

Musicianship: Understanding Music

Year 1

Using body percussion, instruments and voices

In the key centres of: C major, F major, G major, A minor

Find and keep a steady beat

Copy back simple rhythmic patterns using long and short

Copy back simple melodic patterns using high and low

Year 4

Using body percussion, instruments and voices

In the key centres of: C major, F major, G major, A minor

In the time signatures of: 2/4, 3/4, 4/4

Find and keep a steady beat

Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation

Copy back melodic patterns using the notes CDE, CDEGA, GAB, GABDE, FGA, ABC

Year 2

Using body percussion, instruments and voices

In the key centres of: C major, G major, A minor

Find and keep a steady beat

Copy back simple rhythmic patterns using long and short

Copy back simple melodic patterns using high and low

Year 5

Using body percussion, instruments and voices

In the key centres of: C major, D major, F major, A minor

In the time signatures of: 2/4, 3/4, 4/4, 5/4, 6/8

Find and keep a steady beat

Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests by ear or from notation

Copy back melodic patterns using the notes CDE, DEF#GA, DEF#GABC#, ABCDEFG#, FGAB b CDE

Year 3

Using body percussion, instruments and voices

In the key centres of: C major, F major, G major, A minor

In the time signatures of: 2/4, 3/4, 4/4

Find and keep a steady beat

Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests

Copy back and improvise simple melodic patterns using the notes CDE, GAB, FGA, ABC

Year 6

Using body percussion, instruments and voices

In the key centres of: C major, F major, G major, D major, A minor, D minor

In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8

Find and keep a steady beat

Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers, and their rests by ear or from notation

Copy back melodic patterns using the notes DEFGA, CDEFGAB, FGAB b CDE, GABCDEF#, DEF#GABC#, ABCDEFG

Listening

Year 1

Move and dance with the music

Find the steady beat

Talk about feelings created by the music/song

Recognise some band and orchestral instruments

Describe tempo as fast or slow

Describe dynamics as loud and quiet

Join in sections of the song eg. chorus

Begin to understand where the music fits in the world

Begin to understand about different styles of music

Year 2

Move and dance with the music confidently

Talk about how the song makes you feel

Find different steady beats

Describe tempo as fast or slow

Describe dynamics as loud and quiet

Join in sections of the song eg. call and response

Start to talk about the style of a song

Recognise some band and orchestral instruments

Start to talk about where music might fit into the world

Year 3

Share your thoughts and feelings about the music together

Find the beat or groove of the music

Invent different actions to move in time with the music

Talk about what the song means

Identify some instruments you can hear playing

Identify if it's a male or female voice

Talk about the style of the songs

Listening

Year 4

Talk about the words of a song

Think about why the song was written

Find and demonstrate the steady beat

Identify 2/4, 3/4, and 4/4 metre

Identify the tempo as fast, slow, or steady

Recognise the style of music you are listening to

Discuss the structures of songs

Identify:
Call and response
A solo vocal or instrumental line and the rest of the ensemble
A change in texture
Articulation on certain words
Programme music

Explain what a main theme is and identify when it is repeated

Know and understand what a musical introduction is and its purpose

Recall by ear memorable phrases heard in the music

Identify major and minor tonality

Recognise the sound and notes of the pentatonic scale by ear and from notation

Describe legato and staccato

Recognise the following styles and any important musical features that distinguish the style: Disco, Funk, Hip Hop, Calypso, Folk, Mariachi, Gospel, Klezmer, Pop, Rock, Sea Shanty, Salsa, Reggae

Year 5

Talk about feelings created by the song

Justify a personal opinion with reference to musical concepts

Find and demonstrate the steady beat

Identify 2/4, 3/4, 6/8 and 5/4 metre

Identify the musical style of a song

Identify instruments by ear and through a range of media

Discuss the structure of the music with reference to verse, chorus, bridge, call and response, repeat signs, chorus and final chorus, improvisation, call and response, and AB

Explain a bridge passage and its position in a song

Recall by ear memorable phrases heard in the music

Identify major and minor tonality

Recognise the sound and notes of the pentatonic and blues scales by ear and from notation

Explain the role of a main theme in musical structure

Know and understand what a musical introduction is and its purpose

Explain rapping

Recognise the following styles and any key musical features that distinguish the style: Folk, Pop, Gospel, Klezmer, Sea Shanty, Funk and Musicals

Year 6

Talk about feelings created by the song

Justify a personal opinion with reference to musical concepts

Identify 2/4, 4/4, 3/4, 6/8 and 5/4

Identify the musical style of a song using some musical vocabulary to discuss its musical concepts

Identify the following instruments by ear and through a range of media: bass, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, steel pans, congas, pianos, synthesizers and vocal techniques such as cackles

Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break

Explain a bridge passage and its position in a song

Recall by ear memorable phrases heard in the music

Identify major and minor tonality, triads I, IV and V, and intervals within a major scale

Explain the role of a main theme in musical structure

Know and understand what a musical introduction and outro is and its purpose

Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and a cappella groups

Singing

Year 1

Demonstrate good singing posture
Sing songs from memory
Copy back intervals of an octave and fifth (high, low)
Sing in unison

Year 2

Sing as part of a choir
Demonstrate good singing posture
Sing songs from memory and/or from notation
Sing to communicate the meaning of the words
Sing in unison and sometimes in parts
Understand and follow the leader or conductor
Add actions to a song
Move confidently to a steady beat
Talk about feelings created by the music/song
Recognise some band and orchestral instruments
Describe tempo as fast or slow
Join in sections of the song eg. chorus
Begin to understand where the music fits in the world
Begin to talk about and understand the style of the music

Year 3

Sing as part of a choir
Demonstrate good singing posture
Sing unit songs from memory and/or from notation
Sing with awareness of following the beat
Sing with attention to clear diction
Sing expressively, with attention to the meaning of the words
Sing in unison
Understand and follow the leader or conductor
Copy back simple melodic phrases using the voice

Year 4

Rehearse and learn songs from memory and/or with notation
Sing in 2/4, 3/4, 4/4
Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture
Demonstrate good singing posture
Demonstrate vowel, blended sounds, and consonants
Sing 'on pitch' and 'in time'
Sing expressively, with attention to breathing and phrasing
Sing expressively, with attention to staccato and legato
Talk about the different styles of singing used for different styles of song
Talk about how the songs and their styles connect to the world

Year 5

Rehearse and learn songs from memory and/or with notation
Sing in 2/4, 3/4, 4/4 and 6/8 time
Sing in unison and as part of a smaller group
Sing 'on pitch' and 'in time'
Sing a second part in a song
Self-correct if lost or out of time
Sing expressively, with attention to breathing and phrasing
Sing expressively, with attention to dynamics and articulation
Develop confidence as a soloist
Talk about the different styles of singing used for different styles of song
Talk confidently about how connected you feel to the music and how it connects in the world
Respond to a leader or conductor

Year 6

Rehearse and learn Year 6 Unit songs from memory and/or with notation
Sing in 2/4, 4/4, 3/4, 5/4 and 6/8
Sing with and without an accompaniment
Sing syncopated melodic patterns
Demonstrate and maintain good posture and breath control whilst singing
Sing expressively, with attention to breathing and phrasing
Sing expressively, with attention to dynamics and articulation
Lead a singing rehearsal
Talk about the different styles of singing used for the different styles of songs sung in this year
Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world

Notation

Year 1

Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation

Standard notation using crotchets, quavers and minims, and simple combinations of:

C D E F G
F G A
D E F# G A

Year 2

Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation

Standard notation using crotchets, quavers, minims and semibreves, and simple combinations of:

C D E F G A B
G A B D E F#
F G A B b C D E

Identify hand signals as notation and recognise music notation on a stave of five lines

Year 3

Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation

Standard notation using dotted crotchets, crotchets, semiquavers, quavers, minims and semibreves, and simple combinations of:

C D E F G A B
F G A B b C
G A B C D E
E F# G# A B

Reading and responding to minims, crotchets, and quavers

Identifying:

Stave
Treble clef
Time signature

Year 4

Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation

Standard notation using dotted crotchets, crotchets, semiquavers, quavers and minims, and simple combinations of:

C D E F G A B
F G A B b C
G A B C D E F#
D E F# G A B C

Reading and responding to minims, crotchets, and quavers

Identifying:

Stave
Treble clef
Time signature

Year 5

Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation

Standard notation using dotted crotchets, crotchets, semiquavers, quavers and minims, and simple combinations of:

C D E F G A B
F G A B b C D E
G A B C D E F#
A b B b C D b E b F G
G G# A B b C
D E F G A B C

Identifying:

Stave
Treble clef
Time signature

Reading and responding to minims, crotchets, quavers, dotted quavers, and semiquavers

Recognising how notes are grouped when notated

Identifying the stave and symbols on the stave such as the treble clef, the name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign

Year 6

Explore ways of representing high and low sounds, long and short sounds, symbols, and any appropriate means of notation

Standard notation using dotted crotchets, crotchets, semiquavers, quavers, dotted minims, minims and semibreves, and simple combinations of:

C D E F G A B
F G A B b C D E
F G A b B b C D E b
G A B b C D E F
G A B C D E F#
D E F G A
D E F# A B C#
E F# G G# A B C C#
E b F G A b B b C D

Identifying:

Stave
Treble clef
Time signature

Reading and responding to minims, crotchets, quavers, dotted quavers, and semiquavers

Recognising how notes are grouped when notated

Identifying the stave and symbols on the stave such as the treble clef, the name of the notes on lines and in spaces, bar lines, a flat sign and a sharp sign

Playing Instruments

Year 1

Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation in C major, F major and D major

Year 2

Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major and G major

Year 3

Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major, G major, E major

Year 4

Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major, G major, D major

Year 5

Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major, G major, A \flat major, D minor

Year 6

Rehearse and learn to play one of four differentiated instrumental parts in the tonal centres of C major, F major, G major, D major, E major, A major, E \flat major, D minor, F minor by ear or from notation

Playing The Recorder

Year 1

N/A

Year 2

Rehearse and learn a simple instrumental part by ear or from notation using the notes G A B B \flat C E and F

Year 3

Rehearse and learn a simple instrumental part by ear or from notation using the notes C D E F F \sharp G G \sharp A B and B \flat

Year 4

Rehearse and learn to play one of four differentiated instrumental parts in the tonal centres of C major, F major, G major, D major by ear or from notation

Year 5

Rehearse and learn to play one of four differentiated instrumental parts in the tonal centres of C major, F major, G major, A \flat major, D minor by ear or from notation

Year 6

Rehearse and learn to play one of four differentiated instrumental parts in the tonal centres of C major, F major, G major, D major, E major, A major, E \flat major, D minor, F minor by ear or from notation

Creating: Improvising

Year 1

Explore improvisation within a major scale using the notes:
C D E
F G A

Year 2

Explore improvisation within a major scale using the notes:
C D E
C G A
G A B
F G A

Year 3

Explore improvisation within a major scale using the notes:
C D E
C D E G A
G A B
G A B D E
F G A

Year 4

Explore improvisation within a major scale using the notes:
C D E
C D E G A
C D E F G
D E F \sharp A B
D E F G A

Year 5

Explore improvisation within a major scale using the notes:
C D E \flat F G
C D E F G
C D E G A
F G A B \flat C
D E F G A

Year 6

Explore improvisation within a major scale using the notes:
C D E F G
G A B \flat C D
G A B C D
F G A C D

Creating: Composing

Year 1

Create a simple melody using crotchets and minims:

C D
C D E
C D E F
C D E F G
Start and ending on the note C

F G
F G A
F G A C
F G A C D
Start and ending on the note F

Year 2

Create a simple melody using crotchets and minims:

C D
C D E
C D E F
C D E F G
Start and ending on the note C (C major)

G A
G A B
G A B D
G A B D E
Start and ending on the note G (Pentatonic on G)

F G
F G A
F G A C
F G A C D
Start and ending on the note F (Pentatonic on F)

Year 3

Create a simple melody using crotchets and minims:

C D
C D E
C D E G
C D E G A
Start and ending on the note C (Pentatonic on C)

C D
C D E
C D E F
C D E F G
Start and ending on the note C (C major)

F G
F G A
F G A B ♭
F G A B ♭ C
Start and ending on the note F (F major)

G A
G A B
G A B C
G A B C D
Start and ending on the note G (G major)

Year 4

Create a simple melody using crotchets and minims:

C D
C D E
C D E G
C D E G A
Start and ending on the note C (Pentatonic on C)

C D
C D E
C D E F
C D E F G
Start and ending on the note C (C major)

D E
D E F
D E F G
D E F G A
Start and ending on the note D (D minor)

G A
G A B
G A B D
G A B D E
Start and ending on the note G (G major)

Year 5

Create a simple melody using crotchets and minims:

C D
C D E
C D E G
C D E G A
Start and ending on the note C (Pentatonic on C)

F G
F G A
F G A B ♭
F G A B ♭ C
Start and ending on the note F (Pentatonic on F)

G A
G A B
G A B C
G A B C D
Start and ending on the note G (G major)

G A
G A B
G A B D
G A B D E
Start and ending on the note G (Pentatonic on G)

D E
D E F
D E F G
D E F G A
Start and ending on the note D (D minor)

Year 6

Create a simple melody using crotchets and minims:

C D
C D E
C D E F
C D E F G
Start and ending on the note C (C major)

G A
G A B
G A B D
G A B D E
Start and ending on the note G (Pentatonic on G)

D E
D E F
D E F G
D E F G A
Start and ending on the note D (D minor)

F G
F G A
F G A C
F G A C D
Start and ending on the note F (Pentatonic on F)

F G
F G A ♭
F G A ♭ B ♭
F G A ♭ B ♭ C
Start and ending on the note F (F minor)

Performing

Year 1

Enjoy and have fun performing

Choose a song/songs to perform to a well-known audience

Prepare a song to perform

Communicate the meaning of the song

Add actions to the song

Play some simple instrumental parts

Year 4

Rehearse and enjoy the opportunity to share what has been learned in the lessons

Perform, with confidence, a song from memory or using notation

Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance

Explain why the song was chosen, including its composer and the historical and the cultural context of the song

Communicate the meaning of the words and articulate them clearly

Use the structure of the song to communicate its mood and meaning in the performance

Talk about what the rehearsal and performance has taught the student

Understand how the individual fits within the larger group ensemble

Reflect on the performance and how well it suited the occasion

Discuss and respond to any feedback, consider how future performances might be different

Year 2

Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation and with confidence

Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance

Talk about what the song means and why it was chosen to share

Talk about the difference between rehearsing a song and performing it

Year 5

Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience

Perform from memory or with notation, with confidence and accuracy

Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance

Explain why the song was chosen, including its composer and the historical and the cultural context of the song

A student leads part of the rehearsal and part of the performance

Record the performance and compare it to a previous performance. Explain how well the performance communicated the mood of each piece

Discuss and talk musically about the strengths and weaknesses of a performance

Collect feedback from the audience and reflect how future performances might be different

Year 3

Practise, rehearse and share a song that has been learned in the lesson, from memory, or with notation and with confidence

Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance

Talk about what the song means and why it was chosen to share

Reflect on feelings about sharing and performing eg. excitement, nerves, enjoyment

Year 6

Create, rehearse and present a holistic performance for a specific event, for an unknown audience

Create, rehearse, and present a holistic performance with detailed understanding of the musical, cultural and historical contexts

Perform from memory or with notation

Understand the value of choreographing any aspect of a performance

A student or a group of students rehearse and lead parts of the performance

Understand the importance of the performing space and how to use it

Record the performance and compare it to a previous performance

Collect feedback from the audience and reflect how the audience believed in the performance

Discuss how the performance might change if it was repeated in a larger/smaller performance space

Connecting Across The Curriculum

Year 1

Counting
Days of the week
Parts of the body
Counting backwards from 10
Animals from around the world
Insects
Our planets
PSHE
Stories
Shapes

Year 2

The importance of communication
Working and playing together
Stories
Caring about other people
Music from different parts of the world
Playing in a band together
Nature: the sun
Identity and accepting one another

Year 3

Your place in your family
Making friends and understanding each other
Using your imagination
Life in different countries
The way people lived
Families
Nature, the environment
Connections with the past

Year 4

Friends and people we meet
How people and children used to live
Connecting with the past
Music from different cultures
Music and dancing
Music and freedom

Year 5

School
Heroes
The solar system
Space
Freedom

Year 6

Understanding feelings
Friendship, kindness, respect
Standing up for democracy and eliminating oppression
Knowing our cultural roots
Engaging to protect and care for our planet earth: ecosystems, recycling, etc.