



**Naseby C of E Primary Academy**  
**Music progression of skills and knowledge**

Level expected at the end of EYFS

**Expressive Arts and Design (Exploring and Using Media and Materials)**

Children sing songs, make music, dance and experiment with ways of changing them

**Expressive Arts and Design (Being Imaginative)**

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

| Key Stage 1 National Curriculum Expectations  | Key Stage 2 National Curriculum Expectations  |
|---|---|
| <p>Pupils should be taught:</p> <ul style="list-style-type: none"><li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li><li>• play tuned and untuned instruments musically.</li><li>• listen with concentration and understanding to a range of high-quality live and recorded music.</li><li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li></ul> | <p>Pupils should be taught:</p> <ul style="list-style-type: none"><li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li><li>• improvise and compose music for a range of purposes using the inter-related dimensions of music.</li><li>• listen with attention to detail and recall sounds with increasing aural memory.</li><li>• use and understand staff and other musical notations.</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><li>• develop an understanding of the history of music.</li></ul> |

## Woven threads of Christianity through our curriculum



### Parable; A Story About Three Servants Matthew 25:14-30

14 "The kingdom of heaven is like a man who was going to another place for a visit. Before he left, he talked with his servants. The man told them to take care of his things while he was gone. 15 He decided how much each servant would be able to care for. He gave one servant five bags of money. He gave another servant two bags of money. And he gave a third servant one bag of money. Then the man left. 16 The servant who got five bags went quickly to invest the money. The five bags of money earned five more. 17 It was the same with the servant who had two bags of money. He invested the money and earned two more. 18 But the servant who got one bag of money went out and dug a hole in the ground. Then he hid his master's money in the hole.

19 "After a long time the master came home. He asked the servants what they did with his money. 20 The servant who got five bags of money brought five more bags to the master. The servant said, 'Master, you trusted me to care for five bags of money. So I used your five bags to earn five more.' 21 The master answered, 'You did well. You are a good servant who can be trusted. You did well with small things. So I will let you care for much greater things. Come and share my happiness with me.'

22 "Then the servant who got two bags of money came to the master. The servant said, 'Master, you gave me two bags of money to care for. So I used your two bags to earn two more.' 23 The master answered, 'You did well. You are a good servant who can be trusted. You did well with small things. So I will let you care for much greater things. Come and share my happiness with me.' International Children's Bible (ICB)

We use the parable of the talents to consider how these values help us focus on working to meet our goals, reaching our potential in using our unique gifts and talents, developing our learning and our character. We explore Pentecost in the church calendar and how the Holy Spirit can be an enabler and encourager as one of the ways to achieve our potential by using our unique gifts and talents for ourselves and others, in order to be the best we can be as individuals and as a community.

### Links with our school's theological text; The Mustard Seed

The parable of the Mustard Seed is referenced, linked and explored throughout our Music curriculum when children are learning about composing and performing.



## Music progression framework Naseby C of E Academy

### Intent

Music is a universal language that embodies one of the highest forms of creativity and should therefore be an enjoyable experience for both pupils and teachers. At Naseby C of E Primary Academy, we believe that all pupils should have access to a high-quality music education that inspires them to develop their love of music. Whilst increasing their talents as musicians, music lessons should also increase their self-confidence with speaking and performing in front of others, their personal resilience when learning new things, and their joy and pride in expressing themselves and their own uniqueness.



### Implementation

Music is taught as a discrete subject but also across the curriculum. Areas of learning, such as times tables in maths, vocabulary in languages and movement in dance can all incorporate different elements of music. Collective worship allows the children opportunities to develop their singing skills and gain an understanding of how ensembles work. Performances, such as Christmas, Easter, and end of year shows, demonstrate that music is important to the life of the school. Extracurricular activities, such as choir and peripatetic music lessons, also provide children with experience of making music.



### Impact

The impact of teaching music will be seen across the school with an increase in the profile of music. Whole-school and parental engagement will be improved through performances, extracurricular activities and opportunities suggested in lessons/overviews for wider learning. Participation in music develops wellbeing, promotes listening and develops concentration. We want to ensure that music is loved by teachers and pupils across school, encouraging them to want to continue building on this wealth of musical ability, now and in the future.

## EYFS



Pupils will engage with exploring music in specific areas in the indoor and outdoor continuous provision daily. Teachers will plan a mixture of focus and shared group activities, focussing on the aspects of development in Expressive Arts and Design.

40-60 months:

- \* Begins to build a repertoire of songs and dances
- \* Explores the different sounds of instruments
- \* Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences

ELG:

- \* Children sing songs, make music and dance, and experiment with ways of changing them
- \* Children represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

## Year 1

Performing



### KS1 Music National Curriculum

Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.  
Pupils should be taught to play tuned and untuned instruments musically.

### Key Vocabulary

Duet  
Follow  
Group  
Harmony  
Improvisation  
Instructions  
Melody  
Perform  
Piano  
Rhymes  
Solo  
Voice

#### Working towards

- a. I make vocal sounds
- b. I can join in singing
- c. I sometimes perform with others.

#### At expectations

- a. I sometimes use my voice in different ways
- b. I sometimes join in singing
- c. I am beginning to follow instructions when I perform

#### Working above

- a. I use my voice in different ways
- b. I sing songs and speak rhymes
- c. I follow instructions when I perform with others

Composing



### KS1 Music National Curriculum

Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.

### Key Vocabulary

Bars  
Dynamics  
Instruments  
Long  
Order  
Pattern  
Rest  
Rhythm  
Sequence  
Short  
Sounds  
Tuned

#### Working towards

- a. I can sometimes make different sounds
- b. I am beginning to make sounds using voices and instruments
- c. I am beginning to make long and short sounds
- d. I am beginning to copy a short clapping rhythm with help

#### At expectations


- a. I am beginning to make sounds that are very different
- b. I can make sounds using voices and instruments
- c. I can make a long sound and a short sound
- d. I can clap short rhythms with help


#### Working above

- a. I can make sounds that are very different and with help, I can make sounds with a small difference.
- b. I can make and control long and short sounds using tuned and un-tuned instruments
- c. With help, I can make a sequence of long and short sounds
- d. I can clap short rhythms, making them longer with help

|                   |  |   |   |  |
|-------------------|--|---|---|--|
| <b>Appraising</b> | <b>KS1 Music National Curriculum</b><br>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.   |   |   | <b>Key Vocabulary</b><br><br>Beat<br>Copy<br>Duration<br>High<br>Low<br>Melody<br>Pattern<br>Pitch<br>Pulse<br>Rhythm<br>Sound<br>Speed<br>Texture |
|                   | <b>Working towards</b>   | <b>At expectations</b>  | <b>Working above</b>  |  |
|                   | a. I am beginning to recognise the difference between fast and slow<br>b. I am beginning to explain how live and recorded music makes me feel<br>c. I can make a high sound and a low sound<br>d. I am beginning to understand how sounds are made | a. I recognise the difference between fast and slow<br>b. I can listen to live and recorded music and say how it makes me feel<br>c. I can copy changes in pitch – high and low<br>d. I know how some sounds are made | a. I listen carefully to a range of live and recorded music<br>b. I recognise changes in tempo (speed)<br>c. I can listen out for different types of sound<br>d. I can imitate changes in pitch<br>e. I know how some sounds are made and changed |  |

## Year 2

|                   |  |  |   |   |
|-------------------|--|--|---|---|
| <b>Performing</b> | <b>KS1 Music National Curriculum</b><br>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.<br>Pupils should be taught to play tuned and untuned instruments musically. |  |   | <b>Key Vocabulary</b><br><br>Duet<br>Follow<br>Group<br>Harmony<br>Improvisation<br>Instructions<br>Melody<br>Perform<br>Piano<br>Rhymes<br>Solo<br>Voice |
|                   | <b>Working towards</b>   | <b>At expectations</b>   | <b>Working above</b>  |   |
|                   |  a. I sometimes use my voice in different ways<br>b. I sometimes join in singing<br>c. I am beginning to follow instructions when I perform                 | a. I use my voice in different ways<br>b. I sing songs and speak rhymes<br>c. I follow instructions when I perform with others | a. I use my voice well in lots of ways<br>b. I can perform on my own and with others<br>c. I make and control long and short sounds, using voices and instruments |   |

|                  |   |   |  |  |
|------------------|---|---|--|--|
| <b>Composing</b> | <b>KS1 Music National Curriculum</b><br>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.  |   |  | <b>Key Vocabulary</b><br><br>Bars<br>Dynamics<br>Instruments<br>Long<br>Order<br>Pattern<br>Rest<br>Rhythm<br>Sequence<br>Short<br>Sounds<br>Tuned |
|                  | <b>Working towards</b>  | <b>At expectations</b>  | <b>Working above</b>   |  |
|                  |  a. I am beginning to make sounds that are very different<br>b. I can make sounds using voices and instruments<br>c. I can make a long sound and a short sound<br>d. I can clap short rhythms with help. | a. I can make sounds that are very different<br>b. With help, I can make sounds with a small difference<br>c. I can make and control long and short sounds using tuned and untuned instruments<br>d. With help, I can make a sequence of long and short sounds<br>e. I can clap short rhythms, making them longer with help | a. I can choose and order sounds for effect<br>b. I can play a variety of sounds on musical instruments creating short melodic patterns<br>c. I can play with a partner to create sequences and short rhythmic phrases<br>d. I use changes in pitch to express an idea |  |

|            |   |   |  |  |
|------------|---|---|--|--|
| Appraising | <b>KS1 Music National Curriculum</b><br>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.  |   |  | <b>Key Vocabulary</b><br><br>Beat<br>Copy<br>Duration<br>High<br>Low<br>Melody<br>Pattern<br>Pitch<br>Pulse<br>Rhythm<br>Sound<br>Speed<br>Texture                           |
|            | <b>Working towards</b><br><br>a. I recognise the difference between fast and slow<br>b. I can listen to live and recorded music and say how it makes me feel<br>c. I can copy changes in pitch – high and low<br>d. I know how some sounds are made           | <b>Working towards</b><br><br>a. I listen carefully to a range of live and recorded music<br>b. I recognise changes in tempo (speed)<br>c. I can listen out for different types of sound<br>d. I can imitate changes in pitch<br>e. I know how some sounds are made and changed                         | <b>Working towards</b><br><br>a. I listen carefully to a wide and varied range of live and recorded music<br>b. I can identify pulse<br>c. I recognise changes in timbre, pitch and dynamics<br>d. I listen carefully and recall short rhythmic and melodic patterns   |  |
|            | Year 3  |   |  |  |
| Performing | <b>KS2 Music National Curriculum</b><br>Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.                              |   |  | <b>Key Vocabulary</b><br><br>Acapella<br>Adagio<br>Allegro<br>Andante<br>Chord<br>Duet<br>Forte<br>Harmony<br>Improvisation<br>Melody<br>Pentatonic<br>Piano<br>Solo         |
|            | <b>Working towards</b><br><br>a. I am beginning to sing in tune.<br>b. With help I can maintain a simple part in a group.<br>c. I can remember sounds and songs.<br>d. I can perform with some control.<br>e. I am becoming aware of what others are playing. | <b>At expectations</b><br><br>a. I sing in tune in a group or alone.<br>b. I can hold a simple part within an ensemble.<br>c. I have a good memory for sounds and songs.<br>d. I can perform with control and expression, using my voice or an instrument.<br>e. I am aware of what others are playing. | <b>Working above</b><br><br>a. I sing confidently and expressively, with good breath control and pronunciation.<br>b. When singing in rounds I hear the harmonies.<br>c. I add a drone or an ostinato to a song.<br>d. I play a simple accompaniment on an instrument.<br>e. I improvise and maintain my own part within an ensemble |  |
| Composing  | <b>KS2 Music National Curriculum</b><br>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.<br>Pupils should be taught to use and understand staff and other musical notations.       |   |  | <b>Key Vocabulary</b><br><br>Bars<br>Bass clef<br>Crotchet<br>Crotchet rest<br>Flat<br>Key<br>Minim<br>Minim rest<br>Octave<br>Quaver<br>Rest<br>Semibreve<br>Semibreve rest |
|            | <b>Working towards</b><br><br>a. I am beginning to sing simple melodies and songs independently.<br>b. With help I can create a sound picture.<br>c. I am beginning to recognise and create repeated patterns.  | <b>At expectations</b><br><br>a. I compose simple melodies and songs.<br>b. I use sound to create given images.<br>c. I recognise and create repeated patterns.<br>d. I make up singing games with  | <b>Working above</b><br><br>a. I know how sounds can be changed, organised and controlled.<br>b. I can combine sounds expressively.<br>c. I create my own simple songs.<br>d. I understand the relationship between lyrics and melody.<br>e. I can create complex rhythmic   |  |

|  |   |  |  |   |
|--|---|--|--|---|
|  | <ul style="list-style-type: none"> <li>d. I can help to make up singing games with words, actions and a sense of pulse.</li> <li>e. I am beginning to create simple accompaniments.</li> <li>f. I can choose sounds to create an effect.</li> </ul> | <ul style="list-style-type: none"> <li>e. I create simple accompaniments for my tunes.</li> <li>f. I recognise how musical elements are combined.</li> <li>g. I know how different sounds can fit together.</li> </ul> | <ul style="list-style-type: none"> <li>f. I create music for a purpose and use graphic notation.</li> <li>g. I can use accents in a song to create effects.</li> </ul> | <ul style="list-style-type: none"> <li>Sharp</li> <li>Stave</li> <li>Time signature</li> <li>Treble clef</li> </ul> |
|--|---|--|--|---|

|                   |   |   |   |  |
|-------------------|---|---|---|--|
| <b>Appraising</b> | <p><b>KS2 Music National Curriculum</b><br/>Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory. Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Pupils should be taught to develop an understanding of the history of music.</p> |   |   | <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Beat</li> <li>Duration</li> <li>Dynamics</li> <li>Ostinato</li> <li>Pulse</li> <li>Rhythm</li> <li>Staccato</li> <li>Tempo</li> <li>Texture</li> <li>Timbre</li> </ul> |
|                   | <p><b>Working towards</b></p> <ul style="list-style-type: none"> <li>a. I describe music saying what I like or dislike.</li> <li>b. I am beginning to listen with attention to detail.</li> <li>c. When listening I am beginning to talk about the music and its structure.</li> </ul>  | <p><b>Working towards</b></p> <ul style="list-style-type: none"> <li>a. I describe music using suitable vocabulary.</li> <li>b. I listen carefully to a range of live and recorded music.</li> <li>c. When listening I can talk about the combined effect of layers of sound.</li> <li>d. I can identify classroom percussion instruments and I know how to play them.</li> </ul> | <p><b>Working towards</b></p> <ul style="list-style-type: none"> <li>a. I have a range of sound vocabulary and can use it to compare and describe a range of high quality live and recorded music.</li> </ul> |  |

## Year 4



|                   |   |  |   |  |
|-------------------|---|--|---|--|
| <b>Performing</b> | <p><b>KS2 Music National Curriculum</b><br/>Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>  |  |   | <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>Acapella</li> <li>Adagio</li> <li>Allegro</li> <li>Andante</li> <li>Chord</li> <li>Duet</li> <li>Forte</li> <li>Harmony</li> <li>Improvisation</li> <li>Melody</li> <li>Pentatonic</li> <li>Piano</li> <li>Solo</li> </ul> |
|                   | <p><b>Working towards</b></p> <ul style="list-style-type: none"> <li>a. I sing in tune in a group or alone.</li> <li>b. I hold a simple part within an ensemble.</li> <li>c. I have a good memory for sounds and songs.</li> <li>d. I perform with control and expression, using my voice or an instrument.</li> <li>e. I am aware of what others are playing.</li> </ul> | <p><b>At expectations</b></p> <ul style="list-style-type: none"> <li>a. I sing confidently and expressively, with good breath control and pronunciation.</li> <li>b. When singing in rounds I hear the harmonies.</li> <li>c. I add a drone or an ostinato to a song.</li> <li>d. I play a simple accompaniment on an instrument.</li> <li>e. I improvise and maintain my own part within an ensemble</li> </ul> | <p><b>Working above</b></p> <ul style="list-style-type: none"> <li>a. I sing confidently, in solo and ensemble contexts, displaying a variety of vocal techniques.</li> <li>b. I sing a harmony part confidently and accurately.</li> <li>c. I play more complex instrumental parts with rhythmic and dynamic control.</li> </ul> |  |



|            |  |   |  |  |
|------------|--|---|--|--|
| Composing  | <p><b>KS2 Music National Curriculum</b><br/>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.<br/>Pupils should be taught to use and understand staff and other musical notations.</p>   |   |  | <p><b>Key Vocabulary</b></p> <p>Bars<br/>Bass clef<br/>Crotchet<br/>Crotchet rest<br/>Flat<br/>Key<br/>Minim<br/>Minim rest<br/>Octave<br/>Quaver<br/>Rest<br/>Semibreve<br/>Semibreve rest<br/>Sharp<br/>Stave<br/>Time signature<br/>Treble clef</p> |
|            | <p><b>Working towards</b></p> <ol style="list-style-type: none"> <li>a. I compose simple melodies and songs.</li> <li>b. I use sound to create given images.</li> <li>c. I recognise and create repeated patterns.</li> <li>d. I make up singing games with words and actions.</li> <li>e. I create simple accompaniments for my tunes.</li> <li>f. I know how musical elements are combined.</li> <li>g. I know how different sounds can fit together.</li> </ol> | <p><b>At expectations</b></p> <ol style="list-style-type: none"> <li>a. I know how sounds can be changed, organised and controlled.</li> <li>b. I can combine sounds expressively.</li> <li>c. I create my own simple songs.</li> <li>d. I understand the relationship between lyrics and melody.</li> <li>e. I create complex rhythmic patterns using musical notation in 2/4 3/4 and 4/4 time.</li> <li>f. I create music for a purpose and use graphic notation.</li> <li>g. I can use accents in a song to create effects.</li> </ol> | <p><b>Working above</b></p> <ol style="list-style-type: none"> <li>a. I am imaginative and confident using sound and use ICT where available.</li> <li>b. I select sounds and structures carefully to express an idea.</li> <li>c. I create complex patterns.</li> <li>d. I use different musical devices including melody, rhythms, chords and structures.</li> <li>e. I can take the lead in creating and performing and provide suggestions to others.</li> </ol> |  |
| Appraising | <p><b>KS2 Music National Curriculum</b><br/>Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.<br/>Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.<br/>Pupils should be taught to develop an understanding of the history of music.</p>                                  |   |  | <p><b>Key Vocabulary</b></p> <p>Beat<br/>Duration<br/>Dynamics<br/>Ostinato<br/>Pulse<br/>Rhythm<br/>Staccato<br/>Tempo<br/>Texture<br/>Timbre</p>   |
|            | <p><b>Working towards</b></p> <ol style="list-style-type: none"> <li>a. I describe music using suitable vocabulary.</li> <li>b. I listen carefully to a range of live and recorded music.</li> <li>c. When listening I can talk about the combined effect of layers of sound.</li> </ol>   | <p><b>Working towards</b></p> <ol style="list-style-type: none"> <li>a. I have a range of sound vocabulary and can use it to compare and describe a range of high quality live and recorded music.</li> <li>b. I can identify orchestral instruments and place them within the correct family of instruments.</li> </ol>  | <p><b>Working towards</b></p> <ol style="list-style-type: none"> <li>a. I understand how lyrics may have cultural and social meaning.</li> <li>b. I can hear how harmonies, drones and melodic ostinati are used to accompany singing.</li> <li>c. I improve my work.</li> <li>d. I identify cyclic patterns.</li> </ol>   |  |



## Year 5


|   |  |  |   |   |
|---|--|--|---|---|
| <b>Year 5</b>   |  |  |   |   |
| <b>Performing</b><br>  | <b>KS2 Music National Curriculum</b><br>Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.   |  |   | <b>Key Vocabulary</b><br><br>Acapella<br>Adagio<br>Allegro<br>Andante<br>Chord<br>Duet<br>Forte<br>Harmony<br>Improvisation<br>Melody<br>Pentatonic<br>Piano<br>Solo  |
|   | <b>Working towards</b><br><br>a. I sing confidently and expressively, with good breath control and pronunciation<br>b. When singing in rounds I hear the harmonies.<br>c. I add a drone or an ostinato to a song.<br>d. I play a simple accompaniment on an instrument.<br>e. I improvise and maintain my own part within an ensemble  | <b>At expectations</b><br><br>a. I sing confidently, in solo and ensemble contexts, displaying a variety of vocal techniques.<br>b. I sing a harmony part confidently and accurately.<br>c. I play more complex instrumental parts with rhythmic and dynamic control.<br>d. I can read stave notation in order to play simple tunes.   | <b>Working above</b><br><br>a. I sing and/or play confidently on my own or in a group.<br>b. I sing or play a harmony part confidently and accurately.<br>c. I play more complex instrumental parts with rhythmic accuracy and good dynamic control.  |   |
| <b>Composing</b><br> | <b>KS2 Music National Curriculum</b><br>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.<br>Pupils should be taught to use and understand staff and other musical notations.  |  |   | <b>Key Vocabulary</b><br><br>Bars<br>Bass clef<br>Crotchet<br>Crotchet rest<br>Flat<br>Key<br>Minim<br>Minim rest<br>Octave<br>Quaver<br>Rest<br>Semibreve<br>Semibreve rest<br>Sharp<br>Stave<br>Time signature<br>Treble clef |
|   | <b>Working towards</b><br><br>a. I know how sounds can be changed, organised and controlled.<br>b. I can combine sounds expressively.<br>c. I create my own simple songs.<br>d. I understand the relationship between lyrics and melody.<br>e. I create complex rhythmic patterns.<br>f. I create music for a purpose and use graphic notation.<br>g. I can use accents in a song to create effects. | <b>At expectations</b><br><br>a. I am imaginative and confident using sound and use ICT where available.<br>b. I select sounds and structures carefully to express an idea.<br>c. I create complex patterns.<br>d. I use different musical devices including melody (At least five notes), rhythms, chords and structures.<br>e. I can take the lead in creating and performing and provide suggestions to others. | <b>Working above</b><br><br>a. I compose imaginatively using voices or instruments.<br>b. I use ICT to compose melody and accompaniment.<br>c. I select sounds and structures maturely to express ideas.<br>d. I create complex patterns that fit the chosen structure.<br>e. I confidently use musical devices including melody, rhythms, chords and structures.<br>f. I take a lead in composition and I know how to provide guidance for others. |   |

|                   |   |  |  |  |
|-------------------|---|--|--|--|
| <b>Appraising</b> | <b>KS2 Music National Curriculum</b><br>Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.<br>Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.<br>Pupils should be taught to develop an understanding of the history of music. |  |  | <b>Key Vocabulary</b><br><br>Beat<br>Duration<br>Dynamics<br>Ostinato<br>Pulse<br>Rhythm<br>Staccato<br>Tempo<br>Texture<br>Timbre |
|                   | <b>Working towards</b><br><br>a. I have a range of sound vocabulary and can use it to compare and describe a range of high quality live and recorded music.   | <b>Working towards</b><br><br>a. I understand how lyrics may have cultural and social meaning.<br>b. I can hear how harmonies, drones and melodic ostinato are used to accompany singing.<br>c. I improve my work.<br>d. I identify cyclic patterns. | <b>Working towards</b><br><br>a. I know how lyrics relate to the music and have cultural and social meaning.<br>b. I hear how harmonies, drones and melodic ostinato are used to accompany all types of music.<br>c. I persevere to improve my work.<br>d. I can identify complex cyclic patterns. |  |

## Year 6

|                   |   |   |   |  |
|-------------------|---|---|---|--|
| <b>Performing</b> | <b>KS2 Music National Curriculum</b><br>Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.                                      |   |   | <b>Key Vocabulary</b><br><br>Acapella<br>Adagio<br>Allegro<br>Andante<br>Chord<br>Duet<br>Forte<br>Harmony<br>Improvisation<br>Melody<br>Pentatonic<br>Piano<br>Solo |
|                   | <b>Working towards</b><br><br>a. I sing confidently, in solo and ensemble contexts, displaying a variety of vocal techniques.<br>b. I sing a harmony part confidently and accurately.<br>c. I play more complex instrumental parts with rhythmic and dynamic control. | <b>At expectations</b><br><br>a. I sing and/or play confidently on my own or in a group.<br>b. I sing or play a harmony part confidently and accurately.<br>c. I play more complex instrumental parts with rhythmic accuracy and good dynamic control.<br>d. I can perform a simple melody using notes from C to C' reading stave notation. | <b>Working above</b><br><br>d. I am a confident performer.<br>e. I can improvise my own harmony part.<br>f. I play more complex instrumental parts with rhythmic accuracy and good dynamic control. |  |



|   |   |  |  |   |
|---|---|--|--|---|
| <b>Composing</b><br> | <b>KS2 Music National Curriculum</b><br>Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.<br>Pupils should be taught to use and understand staff and other musical notations.   |  |  | <b>Key Vocabulary</b><br><br>Bars<br>Bass clef<br>Crotchet<br>Crotchet rest<br>Flat<br>Key<br>Minim<br>Minim rest<br>Octave<br>Quaver<br>Rest<br>Semibreve<br>Semibreve rest<br>Sharp<br>Stave<br>Time signature<br>Treble clef |
|   | <u>Working towards</u><br><br>a. I am imaginative and confident using sound and use ICT where available.<br>b. I select sounds and structures carefully to express an idea.<br>c. I create complex patterns.<br>d. I use different musical devices including melody, rhythms, chords and structures.<br>e. I can take the lead in creating and performing and provide suggestions to others.                            | <u>At expectations</u><br><br>a. I compose imaginatively using voices or instruments.<br>b. I can compose using stave notation (Notes C to C')<br>c. I use ICT to compose melody and accompaniment.<br>d. I select sounds and structures maturely to express ideas.<br>e. I can create a melody to accompany a given set of lyrics.<br>f. I create complex patterns that fit the chosen structure.<br>g. I confidently use musical devices including melody, rhythms, chords and structures.<br>h. I take a lead in composition and I know how to provide guidance for others. | <u>Working above</u><br><br>a. I can compose my own music for an ensemble to play or sing.<br>b. I use ICT confidently to compose.<br>c. I know how different styles of music need different sounds and structures.<br>d. I can layer different patterns that fit into the structure I am using.<br>e. I alter the musical devices used depending on the style I want to achieve.<br>f. I can compose for a range of different performers. |   |
| <b>Appraising</b>   | <b>KS2 Music National Curriculum</b><br>Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.<br>Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.<br>Pupils should be taught to develop an understanding of the history of music. |  |  | <b>Key Vocabulary</b><br><br>Beat<br>Duration<br>Dynamics<br>Ostinato<br>Pulse<br>Rhythm<br>Staccato<br>Tempo<br>Texture<br>Timbre  |
|   | <u>Working towards</u><br><br>a. I understand how lyrics may have cultural and social meaning.<br>b. I can hear how harmonies, drones and melodic ostinato are used to accompany singing.<br>c. I improve my work.<br>d. I identify cyclic patterns.  | <u>Working towards</u><br><br>a. I know how lyrics relate to the music and have cultural and social meaning.<br>b. I hear how harmonies, drones and melodic ostinato are used to accompany all types of music.<br>c. I persevere to improve my work.<br>d. I can identify complex cyclic patterns.   | <u>Working towards</u><br><br>a. I can write my own lyrics to suit the style of music being played.<br>b. I can use drones and melodic ostinato to accompany song and instrumental music.<br>c. I am resilient and will improve my work until I am happy with it.<br>d. I can identify and use complex cyclic patterns.  |   |