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Music KS2	Year 3	Year 4	Year 5	Year 6
<b>Listening and Evaluating</b>	National Curriculum end of KS2 Pupils should be taught to: <ul style="list-style-type: none"> <li>• Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> </ul>			
Listening and responding to music	Explaining their preferences for a piece of music using musical vocabulary		Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary	
<b>Analysing</b>	<p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Understanding that music from different parts of the world has different features.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p>	<p>Recognising the use and development of motifs in music.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>Recognising, naming and explaining the effect of interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p>	<p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p>	<p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of Arts.</p> <p>Representing changes in pitch, dynamics and textures using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p>



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<p>Evaluating</p>	<p>Beginning to use musical vocabulary, related to the inter-related dimensions of music, when discussing improvements to their own and others' work.</p>	<p>Using musical vocabulary, related to the inter-related dimensions of music, when discussing improvements to their own and others' work.</p>	<p>Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>Developing confidence in using detailed musical vocabulary, related to the inter-related dimensions of music, to discuss and evaluate their own and others' work.</p>	<p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>Confidently using detailed musical vocabulary, related to the inter-related dimensions of music, to discuss and evaluate their own and others work.</p>
<p>Cultural and historical musical awareness</p>	<p>Understand that music from different times has different features.</p> <p>I can discuss key features relating to the renaissance and baroque era</p>	<p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>I can recognise and discuss the stylistic features relating the Classical and Romantic era.</p>	<p>Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.</p> <p>I can confidently talk about key musical features relating to the Modern Era and compare music from the era to its previous generations</p>	<p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>I can explore the development of a range of genres from the Contemporary era and make links to their musical roots</p>



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<b>Improvising and composing</b>	National Curriculum end of KS2 Pupils should be taught to: <ul style="list-style-type: none"> <li>• Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</li> <li>• Improvise and compose music for a range of purposes using the interrelated dimensions of music.</li> </ul>			
Stimulus and purpose	Composing a piece of music in a given style with voices and instruments.	Composing a coherent piece of music in a given style with voices, bodies and instruments.	Composing a detailed piece of music from a given stimulus with voices, bodies and instruments.	Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.
Improvising	Beginning to improvise musically within a given style using their voice.	Beginning to improvise musically within a given style using an instrument.	Improvising coherently within a given style.	Improvising coherently and creatively within a given style, incorporating given features.
Creating and selecting sounds	Suggesting and implementing improvements to their own work, using musical vocabulary.	Developing melodies using rhythmic variation, transposition, inversion, and looping.	Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.  Suggesting and demonstrating improvements to own and others' work.	Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.  Constructively critique their own and others' work, using musical vocabulary.
Sequencing	Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic)	Creating a piece of music with at least four different layers and a clear structure.	Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.	Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.



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<p><b>Notation</b></p>	<p>National Curriculum end of KS2 Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Use and understand staff and other musical notations</li> </ul>			
<p>Understanding notation</p>	<p>To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.</p>	<p>To know that 'performance directions' are words added to music notation to tell the performers how to play.</p>	<p>To know that simple pictures can be used to represent the structure (organisation) of music.</p> <p>To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</p>	<p>To know that 'graphic notation' means writing music down using your choice of pictures of symbols but 'staff notation' means music written more formally on the special lines called 'staves'.</p> <p>To know that chord progressions are represented in music by Roman numerals.</p>
<p>Representing pitch and rhythm</p>	<p>Using letter names and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.</p>	<p>Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.</p>	<p>Using staff notation to record rhythms and melodies.</p>	<p>Recording own compositions using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p>



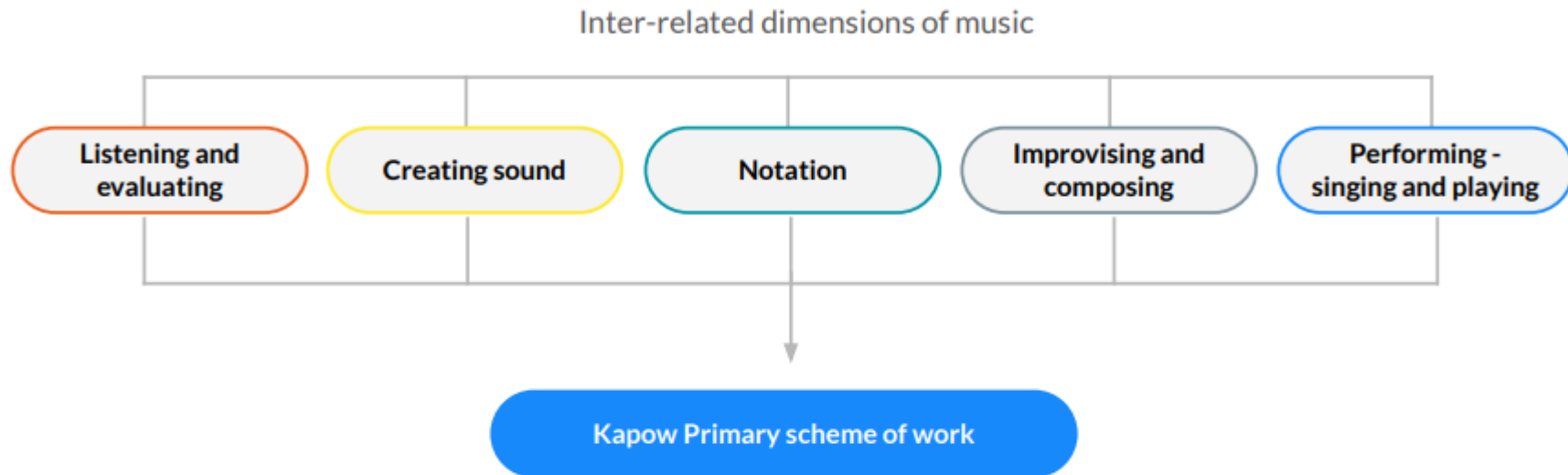
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<b>Performing and singing</b>	National Curriculum end of KS2 Pupils should be taught to: <ul style="list-style-type: none"> <li>• Sing and play musical with increasing confidence and control.</li> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> </ul>			
Understanding and evaluating performance	Offering constructive feedback on others' performances.		Using musical vocabulary to offer constructive and precise feedback on others' performances.	
Awareness of music	Singing songs in a variety of musical styles with accuracy and Control, demonstrating developing vocal technique.	Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.  Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.  Playing syncopated rhythms with accuracy, control and fluency.	Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.  Playing a simple chord progression with accuracy and fluency.	Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.  Performing by following a conductors, cues and directions.
Awareness of self and others	Singing and playing in time with peers, with some degree of accuracy and awareness of their part in a group performance.	Singing and playing in time with peers with accuracy and awareness of their part in the group performance.	Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.	Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the groups.  Performing a solo or taking leadership within a performance.



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## How is the Music scheme of work organised?



### Inter-related dimensions of music

The inter-related dimensions of music are:

- Pitch
- Duration (including pulse and rhythm)
- Dynamics
- Tempo
- Timbre
- Texture
- Structure
- Appropriate musical notation



The inter-related dimensions, often known as the building blocks of music, are integral to all strands of our scheme of work.

To clearly demonstrate their presence throughout, we colour code these foundational elements in pink across all strands in the Progression of knowledge and skills document.



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