sustain a sung accompaniment. 	<ol style="list-style-type: none"> 1. Sing or play with confidence and control. 2. Perform confidently in solos or ensembles. 3. Include expression in performing. 4. Sing a harmony part confidently and accurately. 5. Can take the lead in a performance.
To compose	<ol style="list-style-type: none"> 1. Create sequences of long and short sounds. 2. Clap simple rhythms. 3. Choose sounds for a particular effect. 4. Create short rhythmic phrases. 	<ol style="list-style-type: none"> 1. Create musical patterns. 2. Create repeated patterns on a range of instruments solo and in ensembles. 3. Mimic and generate clapping rhythms. 4. Create sounds using dynamics. 5. Create accompaniments for melodies using drones and chords. 6. Create sequences of sounds for effects. 	<ol style="list-style-type: none"> 1. Identify different structures to songs. 2. Choose, order and combine sound to create different effects. 3. Use drones and melodic ostinato (based on pentatonic scale) 4. Use digital technologies to compose and edit pieces of music. 5. Explain why silence is used in music and its effects. 	<ol style="list-style-type: none"> 1. Create rhythmic patterns with an awareness of duration and timbre. 2. Combine a variety of musical devices such as melody, rhythm and chords in different contexts. 3. Choose particular elements for a piece to gain a particular effect.

To transcribe	<ol style="list-style-type: none"> 1. Use symbols and words to help with a performance. 	<ol style="list-style-type: none"> 1. Use notation of symbols and words to record compositions. 2. Recognise terms of note and stave. 3. Understand the higher a note is on the stave, the higher the pitch. 	<ol style="list-style-type: none"> 1. Recognise notes on the musical stave. 2. Use standard notation of crotchets, minims and semibreves. 3. Identify the number of beats for each note. 4. Use and understand simple time signatures. 	<ol style="list-style-type: none"> 1. Read and create notes on the musical stave accurately and neatly.
To describe music	<ol style="list-style-type: none"> 1. Identify the beat of a tune. 2. Identify changes in pitch and tempo, using the phrases faster/slower and higher/lower. 	<ol style="list-style-type: none"> 1. Clap along to an identified beat. 2. Identify changes to pitch, dynamics and tempo. 3. Discuss likes and dislikes of a range of musical pieces. 	<ol style="list-style-type: none"> 1. Use musical vocabulary to discuss likes and dislikes. 2. Identify features of music from different time periods. 3. Analyse music from different traditions, times and composers using: pitch/dynamics/tempo/solo/harmonies/accompaniment. 4. Discuss how music can affect moods. 5. Describe how lyrics reflect the mood and meaning of the music. 	<ol style="list-style-type: none"> 1. Analyse music using correct terminology including: pitch/dynamics/tempo/timbre/texture/lyrics/melody/expression. 2. Describe how music reflects its cultural and traditional contexts.

Impact					
Pupils who have <u>not</u> met the National Curriculum Statements for the cycle objectives taught so far <i>(please reference appropriate objective numbers which have not been met e.g. objective 2.4)</i>		Pupils who have met the National Curriculum Statements for the cycle objectives taught so far		Pupils who consistently work beyond cycle objectives taught so far	
Cycle 1	Cycle 2	Cycle 1	Cycle 2	Cycle 1	Cycle 2