

Music overview – key National Curriculum links

	Autumn	Spring	Summer
Year 1	<p>Identifying and using sounds expressively</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • experiment with, create, select and combine sounds using the inter-related dimensions of music • listen with concentration and understanding to a range of high-quality live and recorded music. 	<p>Identifying pulse and rhythm</p> <ul style="list-style-type: none"> • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music • play tuned and untuned instruments musically. 	<p>Exploring instruments and symbols</p> <ul style="list-style-type: none"> • play tuned and untuned instruments musically • experiment with, create, select and combine sounds using the inter-related dimensions of music.
Year 2	<p>Demonstrating pitch by experimenting and combining sounds</p> <ul style="list-style-type: none"> • experiment with, create, select and combine sounds using the inter-related dimensions of music • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically. 	<p>Exploring Sounds and identifying instruments</p> <ul style="list-style-type: none"> • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Developing pulse, rhythm, listening and memorising skills</p> <ul style="list-style-type: none"> • experiment with, create, select and combine sounds using the inter-related dimensions of music • use their voices expressively and creatively by singing songs and speaking chants and rhymes.
KS1 end points	<p>By the end of KS1, pupils will:</p> <ul style="list-style-type: none"> ✓ use voices expressively and creatively ✓ create and choose sounds for a specific effect ✓ perform simple rhythmical patterns, beginning to show an awareness of pulse ✓ talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc ✓ perform together and follow instructions that combine musical elements ✓ be able to use our own signs and our own symbols to represent (stand for) sounds for a piece of written music ✓ think about and make simple suggestions about what could make their own work better. E.g: play faster or louder 		

Year 3	<p>Creating rhythmic patterns and short compositions</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>African drumming and ocarina tuition</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Performing and recording self-composed chants and songs</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory.</p>
Year 4	<p>Identifying and performing ostinato patterns</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music. 	<p>Playing and performing in various contexts</p> <ul style="list-style-type: none"> • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music. 	<p>Exploring contrasting pieces of music</p> <ul style="list-style-type: none"> • listen with attention to detail and recall sounds with increasing aural memory • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music.
LKS2 end points	<p>By the end of LKS2, pupils will:</p> <ul style="list-style-type: none"> ✓ order sounds to help create an effect. ✓ create simple rhythmical patterns that use a small range of notes. ✓ begin to join simple layers of sound, e.g. a background rhythm and a solo melody. ✓ Create short musical patterns incorporating dynamics (long and short sequences and rhythmic phrases). Perform long and short sounds in response to symbols from notation. ✓ sing in unison maintaining the correct pitch and using increasing expression. ✓ play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. ✓ identify, analyse and explore the way sounds can be put together and used expressively. 		

Year 5	Combining musical elements to create cyclical patterns <ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory. 	Ukulele tuition <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations improvise and compose music for a range of purposes using the inter-related dimensions of music. 	Singing songs and playing instrumental parts <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression develop an understanding of the history of music improvise and compose music for a range of purposes using the inter-related dimensions of music.
Year 6	To appreciate and understand a range of high-quality live and recorded music <ul style="list-style-type: none"> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	To create a soundtrack based on a visual stimulus <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. 	To learn the lyrics and music of a performance song <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression develop an understanding of the history of music appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians improvise and compose music for a range of purposes using the inter-related dimensions of music.
UKS2 end points	By the end of UKS2, pupils will: <ul style="list-style-type: none"> ✓ play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. ✓ Improvise melodic and rhythmic phases as part of a group performance. ✓ Perform an independent part, whilst reading simple musical notation, keeping to a steady beat. ✓ comment on the success of own and others work, suggesting improvements based on intended outcomes. ✓ describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music. ✓ notice, comment on, compare and explore how music reflects different intentions. ✓ allow, using musical devices, the audience to connect properly with a performance. 		