

MUSIC CURRICULUM



Listen to music with sustained concentration. (Music)	1
Find the pulse whilst listening to music and using movement. (Music)	1
Recognise different instruments. (Music)	1
Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse. (Music)	1
Copy and repeat a simple rhythm or melody. (Music)	1
Understand that pitch describes how high or low sounds are. (Music)	1
Understand that tempo describes how fast or slow the music is. (Music)	1
Understand that dynamics describe how loud or quiet the music is. (Music)	1
Play untuned/percussion instruments musically. (Music)	1
Sing song, chants, rhythms and raps musically with accuracy. (Music)	1
Listen with concentration and understanding to a range of high-quality live and recorded music. (Music)	2
Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence. (Music)	2
Experiment with, create, select and combine sounds using the inter-related dimensions (pitch, duration, dynamics, tempo, timbre, texture, structure and notation) of music. (Music)	2
Play tuned instruments musically. (Music)	2
Improvise a simple rhythm using different instruments including the voice. (Music)	2
Understand that timbre describes the character or quality of a sound. (Music)	2
Understand that texture describes the layers within the music. (Music)	2
Understand that structure describes how different sections of music are ordered. (Music)	2
Develop an understanding of melody, the words and their importance in the music being listened to. (Music)	2
Sing a song in two parts (including rounds). (Music)	2
Practise, rehearse and present performances to audiences accurately. (Music)	3
Listen with direction to a range of high quality music. (Music)	3
Confidently recognise a range of musical instruments. (Music)	3
Find the pulse within the context of different songs/music with ease. (Music)	3
Understand that improvisation is when a composer makes up a tune within boundaries. (Music)	3
Understand that composition is when a composer writes down and records a musical idea. (Music)	3
Sing songs with multiple parts with increasing confidence. (Music)	3
Play and perform in solo or ensemble contexts with confidence. (Music)	3
Develop an understanding of formal, written notation which includes crotchets and rests. (Music)	3
Begin to listen to and recall sounds with increasing aural memory. (Music)	3
Confidently recognise a range of musical instruments and the different sounds they make. (Music)	4
Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators. (Music)	4
Use musical language to appraise a piece or style of music. (Music)	4
Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate. (Music)	4
Sing as part of an ensemble with confidence and precision. (Music)	4

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Play and perform in solo or ensemble contexts with increasing confidence. (Music)	4
Develop an understanding of formal, written notation which includes minims and semibreves. (Music)	4
Listen to and recall sounds with increasing aural memory. (Music)	4
Compose complex rhythms from an increasing aural memory. (Music)	5
Understand how pulse, rhythm and pitch work together. (Music)	5
Improvise with increasing confidence using own voice, rhythms and varied pitch. (Music)	5
Sing as part of an ensemble with increasing confidence and precision. (Music)	5
Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression. (Music)	5
Use and develop an understanding of formal, written notation which includes staff or stave and the role of the dot for extending a note.	5
Develop an increasing understanding of the history and context of music. (Music)	5
Listen with attention to detail and recall sounds with increasing aural memory. (Music)	5
Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression. (Music)	6
Create a simple composition and record using formal notation. (Music)	6
Develop a deeper understanding of the history and context of music. (Music)	6
Appropriately discuss the dimensions (pitch, duration, dynamics, tempo, timbre, texture, structure and notation) of music and recognise them in music heard. (Music)	6
Listen with attention to detail and recall sounds with increasing aural memory and accuracy. (Music)	6
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. (Music)	6
Deepen an understanding and use of formal, written notation which includes staff or stave and the role of the dot for extending a note. (Music)	6
Improvise and compose music for a range of purposes using the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure and notation). (Music)	6
Play and perform confidently in a range of solo and ensemble contexts using his/her voice, playing instruments musically, fluently and with accuracy and expression. (Music)	7-9
Improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions. (Music)	7-9
Use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions. (Music)	7-9
Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices. (Music)	7-9
Listen with increasing discrimination to a wide range of music from great composers and musicians. (Music)	7-9
Demonstrate a developing and deepening understanding of the music that he/she performs and to which he/she listens, and its history. (Music)	7-9