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| Year | **Knowledge** | **SINGING**  **&**  **PERFORMING** | **PLAYING INSTRUMENTS** | **LISTENING** | **EXPERIMENTING**  **CREATING & COMBINING** | **COMPOSING** | **TECHNICAL SKILLS** | **APPRECIATING & UNDERSTANDING** | **THE HISTORY**  **OF**  **MUSIC** |
| **6** | Play and perform in solo, duet and ensemble contexts, using their voices and playing musical instruments (tuned and un-tuned) with greater level of accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music;  Improvise and compose music for a range of purposes using the inter-related dimensions of music;  Listen with attention to detail and recall sounds with increasing aural memory;  Use and understand staff and other musical notations time element and worth including drawing, photographs, actual musical notation – understanding the note’s worth;  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;  Incorporate into lessons an understanding of the history of music. | Maintain an independent part in a group or as a soloist when singing or playing  Explore harmonies and melodies through engaging as a musician  Experiment vocally/instrumentally in drafting, rehearsing and performing situations using a side range of stimuli  Use rehearsal to develop musical quality, pointing out areas which need improving and offering strategies |  | Listen to, think about and discuss a wide repertoire of music; e.g. offer suggestions about performance or the appropriateness of the accompaniment; become familiar with the sounds of instruments e.g. flute, violin, trumpet, different guitars, brass band, ‘pop’ group or Irish traditional group. | N/A | Demonstrate a good ability to plan, revise and refine material  Create increasingly more complex, effective and coherent improvisations, arrangements and compositions which respond appropriately to a range of given or chosen stimuli, showing consideration of musical structures | Use standard and invented notations as appropriate when working as a musician in a range of different contexts  As appropriate, decode and encode short rhythmic patterns using standard and invented notation | Listen with increased concentration to live and recorded music from different traditions, genres, styles and times, responding appropriately to the context  Share opinions about music and be willing to justify these | Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions  Learn about the lives and works of the great composers and musicians |
| **5** | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments (Un-tuned and experiment with tuned) with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music;  Improvise and compose music for a specific purposes using the topic related aspects of music;  Listen with attention to detail and recall sounds with increasing aural memory;  Use and understand written musical notations, including drawings, photographs and actual musical notations – increasing understanding what each note means;  Appreciate and understand a range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;  Develop an understanding of the history of music related to the subject areas within the curriculum for year 5. | Use voice, sounds, technology and instruments in creative ways and exploring new techniques  Maintain a strong sense of pulse and recognise when going out of time  Maintain good posture when singing/playing  Sing and play with increasing control, confidence, expression and fluency  Sing with an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style |  | Listen to, think about and discuss a wide repertoire of music; e.g. offer suggestions about performance or the appropriateness of the accompaniment; become familiar with the sounds of instruments e.g. flute, violin, trumpet, different guitars, brass band, ‘pop’ group or Irish traditional group. | N/A | Use voice, musical instruments and music technology to experiment creatively with sounds, taking creative risks and justifying decisions  Work out and develop simple rhythmic, melodic and harmonic accompaniments and patterns (e.g. ostinato, drones, pentatonic melodies etc) Show an awareness of how different parts fit together | Use standard and invented notations as appropriate when working as a musician in a range of different contexts  As appropriate, follow basic shapes of music (including standard and invented notation) through singing and playing short passages of music | Listen with increased concentration to live and recorded music from different traditions, genres, styles and times, responding appropriately to the context  Be perceptive to music and communicate personal thoughts and feelings, through discussion, movement and visual arts | Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions  Learn about the lives and works of the great composers and musicians |
| **4** | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments (mainly un-tuned) with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music;  Improvise and compose music for a range of purposes using the inter-related dimensions of music;  Listen with attention to detail and recall sounds with increasing aural memory;  Use and understand staff and other musical notations using drawings and photographs. Begin to understand musical notation;  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;  Develop an understanding of the history of music linked to subject areas being taught. | Sing with an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing  Maintain an independent part in a small group when playing or singing (e.g. rhythm, ostinato, drone, simple singing part etc) Experiment vocally/instrumentally in drafting, rehearsing and performing situations using a wide range of stimuli  Learn repertoire/musical ideas in different ways as appropriate (eg. aurally, copying, from simple notation) |  | Listen to and compare a wide repertoire of music  Consider and mimic sounds they hear, identify instruments or voices used and use musical language to describe style, how piece is structured, eg. in terms of its beginning, middle and ending, or the use of instruments and effects created |  | Create short improvisations, arrangements and compositions from a broad range of given or chosen musical and non-musical stimuli  Organise music into simple structures showing awareness of the content and purpose | Aurally identify, recognise, respond to and use musically basic symbols (standard and invented), including rhythms from standard notation (crotchets, quavers) and basic changes in pitch within a limited range | Listen to live and recorded music from a wide range of influences, responding appropriately to the context  Discuss how the elements of music are used in pieces from different periods, styles and cultures | Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions  Learn about the lives and works of the great composers and musicians |
| **3** | 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;  Improvise and compose music for a range of purposes using the inter-related dimensions of music;  Listen with attention to detail and recall sounds with increasing aural memory;  Use and understand staff and other musical notations using pictures and photographs;  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;  Develop an understanding of the history of music. | Sing and play appropriate material confidently and fluently  Be aware of posture when singing and playing  Accurately maintain a pulse  Use rehearsals to develop musical quality – e.g. clear starts, ends of pieces/phrases, technical accuracy etc  Coordinate words and actions when singing/moving to music. Suggest and try out suitable actions/movements  Demonstrate a good level of control and expression when singing |  | Listen to and compare a wide repertoire of music  Consider and mimic sounds they hear, identify instruments or voices used and use musical language to describe style, how piece is structured, eg. in terms of its beginning, middle and ending, or the use of instruments and effects created |  | Create simple rhythmic patterns, melodies and accompaniments Manipulate sounds, music and structures to explore changes to the ‘inter-related dimensions’ of music | Recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations, physical movements etc  Begin to recognise how short rhythmic patterns found in speech have a musical ‘rhythm’ and how this relates to basic symbols | Listen to live and recorded music from a wide range of influences, responding appropriately to the context |  Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions   Learn about the lives and works of the great composers and musicians |
| **2** | Use their voices with greater expression and creatively by singing songs and speaking chants and rhymes;  Play tuned and un-tuned instruments musically;  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 – using syllables effectively to support understanding of how music is structured and combined. | Sing new repertoire increasingly in tune within a limited pitch range. Pitch small intervals with a good degree of accuracy   Perform songs, chants and rhymes with a good sense of pulse and rhythm   Follow and lead simple performance directions, demonstrating understanding of these through singing, movement and playing | Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notation  Demonstrate awareness of others, recognise the importance of their own and others’ contribution to when developing music | Listen with concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music through movement, sound based and other creative responses. | |  | | --- | | Creatively experiment with different ways to produce and change sound  Create, repeat, adapt and extend simple rhythmic and melodic patterns and words to given stimuli or in play context | |  |  |  |  |
| **1** | Use their voices to be expressive and creative by singing songs and speaking chants and rhymes, repeated songs (follow-my-lead) and songs linked with curriculum areas;  Play tuned and un-tuned instruments demonstrating some musicality;  Listen with growing 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 – using syllables to support understanding. | Sing and play with expression, from memory and using simple notations as appropriate  Develop ability to internalise a steady pulse – eg. ‘sing’ short extracts ‘in your head’   Begin to recognise rhythmic patterns found in speech eg. saying/chanting names, counting syllables in names etc | Explore sounds and music through play  Join in and stop as appropriate  Contribute to performance on a range of given and chosen instruments  Begin to perform appropriate material with a good sense of pulse and rhythm | Listen with concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music through movement, sound based and other creative responses. | Enjoy making, playing, changing and combining sounds; try out different ways of producing sounds with voice, musical instruments, simple music technology, ‘body sounds’ (tapping, clicking, marching, stamping etc) |  |  |  |  |
|  | Listen and respond  ● To know twenty nursery rhymes off by heart. ● To know the stories of some of the nursery rhymes.  Explore and Create (Musical Activities)  ● To know that we can move with the pulse of the music. ● To know that the words of songs can tell stories and paint pictures.  Singing  ● To sing or rap nursery rhymes and simple songs from memory. ● Songs have sections.  Share and perform  ● A performance is sharing music. | Remember and sing a large repertoire of songs, including well known nursery rhymes.  Sing in a group or on their own, increasingly matching the pitch and following the melody.  Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.  Perform nursery rhymes and songs by singing and adding actions or dance.  Perform a nursery rhyme or song adding a simple instrumental part. | Play instruments with increasing control to express their feelings and ideas. | Listen carefully to rhymes and songs, paying attention to how they sound.  To know that the words of songs can tell stories and paint pictures.  Listen attentively, move to and talk about music, expressing their feelings and responses. | Use large-muscle movements to wave flags and streamers, paint and make marks.  Explore, use and refine a variety of artistic effects to express their ideas and feelings.  Combine different movements with ease and fluency.  Create collaboratively sharing ideas, resources and skills. | To know that songs have sections.  Create their own songs, or improvise a song around one they know.  Explore and engage in music making and dance, performing solo or in groups. | To know that we can move with the pulse, rhythm and pitch of the music.  Sing the pitch of a tone sung by another person (‘pitch match’).  Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. | Respond to what they have heard, expressing their thoughts and feelings.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  To talk about and reflect on my performance. | Perform, listen to and reflect on a repertoire of different music.  Reflect on how different types of music makes us feel and appreciate where it came from.  Explore music of the world. |