



Welton St Mary's Church of England Primary Academy



Music Curriculum

Together We Care, Learn and Thrive

‘Without music, life would be a mistake’ -Friedrich Nietzsche

Music Intent

Music at Welton St. Mary’s aims to provide opportunity for all through **an inclusive**, engaging, curriculum that enhance children’s emotional literacy and increase their cultural capital in our globalised world. Following a specially tailored programme, children experience a broad range of music from different genres and periods, through our four key concepts of listening/ appraising and critical thinking, both of which aim to give our children the vocabulary needed to become musically literate; an awareness of musical history, enabling children to link music with important historical changes; and exploring, creating and communicating, which incorporates composition in all its forms. WSM’s aims are **to provide opportunities for all to flourish** in both our academic curriculum, and by offering a range of extra-curricular music activities in KS1 and 2, along with a variety of peripatetic instrumental lessons. Children in Y1 learn to play the recorder, in Y4 learn to play Djembe with a professional percussionist and clarinet in Y5 with a professional woodwind teacher. Performance opportunities occur in EYFS/Y1 and 2 through the Nativity, Year 3 and 4 through the Spring Concert and Year 5/6 through the Summer Production. **We build on foundations of shared values with consistently high expectations.** Our curriculum is enriched still further through strong partnerships with Lincolnshire Music Service, who offer a wide range of 1:1 and small group instrumental tuition, the Lincoln Cathedral Chorister Programme, BBC Ten Pieces, St. Mary’s Church and Welton PDA and other charity events all of which provide our children with creative opportunities for performance and education encouraging **everyone to be agents of positive change in this world.**

- **Inclusive** 
- **Value each person** 
- **All to flourish** 
- **Strive for excellence** 
- **Rooted in God’s love** 
- **Agents of positive change** 

Music Overview

We use some units from the Charanga music scheme as a vehicle to deliver some of our music curriculum

	➔		
Year 1	<p>Hey You! (Hip Hop) and the KS1 Nativity</p> 	<p>In the Groove (Multi-Genre)</p> 	<p>Your Imagination (Pop)</p> 
Year 2	<p>Hands, Feet, Heart (South Africa) and the KS1 Nativity</p> 	<p>Zootime (Reggae)</p> 	<p>Friendship Song (Pop)</p> 
Year 3	<p>Let your Spirit Fly (R & B)</p> 	<p>Glockenspiel 1 (Learning to read music) and the Y3/4 Concert (biannual)</p> 	<p>Dragon Song (Mix of World Music)</p> 
Year 4	<p>Glockenspiel 2 (Learning to read music)</p> 	<p>Stop! (Grime), Djembe Lessons & the Y3/4 Concert (biannual)</p> 	<p>The Beatles (Early Rock and Roll)</p> 
Year 5	<p>Livin' on a Prayer (Rock and Roll)</p> 	<p>Jazz 1 (Introduction to Jazz)</p> 	<p>Y5/6 Production & WECT clarinet</p> 
Year 6	<p>Happy (Soul)</p> 	<p>Jazz 2</p> 	<p>The Y5/6 Production.</p>

Core Concepts

CONCEPT – explore, create, communicate

- Perform, listen to, review, evaluate music across a range of historical periods, genres, styles, traditions, including the works of great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated.
-

CONCEPT – listen and appraise

- Perform, listen to, review, evaluate music across a range of historical periods, genres, styles, traditions, including the works of great composers and musicians
- Understand and explore how music is created, produced and communicated, including the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure, appropriate musical notations

CONCEPT – awareness of music contribution to cultural history

- Perform, listen to, review, evaluate music across a range of historical periods, genres, styles, traditions, including the works of great composers and musicians

CONCEPT – critical thinking and interpretation

- Perform, listen to, review, evaluate music across a range of historical periods, genres, styles, traditions, including the works of great composers and musicians
- Understand and explore how music is created, produced and communicated, including the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure, appropriate musical notations

Progression of content

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and appraise	knowledge	<p>To know that music has a steady pulse, like a heartbeat.</p> <p>To know that we can create rhythms from words, our names, favourite food, colours and animals.</p>	<p>To know some songs have a chorus or a response/answer part.</p> <p>To know that songs have a musical style.</p>	<p>To choose one song and be able to talk about:</p> <p>Its lyrics: what the song is about</p> <p>Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>Identify the main sections of the song (introduction, verse, chorus etc.) Name some of the instruments they heard in the song</p>	<p>To choose one song and be able to talk about: Some of the style indicators of that song (musical characteristics that give the song its style).</p> <p>The lyrics: what the song is about.</p> <p>Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). Identify the main sections of the song (introduction, verse, chorus etc).</p> <p>Name some of the instruments they heard in the song.</p>	<p>To choose two or three songs and be able to talk about:</p> <p>Some of the style indicators of the songs (musical characteristics that give the songs their style)</p> <p>The lyrics: what the songs are about</p> <p>Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>Identify the main sections of the songs (intro, verse, chorus etc.)</p> <p>Name some of the instruments they heard in the songs</p> <p>The historical context of the songs. What else was going on at this time?</p>	<p>To choose three or four other songs and be able to talk about:</p> <p>The style indicators of the songs (musical characteristics that give the songs their style)</p> <p>The lyrics: what the songs are about</p> <p>Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</p> <p>Identify the structure of the songs (intro, verse, chorus etc.) Name some of the instruments used in the songs</p> <p>The historical context of the songs. What else was going on at this time, musically and historically? o Know and talk about that fact that we each have a musical identity</p>
	skills	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>	<p>To confidently identify and move to the pulse.</p> <p>To think about what the words of a song mean.</p> <p>To take it in turn to discuss how the song makes them feel.</p>	<p>To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p>	<p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about</p>	<p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about</p>

			To learn how songs can tell a story or describe an idea.	Listen carefully and respectfully to other people's thoughts about the music.	Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words.	what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel.	what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, using musical language to describe the music.
Games	knowledge	To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals	To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments	Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer.	How pulse, rhythm and pitch work together Pulse: Finding the pulse – the heartbeat of the music Rhythm: the long and short patterns over the pulse Know the difference between pulse and rhythm Pitch: High and low sounds that create melodies How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to	How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to	How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to
	skills	To find the pulse To listen to the rhythm and clap / sing it back	To find a pulse To listen to a rhythm and clap / sing it back Create rhythms for others to copy.	Create your own simple rhythm patterns Copy back with instruments, without then with notation	create your own simple rhythm patterns copy back with instruments, without then with notation	Find the pulse Lead the class by inventing rhythms for others to copy back Copy back two-note riffs by ear and with notation Question and answer using two different notes	Find the pulse Lead the class by inventing rhythms for others to copy back Copy back two-note riffs by ear and with notation Question and answer using two different notes

singing	knowledge	To confidently sing or rap five songs from memory and sing them in unison.	To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices.	To know and be able to talk about: Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other To know why you must warm up your voice	Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other Texture: How a solo singer makes a thinner texture than a large group To know why you must warm up your voice	To choose a song and be able to talk about: Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice	To choose a song and be able to talk about: Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice
	skills	Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader.	Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.	To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing.	To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To rejoin the song if lost. To listen to the group when singing.	To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.	To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.
Playing	knowledge	Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing.	Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class.	To know and be able to talk about a glockenspiel	Talk about the instruments used in class Other instruments they might play or be played in a band or orchestra or by their friends.	To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends	Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friend









	skills	Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader	Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader	To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader.	To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song.	Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session.	Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session.
Improvisation	Knowledge	improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise!	Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes	Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake	Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake	Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake	Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one, two or three notes confidently is better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake
	skills	Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.	Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words) . 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.	Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. Play and Improvise – Using your instruments, listen and play your own answer using two different notes. Improvise! – Take it in turns to improvise using three different notes	Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. Play and Improvise – Using your instruments, listen and play your own answer using one or two notes.	improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)	Question and Answer using instruments. Use two notes in your answer. Always start on a G. improvise using 3 notes

		3. Improvise! – Take it in turns to improvise using one or two notes.	3. Improvise! – Take it in turns to improvise using one or two notes.		Improvise! – Take it in turns to improvise using one or two notes.		
Composition	knowledge	Composing is like writing a story with music. Everyone can compose.	Composing is like writing a story with music. Everyone can compose.	To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.)	A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.)	A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol	A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol
	Skills	Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.	Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary	Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

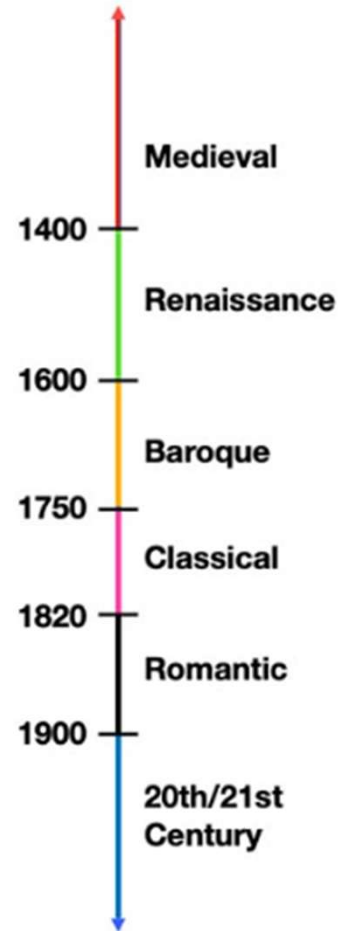
Performance	knowledge	A performance is sharing music with other people, called an audience	A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.	Performing is sharing music with other people, an audience You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music	Performing is sharing music with other people, an audience You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music	Performing is sharing music with other people, an audience Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song/music	Performing is sharing music with an audience with belief Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song/music
	skills	Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.	Choose a song they have learnt from the Scheme and perform it They can add their ideas to the performance. Record the performance and say how they were feeling about it.	To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.	To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why	To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"	To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"

Knowledge Organisers

Music Key Stage 1

Inter-related dimensions of music (the elements)		
pulse		In music, a pulse is a regular beat.
rhythm		The arrangement of the duration of notes in a musical phrase.
pitch		The pitch of a sound is how high or low it is.
melody		A sequence of musical notes played or sung in a specific order to create a tune.
unison		Everyone plays or sings the same music at the same time.
dynamics		The range of volume of musical sound
tempo		The speed at which the music is played
duration		How long a musical note is held or played.

Periods of Music Timeline







Genres of music studied

hip hop	Music that developed in the 1970s. It includes rapping
rap	A vocal technique in which the performer speaks rhythmically against a steady beat.
baroque	Baroque music refers to the period of Western music composed from about 1600 to 1760.
Latin	known for its fusion of African rhythms and Spanish guitar traditions
bhangra	a type of non-traditional music of Punjab
folk	Music is often not written down but passed down through families and friends.
funk	music with strong bass lines and a heavy syncopated beat
pop	a contemporary style of music that's popular with a wide audience.
reggae	originated in Jamaica, featuring a slow, steady rhythm, offbeat accents, and lyrics often focused on social issues, love, and unity.
compose	to create or write something
improvise	to create something on the spot without planning or preparation.

Music Key Stage 2









Inter-related dimensions of music (the elements)

timbre		the unique quality or tone of a sound that makes it different from other sounds, even if they have the same pitch and loudness.
texture		how different musical layers (melody, harmony, and rhythm) interact and combine, creating a sense of depth and richness in the sound.
structure		the way something is organized or arranged, including its parts and how they fit together
harmony		the combination of different musical notes played or sung at the same time

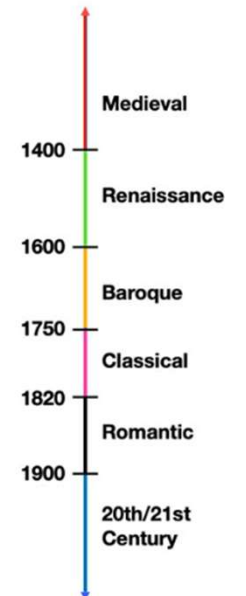
pentatonic scale	a musical scale with five notes per octave, often used in various types of music like rock, blues, and folk.
riff	a short, repeated musical phrase or pattern, often used in rock, jazz, and blues to create a catchy melody or rhythm.
groove	the rhythmic feel in music that makes you want to move or dance created by the way the beats, rhythms, and instruments interact
notation	the link between sound and symbol
improvise	to create something on the spot without planning or preparation.

Genres of music studied

RnB (rhythm & blues)	RnB is a mixture of Soul, Hip Hop and Gospel music.
rock'n'roll	Popular dance music originating in the 1950s, characterized by a heavy beat and simple melodies.
rock anthems	A powerful, energetic rock song with memorable lyrics and a strong chorus, often inspiring audience participation and a sense of unity.
3 note bossa nova	A Brazilian genre combining samba rhythms and jazz influences. often with just three notes, played in a syncopated rhythm
5 note swing	Five notes, often played in a syncopated manner.
Motown	Soul and pop music that originated in Detroit, Michigan, in the 1960s,
blues	Originated in the deep south of America and is considered an ancestor of Jazz.

Note	Rest	Name	Beats
		semibreve	4
		dotted minim	3
		minim	2
		crotchet	1
		quaver	1/2
		semiquaver	1/4

Periods of Music Timeline



Assessment

Concept: Listening and Appraising

- Using musical vocabulary to describe a range of styles and periods, along with expressing opinion
- Evaluate performances using vocabulary

	By the End of Y2	By the end of Y4	By the end of Y6
Expected	<p>Listen to a variety of music from different styles, traditions and times.</p> <p>Recognise different instruments used.</p> <p>Start to internalise pulse using movement.</p> <p>Start using correct but basic musical language to describe the music, including pulse, rhythm, pitch.</p>	<p>Listen with concentration to a variety of music from different styles, traditions and times.</p> <p>Begin to place music in historical context.</p> <p>Recognise different style indicators/different instruments.</p> <p>Understand that the pulse is the heartbeat of music and every piece has a different pulse.</p> <p>Use musical terminology including pulse, rhythm, pitch, dynamics, tempo.</p>	<p>Listen with concentration to a variety of music from different styles, traditions and times and place in its historical context.</p> <p>Securely recognise different style indicators and different instruments and their sounds.</p> <p>Find and internalise the pulse using movement. Understand its role as the foundation of music.</p> <p>Express opinions towards it. To include pulse, rhythm, pitch, dynamics, tempo, timbre, structure, texture and notation.</p>

Concept: Exploring and creating

- Improvisation
- Composition

- Notation

	By the End of Y2	By the end of Y4	By the end of Y6
Expected	<p>Create music using range of instruments/voice.</p> <p>Begin to recognise link between shape and pitch.</p> <p>Notate music in different ways, (graphic / pictorial notation, video, ICT).</p> <p>Understand the difference between improvisation and composition.</p> <p>Improvise using simple rhythmic patterns of 1-3 notes and create simple melodies, beyond 3 notes.</p> <p>Consider pulse, rhythm and pitch when composing music.</p>	<p>Range of instruments/voice used for:</p> <p>Broaden improvisation – setting own boundaries to improvise within.</p> <p>Compose more complex melodies, understanding their role within a group.</p> <p>Use some formal notation as well as other methods.</p> <p>Consider pulse, rhythm, pitch, dynamics, tempo and timbre in composition.</p>	<p>Range of instruments/voice used for:</p> <p>Improvise in solo and ensemble contexts. Use five-note improvisations (or those based on pentatonic scale).</p> <p>Use voice, sounds, technology and instruments in creative ways.</p> <p>Choose to combine and organise ideas with given structure.</p> <p>Compose melodies comprising more than 5 pitches.</p> <p>Have a firmer grasp of formal notation.</p>

<p>Concept: awareness of artistic contribution to cultural history</p> <ul style="list-style-type: none"> • Understanding of the different periods of music • Contextualise by referencing well-known historical events 			
	By the End of Y2	By the end of Y4	By the end of Y6
Expected	Show an interest in and discuss when different music was composed. Discuss from where certain world music derives.	Identify some famous western classical composers (such as Haydn, Beethoven, Mozart), and begin to link this to the development of classical music over the last 1000 years.	Closely link composers and period of music with key historical events.

Concept: Communicating

- Performance through singing, instrumental playing.
- Communicating to an audience

	By the End of Y2	By the end of Y4	By the end of Y6
Expected	<p>Maintain a steady pulse.</p> <p>Sing and rap. Play tuned and un-tuned instruments with some control and rhythmic accuracy</p> <p>Practise, rehearse and present performances with awareness of an audience.</p> <p>Play solo and as an ensemble.</p> <p>Play parts by ear and from memory.</p>	<p>Perform on range of instruments/voice:</p> <p>Play parts and begin to follow notation.</p> <p>Play as an ensemble, responding to more musical cues.</p> <p>Practise, rehearse and present performances with awareness of an audience.</p> <p>Link words and mood to performance.</p>	<p>Work together as part of an ensemble.</p> <p>Demonstrate clear starts, ends of pieces / phrases, technical accuracy etc.</p> <p>Play tuned and/or un-tuned instruments with further control and rhythmic accuracy.</p> <p>Practise, rehearse and present performances with more awareness of an audience.</p> <p>Sing in harmony.</p>

	<p>Learn how to follow a leader (conductor), including when to start and stop</p> <p>Consider how melody and words should be interpreted.</p> <p>Sing in tune (albeit with limited pitch range) with a good sense of pulse and rhythm.</p> <p>Watch a recording and/or discuss the performance.</p>	<p>Sing in tune with a secure pulse and rhythm.</p> <p>Watch a recording and/or discuss the performance with reference to musical vocabulary for this phase and including opinion.</p>	<p>Watch a recording and/or discuss the performance. Offer constructive comments about own and others' work and ways to improve; accept feedback and suggestions from others.</p>
--	---	--	---