



The intention of the Music curriculum

The intention of the Music curriculum

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should:

- **Engage and inspire pupils to develop a love of music**
- **Develop their talent as musicians, increasing their self-confidence, creativity and sense of achievement**
- **Create pupils who critically engage with music, allowing them to compose and listen with concentration and understanding**

What are the key features of 'knowledge-rich' assessment for Music?

At EYFS, the knowledge takes full account of the Early Years Framework main characteristics of:

- Communication and Language Physical Development Expressive Arts and Design

At key stage 1, the sticky knowledge takes full account of the national curriculum's main characteristics of:

- Singing** **Playing an instrument** **Listening** and **Appreciating** **Creating own music**

At key stage 2, the sticky knowledge takes full account of the national curriculum's main characteristics of:

- Performing** **Composing** **Listening**
 History of Music **Appreciating** **Notation**

When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for music for their age group.



The intention of the Music curriculum

Music : Foundation Stage 2			
	Three and Four-Year-Olds	Reception	ELG
Communication and Language	<ul style="list-style-type: none"> Sing a large repertoire of songs. 	<ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs 	<ul style="list-style-type: none"> Combine different movements with ease and fluency.
Physical Development	<ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and make marks. 	<ul style="list-style-type: none"> Combine different movements with ease and fluency 	
Expressive Arts and Design	<ul style="list-style-type: none"> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.



The intention of the Music curriculum

	<ul style="list-style-type: none">• Create their own songs, or improvise a song around one they know.• Play instruments with increasing control to express their feelings and ideas.	<ul style="list-style-type: none">• Explore and engage in music making and dance, performing solo or in groups.	
Key Vocabulary	Sing, song, music, sound, move, voice, play, listen, talk, hear, voice, think, feel, dance, make		
iii Assessment	Listen - Listen carefully to rhymes and songs, paying attention to how they sound. Listen (T1) Hear (T1) Voice (T1)		



The intention of the Music curriculum

Music: Key Stage 1			
Music	National Curriculum	Year 1	Year 2
Singing	<i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</i>	<ul style="list-style-type: none"> • use voice in different ways such as speaking, singing and chanting • imitate changes in pitch with a sense of shape of the melody • recall from memory simple rhymes and chants • follow instructions about when sing, keeping a steady tempo • perform to an audience 	<ul style="list-style-type: none"> • sing, chant or speak using voices expressively and creatively • sing with more accurate awareness of the shape of the melody • recall simple songs from memory • perform simple patterns and accompaniments increasing and decreasing the tempo • perform to an audience with awareness of others
iii Assessment		<p>Singing – Sing in tune within a limited pitch range and perform with a good sense of pulse</p> <p>Forte (T3) Piano (T3) Pitch (T2)</p> <p>Can you tell me what pulse means? Can you tell me some Italian words we use in music?</p>	<p>Singing – Sing in tune within a limited pitch range, perform with a good sense of pulse and show an understanding of dynamics</p> <p>Forte (T3) Piano (T3) Pitch (T2)</p> <p>Can you tell me what pulse means? Can you tell me some Italian words we use in music?</p>



The intention of the Music curriculum

<p>Playing an instrument</p>	<p><i>Pupils should be taught to play tuned and untuned instruments musically</i></p>	<ul style="list-style-type: none"> • play instruments carefully, handling them with care • use instruments to perform and choose sounds to represent different things • follow instructions: play when asked, stop when asked, get louder, get quieter • repeat short rhythmic and melodic patterns • make and control long and short sounds • perform using a musical instrument 	<ul style="list-style-type: none"> • play instruments correctly, handling them with care • copy and play short, simple rhythmic patterns and accompaniments in time to the beat • begin to show awareness of how to improve own work • perform simple rhythmic and melodic patterns using a tuned musical instrument/voice
<p>lii Assessment</p>	<p></p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<p>Listening & appreciate</p>	<p><i>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music</i></p>	<ul style="list-style-type: none"> • listen to a variety of nursery rhymes and simple songs • feel the beat in a piece of music • say whether they like or dislike a piece of music with a reason why • respond to different moods in music – does it sound happy, sad, scary, funny? • respond to music with movement or non-verbal methods (pictures) 	<ul style="list-style-type: none"> • listen with concentration to a range of music, including instrumental • describe how a piece of music makes them feel • recognise styles of music e.g. lullaby, march, pop song, classical • start to recognise some instruments e.g. drums, flute, violin, trumpet • make connections between notations and musical sounds
<p>lii Assessment</p>	<p></p>	<p>Listening – Listen to a range of live and recorded music with concentration and understanding.</p>	<p>Listening – Listen to music with an increased understanding of pitch and basic structure</p>



The intention of the Music curriculum

		<p>Dynamics (T3) Tempo (T3) Melody (T2)</p> <p>Can you tell me if the music is in any order? What is the pattern of the melody's pitch?</p>	<p>Dynamics (T3) Tempo (T3) Melody (T2)</p> <p>Can you tell me if the music is in any order? What is the pattern of the melody's pitch?</p>
Create own music	<p><i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music (including the use of music technology)</i></p>	<ul style="list-style-type: none"> • clap or sing repeating short rhythmic & melodic patterns • create a sequence of long and short sounds/loud and quiet sounds • compose and improvise short melodic or rhythmic patterns • responds to different moods in music 	<ul style="list-style-type: none"> • order rhythmic or melodic sounds to create a beginning, middle and an end • create a sequence with a mixture of different sounds (e.g. long and short, loud and quiet, high and low) • improvise music in response to different starting points • create a simple, graphic musical score
iii Assessment		<p>Composing – Children enjoy moving their bodies with some control.</p> <p>Major (T2) Minor (T2) Ensemble (T3)</p>	<p>Composing – Children confidently create movement patterns.</p> <p>Major (T2) Minor (T2) Ensemble (T3)</p>



The intention of the Music curriculum

		<p>Can you clap your hands to this beat? How could you improve your control when dancing? Improvising - Understand how different instruments sound when we make up musical passages that they play together.</p> <p>Scale (T2) Creativity (T2) Combine (T2)</p> <p>Can you combine the notes of a scale with rhythm? Can you create different orders of notes and rhythms?</p>	<p>Can you clap your hands to this beat? How could you improve your control when dancing? Improvising - Understand the effect of combining instruments and use rules to make up our own music.</p> <p>Scale (T2) Creativity (T2) Combine (T2)</p> <p>Can you combine the notes of a scale with rhythm? Can you create different orders of notes and rhythms?</p>
<p>Vocabulary</p>		<p><i>Voice, speak, chant, sing</i> <i>Pitch, high, low, melody, rhythm, improvise</i> <i>Percussion, bells, triangle, tambourine, drum, beater, claves, cabasa, cymbals, maraca, castanet, wood block</i> <i>Tempo, pulse, fast, slow, loud, quiet, louder, quieter, long, short, beat, listen, appreciate</i> <i>Instrumental, orchestra, violin, flute, trumpet</i></p>	



The intention of the Music curriculum

Music: Key Stage 2			
Music	National Curriculum	Year 3	Year 4
Performing	<i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>	<ul style="list-style-type: none"> • sing in unison in a group or on own • sing songs from memory with increasingly accurate pitch • sing with good posture • play rhythmically simple parts using a limited range of notes • take part in a year group performance 	<ul style="list-style-type: none"> • sing songs from memory with a clear shape of melody • perform music playing a pitched instrument using the correct technique • play clear notes on instruments and use different elements in composition/improvisation • perform simple rhythmic patterns and ostinatos on their instrument by ear • play showing awareness of dynamics and tempo • take part in a year group performance
iii Assessment		<p>Singing – Sing confidently within an appropriate vocal range with clear diction, mostly accurate tuning and appropriate tone.</p> <p>Harmony (T2) Composition (T2) Petatonic scale (T3)</p> <p>How do we produce a quality tone when we sing? When we perform a song for an audience, how do we make sure we perform well?</p>	<p>Singing – Sing confidently and fluently, maintaining an appropriate pulse within an appropriate vocal range using good technique.</p> <p>Harmony (T2) Composition (T2) Petatonic scale (T3)</p> <p>How do we produce a quality tone when we sing? When we perform a song for an audience, how do we make sure we perform well?</p>



The intention of the Music curriculum

<p>Compose</p>	<p><i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i> <i>(including the use of music technology)</i></p>	<ul style="list-style-type: none"> • combine different sounds to create a specific mood or feeling • compose and improvise repeated patterns with different instruments • use symbols to show when to play and rest • improve my work; explaining how it has been improved • compose a chant/rap 	<ul style="list-style-type: none"> • begins to use notation to record compositions in a small group or individually • begins to use notation to record and interpret sequences of rhythms • show awareness of structure in own work e.g. call and response, rondo, verse/chorus • improvise repeated patterns and combine several layers of sound. • compose a group instrumental piece
<p>iii Assessment</p>	<p>[Redacted]</p>	<p>Composing – Children skilfully create controlled movements & patterns</p> <p>Motif (T3) Theme (T2) Form (T2)</p> <p>How do you make sure your composition is consistent? What sequence did you find the most challenging and why?</p> <p>Improvising - Understand how to use structures notes and simple note lengths whilst improvising.</p>	<p>Composing – With consistency, children repeat controlled movement patterns.</p> <p>Motif (T3) Theme (T2) Form (T2)</p> <p>How do you make sure your composition is consistent? What sequence did you find the most challenging and why?</p> <p>Improvising - Understand how to use structures notes, and note lengths to semi-quavers, whilst improvising.</p>



The intention of the Music curriculum

		<p>Melody (T2) Pentatonic (T3) Phrasing (T3)</p> <p>Can you improvise using the notes in a pentatonic scale and create an interesting melody? Does the phrasing of your improvisation help the melody to sound good to the listener?</p>	<p>Melody (T2) Pentatonic (T3) Phrasing (T3)</p> <p>Can you improvise using the notes in a pentatonic scale and create an interesting melody? Does the phrasing of your improvisation help the melody to sound good to the listener?</p>
Listen	<i>listen with attention to detail and recall sounds with increasing aural memory</i>	<ul style="list-style-type: none"> listen carefully and recognise high and low phrases identify verse and chorus identify silence in music 	<ul style="list-style-type: none"> explain why silence is often needed in music and explain what effect it has recognise different dynamics begin to recognise a wider range of orchestral instruments
iii Assessment		<p>Listen – Listen to a range of live and recorded music with attention to musical detail</p> <p>Genre (T2) Crescendo (T2) Staccato (T3)</p> <p>What part of the world might this piece of music be from? What is the character of this piece of music and how should it be performed?</p>	<p>Listen – Listen and evaluate live and recorded music from different traditions and genres showing an understanding of the music's style</p> <p>Genre (T2) Crescendo (T2) Staccato (T3)</p> <p>What part of the world might this piece of music be from? What is the character of this piece of music and how should it be performed?</p>



The intention of the Music curriculum

Notation	<i>use and understand staff and other musical notations</i>	<ul style="list-style-type: none"> create repeated patterns with different instruments Learn the notes C, D, E and F 	<ul style="list-style-type: none"> begin to use notation to record and interpret sequences of pitches learn to recognise the notes EGBDF and FACE on the musical staff recognise the symbols for a minim, crotchet and semi-breve create a basic graphic score
lii Assessment			
Appreciating	<i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>	<ul style="list-style-type: none"> use musical words to describe a piece of music and compositions use musical words to describe what they like/ do not like about a piece of music 	<ul style="list-style-type: none"> recognise how different musical elements can create different moods and effects describe music using musical vocabulary recognise music from other cultures
lii Assessment			
History of music	<ul style="list-style-type: none"> <i>recognise the work of at least one famous composer (The Beatles/Abba)</i> 	<ul style="list-style-type: none"> recognise the work of at least one famous composer (The Beatles/Abba) recognise that composers have had an impact on people of that time 	<ul style="list-style-type: none"> begin to identify the style of jazz within 20th century music



The intention of the Music curriculum

	<ul style="list-style-type: none"> recognise that composers have had an impact on people of that time 		
lii Assessment		•	•
Vocabulary		<i>timbre, beat, texture, silence, bar rondo, verse, chorus semi-breve, minim, crotchet drone, chant, crescendo, diminuendo dynamics – piano (p), mezzopiano (mp), mezzoforte (mf), forte (f) instruments and instrument families – woodwind, percussion, strings, brass popular music, classical period</i>	<i>timbre, beat, texture, silence, bar rondo, verse, chorus semi-breve, minim, crotchet drone, chant, crescendo, diminuendo dynamics – piano (p), mezzopiano (mp), mezzoforte (mf), forte (f) instruments and instrument families – woodwind, percussion, strings, brass popular music, classical period</i>



The intention of the Music curriculum

Art: Key Stage 2			
Music	National Curriculum	Year 5	Year 6
Performing	<i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>	<ul style="list-style-type: none"> • sing with good posture and breathing technique • sing in tune, maintaining own part whilst others are performing their part • sing songs from memory with accurate pitch • perform parts from memory • take leading part in a performance 	<ul style="list-style-type: none"> • sing with good posture and breathing technique • sing in tune, maintaining own part whilst others are performing their part • sing songs from memory with accurate pitch • perform parts from memory • take leading part in a performance
iii Assessment		<p>Singing – Sing in solo and ensemble contexts with confidence, fluency and accuracy</p> <p>Harmony (T2) Composition (T2) Petatonic scale (T3)</p> <p>How do we produce a quality tone when we sing? When we perform a song for an audience, how do we make sure we perform well?</p>	<p>Singing – Y6 - Sing in solo and ensemble contexts with confidence, fluency, accuracy, control and expression</p> <p>Mastery - Demonstrate confidence, expression, skill and a level of musicality through performance and understanding of written western classical staff notation</p> <p>Harmony (T2) Composition (T2) Petatonic scale (T3)</p> <p>How do we produce a quality tone when we sing? When we perform a song for an audience, how do we make sure we perform well?</p>



The intention of the Music curriculum

Compose	<p><i>improvise and compose music for a range of purposes using the inter-related dimensions of music</i></p> <p><i>(including the use of music technology)</i></p>	<ul style="list-style-type: none"> • sing with good posture and breathing technique • sing in tune, maintaining own part whilst others are performing their part • sing songs from memory with accurate pitch • perform parts from memory • take leading part in a performance 	<ul style="list-style-type: none"> • sing with good posture and breathing technique • sing in tune, maintaining own part whilst others are performing their part • sing songs from memory with accurate pitch • perform parts from memory • take leading part in a performance
iii Assessment		<p>Composing – Children create more complex controlled movement patterns</p> <p>Motif (T3) Theme (T2) Form (T2)</p> <p>How do you make sure your composition is consistent? What sequence did you find the most challenging and why?</p>	<p>Composing – Y6 - Children skilfully create a series of controlled movement patterns and sequences.</p> <p>Mastery - With consistency, children repeat series of controlled complex movement patterns and sequences</p> <p>Motif (T3) Theme (T2) Form (T2)</p>



The intention of the Music curriculum

	<p>Improvising - Understand the basic formula of an improvisation and change notes at the right time.</p> <p>Melody (T2) Pentatonic (T3) Phrasing (T3)</p> <p>Can you improvise using the notes in a pentatonic scale and create an interesting melody? Does the phrasing of your improvisation help the melody to sound good to the listener?</p>	<p>How do you make sure your composition is consistent? What sequence did you find the most challenging and why?</p> <p>Improvising – Y6 - Understand the formula of an improvisation change notes at the right time whilst playing with attention to instrumental timbres, techniques, and structural texture.</p> <p>Mastery - Understand the formula of an improvisation. Change notes at the right time in accordance with the chord changes. Play with equal attention to the instrumental timbre, technique, and structural texture.</p> <p>Melody (T2) Pentatonic (T3) Phrasing (T3)</p> <p>Can you improvise using the notes in a pentatonic scale and create an interesting melody? Does the phrasing of your improvisation help the melody to sound good to the listener?</p>
--	--	---



The intention of the Music curriculum

<p>Listen</p>	<p><i>listen with attention to detail and recall sounds with increasing aural memory</i></p>	<ul style="list-style-type: none"> • repeat a phrase from the music after listening intently • identify musical interlude, ostinato, harmony • recognise a wider range of orchestral instruments 	<ul style="list-style-type: none"> • accurately recall a part of the music listened to • identify if a piece is major or minor • recognise a wide range of musical instruments, including those from other cultures
<p>iii Assessment</p>	<div style="background-color: black; width: 100%; height: 100%;"></div>	<p>Listen – Listen and evaluate a range of live and recorded music from different traditions, genres and styles using appropriate musical terminology.</p> <p>Genre (T2) Crescendo (T2) Staccato (T3)</p> <p>What part of the world might this piece of music be from? What is the character of this piece of music and how should it be performed?</p>	<p>Listen – Y6 – Listen with appreciation and understanding to a wide range of live and recorded music from different traditions and from great composers and musicians.</p> <p>Mastery - Listen to music in greater depth, analysing the way that musical techniques affect the way in which the music connects to the emotions of the listener and to improve own performance.</p> <p>Genre (T2) Crescendo (T2) Staccato (T3)</p> <p>What part of the world might this piece of music be from? What is the character of this piece of music and how should it be performed?</p>



The intention of the Music curriculum

Notation	<i>use and understand staff and other musical notations</i>	<ul style="list-style-type: none"> • read the musical staff of notes EGBDF and FACE • begin to use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play • create a graphic score with purpose 	<ul style="list-style-type: none"> • use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play, including rests • read and create notes on the musical staff • explore syncopation
lii Assessment			
Appreciating	<i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>	<ul style="list-style-type: none"> • describe, compare, evaluate music using musical vocabulary • explain why they think music is successful or unsuccessful • recognise instrumental families (string, woodwind, brass, percussion) 	<ul style="list-style-type: none"> • evaluate how the venue, occasion and purpose affects the way a piece of music is created • recognise and describe music from different periods of history, cultures and geographical regions
lii Assessment			
History of music	<ul style="list-style-type: none"> • recognise the work of at least one famous composer (The Beatles/Abba) <p>recognise that composers have had an impact on people of that time</p>	<ul style="list-style-type: none"> • contrast Romantic and Classical period works and explain preferences 	<ul style="list-style-type: none"> • compare/contrast the impact that different composers from different times have had on people of that time



The intention of the Music curriculum

lil Assessment			
Vocabulary		<p><i>lyrics, melody, expressive, unison, harmony, chord, accompaniment, interlude, ostinato</i></p> <p><i>accelerando, ritarando, staccato, vibrato</i></p> <p><i>key signature, major, minor, syncopation, time signature, clef, stem, stave, dynamic – pianissimo (pp), fortissimo (ff), solo, duet, ensemble, orchestra, venue, occasion, orchestral instruments, including those from different cultures, renaissance, baroque, classical, romantic, 20th century, jazz, popular</i></p>	<p><i>lyrics, melody, expressive, unison, harmony, chord, accompaniment, interlude, ostinato</i></p> <p><i>accelerando, ritarando, staccato, vibrato</i></p> <p><i>key signature, major, minor, syncopation, time signature, clef, stem, stave, dynamic – pianissimo (pp), fortissimo (ff), solo, duet, ensemble, orchestra, venue, occasion, orchestral instruments, including those from different cultures, renaissance, baroque, classical, romantic, 20th century, jazz, popular</i></p>