

## Music

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 and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods,
- genres, styles and traditions, including the works of the 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, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Pupils should be taught to sing and play musically with increasing confidence and control.

They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

|            |             | Year 1   | Year 2  | Year 3   | Year 4  | Year 5   | Year 6   |
|------------|-------------|--|---|--|---|--|--|
| Creativity | Performance | Play and sing pieces of music, starting and finishing together. A piece of music played by a group of musicians should be played at the same time. Musicians should finish together to make the piece of music sound pleasing and ensure the audience can hear the tune. Listening to others, watching a conductor and counting beats accurately can help musicians play or sing at the same time as each other. | Play tuned and untuned percussion instruments and use the voice with awareness of others. Percussion instruments make a sound when they are hit, shaken or scraped. Tuned percussion instruments, such as the xylophone or piano, produce notes of different pitches. Untuned percussion instruments, such as the drum or güiro, produce sounds with no definite pitch. | Play or sing a part with increased control and accuracy on tuned and untuned instruments. Control in music can include breath control, where singers ensure they have enough breath to sing to the end of phrases, or control of a musical instrument, such as using bow strokes correctly when playing the violin. To sing or play accurately, the pitch, rhythm and volume of notes should match the intent of the musician, composer or conductor and the playing of other musicians. | Play or sing music from notation and memory. When playing or singing from notation, the shape and colour of a note denotes its length. The shape of a rest denotes its length. The position of the note on the staff denotes the pitch of the note and letters above or below the notes, such as p or f, denote the dynamics.   | Maintain their part in a performance confidently and accurately, with an awareness of what others are playing or singing. Accurate and confident group performances benefit from various factors: practice and preparation; the monitoring and adjustment of pitch, rhythm, timbre and dynamics; rapid responses to the actions of others and awareness of the role of each musician.                    | Take the lead in instrumental or singing performances and provide suggestions to others. Suggestions for improvements to musical performances include more practise; strategies to cope with performance pressure; better presentation, including eye contact with the audience; improving the planning and logistics of a performance and confidently introducing pieces and songs.   |
|            | Singing     | Sing traditional songs, nursery rhymes and chants clearly. Traditional songs, nursery rhymes and chants have been passed down to different generations using the oral tradition. They usually contain repeated rhythms or melodies, a strong pulse and rhyming words.  | Sing simple songs and chants with a sense of shape and melody. The melody of a piece of music is the main tune, which is usually part of a larger piece of music. The shape of the music is the pattern created by the changing pitches of notes in a melody.   | Use their voice in different ways, including using a loud or soft voice, and identify simple repeated patterns. The voice can be used to create notes of different pitches, durations and dynamics (loudness) to add interest to the music by highlighting certain lyrics or creating different moods.   | Sing songs accurately both solo and as part of an ensemble. Solo singing is singing alone. Accurate solo singing includes good timing, note memory and accurate pitching of notes. Ensemble singing is singing in a group. Accurate ensemble singing includes the ability to listen to others, sing at the same volume as them, and follow the signals and instructions of a conductor. | Maintain a part within an ensemble when singing in a round or in harmony. Rounds consist of the same melody being sung at different times in a group. Harmony singing consists of a melody line accompanied by other lines of music made up of differently pitched notes that, when sung together, give a pleasing effect. Singers usually sing the same words at the same time when singing in harmony. | Use gesture and expression to create a finished, polished performance. Gestures in music include eye contact, waving and beckoning to the audience, closing eyes to show emotion or exaggerated movements, such as a flourish at the end of a piece or movement away from the microphone. Some gestures are associated with different types of music, such as exaggerated movements to the pulse of the music and virtuoso guitar playing during rock musical performances. Expression in music means adding feeling and is indicated in musical scores using words, such as <i>dramatico</i> (in a dramatic, exaggerated style), <i>legato</i> (smoothly and connected), <i>tranquillo</i> (quiet and peaceful) and <i>cantabile</i> (in a singing or flowing style). |



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|                      | <b>Pulse and rhythm</b>   | Copy a simple rhythm or pulse by clapping or using percussion. A rhythm is a group of quick and slow beats that is usually repeated in a song or piece of music. A pulse is a steady beat, like a heartbeat. People can clap or tap their feet to the pulse.  | Play a range of rhythms and pulses and identify the difference between them. A rhythm and a pulse are different. The beats in a rhythm can be of different lengths. The beats in a pulse are all the same length. The pulse often stays the same throughout a piece of music, whereas the rhythm changes.  | Identify a pulse in a piece of music, realising two, three, four or more beats to the bar can be counted. Music is written in bars, with a set number of beats per bar. Time signatures tell musicians how many beats are in a bar. The time signature 4/4 shows there are four crotchet beats in a bar, 3/4 shows there are three crotchet beats in a bar and 2/4 shows there are two crotchet beats in a bar. These beats are the pulse of the music and they can be played, clapped, counted or conducted. | Play and create repeated rhythmic patterns. Repeated rhythmic patterns are a series of long and short sounds that are played over and over again. Repeated patterns can be found in all music. Short, repeated patterns are called motifs.  | Play and create extended rhythmic patterns, including rests. Extended rhythmic patterns usually contain repetition and may include short repeated phrases called motifs. Rests provide a break in a rhythmic pattern or line of music and should be counted in the same way as notes.  | Play and create pieces of music with a clear understanding of pulse and rhythm. Pulse can be created using bar lines to write bars of music with the same number of beats per bar. Rhythm can be created using notes of varying length, such as quavers, crotchets, minims and semibreves, and writing them in equal bars of music.                       |
|                      | <b>Composition</b>        | Create sound effects or rhythms using a variety of instruments, objects and the voice. Sound effects are sounds that don't involve speech or music and are made on instruments or objects to represent another sound. A rhythm is a group of quick and slow beats that is usually repeated in a song or piece of music. | Combine layers of sound and vocalisations with awareness of the effect. Combining layers of sound can create pleasant, harmonious sounds or unpleasant, discordant sounds, depending on the combination of pitches of notes used. Adding sounds together creates texture in a piece of music.  | Create sequences of sounds and vocals and record them using notes or pictures. Sequences of sounds combine pitch, rhythm, dynamics and pulse. Sequences can be written down using informal pictures or symbols in a graphic score, or using standard musical notation.  | Plan a sequence of sounds and vocals for different instruments and record them using standard or invented notation. Sequences of sounds for different instruments are written on separate lines in a graphic score or on separate staves of standard musical notation.  | Create a composition that combines layers of sound and vocalisations and shows an awareness of pitch, tempo, rhythm, melody and dynamics. Effective compositions include instruments with different pitches, repeated and contrasting rhythms, a pleasing melody and a variety of dynamics.  | Create and perform a group score using a wide variety of timbres, textures, rhythms and motifs. A score contains all the information musicians need to rehearse and perform a piece of music, including separate lines for each instrument or voice part, notation showing pitch and duration of sounds and markings to show dynamics, such as mp and mf. |
|                      | <b>Notation</b>           | Understand that music can be written down and read. Musical notes and symbols have meaning and can be read by musicians when they play.   | Recognise and respond to simple notation. Notes in standard musical notation are written on a stave, which tells the musician the pitch of the note. The pitch of a note is how high or low it is. The way a note is drawn tells the musician the duration of the note. A crotchet lasts for one beat, a minim lasts for two beats and a semibreve lasts for four beats.                         | Recognise and respond to standard and invented musical notation and symbols. In standard musical notation, rests such as crotchet rests, minim rests and semibreve rests tell musicians when not to play or sing and are used in the place of musical notes.  | Play or sing simple melodies from standard and invented musical notation and symbols. Standard musical notation symbols for dynamics, such as mp, p, pp, ppp, mf, f, ff, fff, tell musicians how loudly or quietly they should play. Piano (p) means that the music should be played softly. Forte (f) means that the music should be played loudly.  | Use standard notation to perform and write music. In standard musical notation, time signatures indicate how many beats are in a bar. For example, 4/4 means there are four crotchet beats in a bar. Bar lines split the notes into groups. For example, in a piece of music written in 4/4, there might be four crotchets, two minims or one semibreve in one bar of music.   | Use features of standard notation when composing. Features of standard notation include staves, time signatures, bar lines, notation and dynamic markings.  |
| <b>Investigation</b> | <b>Listening</b>          | Listen to sounds or a piece of music, identifying basic features. Basic features of music that can be easily identified include the melody (the main tune), the instruments used and the feelings the music engenders, such as happy, angry or scary.   | Describe how an instrument has been used to represent a sound, animal or object. The pitch, rhythm and volume (loudness) of notes played on different instruments can be used to represent other sounds, animals or objects. For example, quick, smooth and quiet ascending phrases of notes are played on a violin to represent a bird in Vaughan Williams' The Lark Ascending.                 | Recognise and describe sounds and changes in a piece of music using musical vocabulary. Specific terms can be used to describe the sounds and changes in a piece of music, including pitch (high or low), timbre (sound quality), dynamics (loudness) and tempo (speed).  | Describe how different instruments are used throughout a piece of music to add interest and meaning. Instruments include strings, such as violins; brass, such as trombones; woodwind, such as clarinets and percussion, such as drums. Composers choose instruments for the timbre, pitch and duration of the notes they can create to replicate and represent objects, animals, mood and feelings. For example, timpani, a type of percussion instrument, can give the impression of heavy footsteps. Violins, a type of string instrument, give the impression of swift movement in Dance of the Knights from the ballet Romeo and Juliet by Sergei Prokofiev. | Explain how pitch, tempo, rhythm, melody and dynamics have been used to create a particular mood and feelings in the listener. A mixture of pitch, tempo, rhythm, melody and dynamics create mood and feeling in the listener. For example, quick, high-pitched notes can create a feeling of panic, and long, low-pitched notes can create a feeling of calm. All music is written in a major or minor key. Music written in a major key sounds happy, and music written in a minor key sounds sad. | Listen to and comment on a wide range of genres and musical styles using a broad musical vocabulary. Genres are different styles of music, such as pop, rock, world music, classical, Latin American, swing, gospel and soul. Words such as tempo, rhythm, dynamics, pulse and timbre can be used to comment on the genre of music.                       |
|                      | <b>Music appreciation</b> | Listen and respond to a range of songs and pieces. Responses to music include playing or clapping along to the pulse and rhythms, humming or singing melodies, creating actions and dance movements, and using adjectives, such as lively or cheerful, to describe the music.   | Listen and respond with movement, words and pictures to a range of pieces of music that tell a story. Responses to a piece of music that tell a story include creating movements relating to characters or events in the music, identifying instruments and sounds that represent characters or events, describing key events and changes in the sound and drawing scenes inspired by the music. | Listen and respond to pieces of music written around the same theme. Features of music that can be listened and responded to include the musical instruments used, the images or patterns the music creates, the dynamics of the music, the mood created and the story the music tells. These features may be similar in music written around the same theme.   | Compare and evaluate different genres of music using appropriate musical vocabulary. Genres of music include jazz, rock, classical, blues, pop, folk, country and world music. Each genre has its own distinguishing features: the use of instruments; structure of the music; inclusion of typical rhythms, tempos and dynamics; date of composition and style of performance.   | Use descriptive words and relevant musical vocabulary when talking about the elements of live or recorded music within a piece. Musical vocabulary includes pitch, rhythm, pulse, duration, structure, dynamics, harmony, tempo, timbre and texture.   | Identify and explain patterns and motifs in live and recorded music that provoke feelings in the listener. A motif in music is a short musical idea that is repeated and developed throughout a piece.  |
| <b>Significance</b>  | <b>Significant people</b> | Describe, in simple terms, the lives of composers studied. A composer is a person who writes a piece of music. For example, Sergei Prokofiev wrote Peter and the Wolf in 1936.  | Describe the lives and music of composers studied. Composers at various points in history wrote pieces of music with many differences between them, such as the style, instruments and feelings they   | Describe the lives and music of romantic composers. Composers of romantic music worked between the 1830s and 1900s. Their music included dramatic symphonies and operas, and complex piano music. Romantic composers were   | Describe the lives and music of famous 20th-century composers. Composers of 20th century music worked from 1901 to 2000. Many compositions of this era don't follow the conventions of music that were used in previous periods. For example,   | Describe the lives and music of famous renaissance and baroque composers. Composers of Renaissance music worked between the 1400s and 1600s. Many wrote music for the church and used a polyphonic style, where different  | Describe the lives and music of famous classical composers. Composers of music during the Classical period worked between 1750 and 1825. Composers wrote simpler music with clear tunes and used harmony (a combination of musical  |

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|  |  |  | <p>provoked in listeners. For example, Wolfgang Amadeus Mozart wrote many famous pieces of music, such as The Magic Flute in 1791. He often wrote music for the piano or orchestra.</p> | <p>inspired by nature, art and poetry, and broke the strict rules laid down during the Classical period. Composers of the romantic era include Edvard Hagerup Grieg, Modest Petrovich Mussorgsky, Richard Strauss, Pyotr Ilyich Tchaikovsky, Giuseppe Verdi and Ludwig van Beethoven.</p> | <p>some composers used objects in their music as well as conventional instruments and some created music without harmonies or melodies. 20th-century composers include John Cage, Leroy Anderson, Benjamin Britten, Aaron Copland, George Gershwin, Gustav Holst and Sergei Prokofiev.</p> | <p>tunes were sung together. Famous renaissance composers include William Byrd, Thomas Tallis and Giovanni Pierluigi da Palestrina. Composers of Baroque music worked between 1600 and 1750. Many wrote flowing melodies with decorative trills and sudden changes in dynamics. Famous baroque composers include Johann Sebastian Bach, George Frideric Handel and Antonio Vivaldi.</p> | <p>notes played together to make a pleasing sound) rather than polyphony (different tunes played together) and marked dynamics in their music. Famous composers of the Classical period include Wolfgang Amadeus Mozart, Franz Joseph Haydn and Ludwig van Beethoven.</p> |
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