

"Addressing one another in psalms and hymns and spiritual songs, singing and making melody to the Lord with your heart" ~ Ephesians 5:19

<p>National Curriculum Content</p>	<p>KEY STAGE 1 Pupils should be taught to:</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. • 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. • Use technology to support learning where appropriate. 		<p>KEY STAGE 2 Pupils should be taught to:</p> <ul style="list-style-type: none"> • Sing and play musically with increasing confidence and control. • Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from 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 • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand staff and other musical notations. • 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. • Use technology to support learning where appropriate. 	
<p>Performing</p>	<p>Year 1:</p> <ul style="list-style-type: none"> • Explore making different sounds with the voice and instruments. • Show an understanding of pulse. • Sing and chant songs and rhymes in unison. • Begin to sing in tune using melodies that move mainly by step and include small intervals. • Start and stop at the appropriate time. • Follow a leader when performing as a group. • Recognise visual signs for start, stop, mime actions, sing in your head. • Putting actions to songs. • Playing a pitched note/drone to accompany a song. 	<p>Year 2:</p> <ul style="list-style-type: none"> • Perform a simple melody using voice and/or instruments. • Perform with a strong sense of pulse. • Start to understand the difference between pulse and rhythm. • Perform, demonstrating use of dynamics, pitch and tempo. • Play simple rhythms. • Sing in tune within a limited pitch range up to an octave. • Develop an awareness of diction when singing. • Sing/chant in unison and with a simple second part. • As part of a group, maintain an ostinato/drone with the voice or on instruments. • Perform and interpret a piece using simple notation. • Follow a conductor and recognise visual signs for start, stop, mime actions, sing in your head. 	<p>Year 3:</p> <ul style="list-style-type: none"> • Play a simple melody with technical control of the instrument/voice to create a pleasing sound. • Perform, demonstrating changes in dynamics, pitch, tempo and articulation. • Demonstrate the difference between pulse and rhythm. • Clap or tap a pulse whilst speaking/playing/improvising a rhythm/song. • Understand and respond to visual cues for starting and stopping. • Direct others to start and stop using gestures and can follow a conductor. • Maintain a second part in a vocal or instrumental piece (e.g. partner songs and rounds). • Sing rhythmically and expressively using a limited range of notes of approximately an octave with increased control. 	<p>Year 4:</p> <ul style="list-style-type: none"> • Demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing sound. • Sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience. • Perform using a range of rhythmic/melodic notation and/or from graphic notation including crotchet, quaver, minim, semibreve, semiquaver. • Understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away. • Direct others to start and stop using gestures and can follow a conductor. • Maintain a third part in a vocal or instrumental piece showing an understanding of texture (e.g. partner songs, rounds and simple part harmony). • Continue to sing rhythmically and expressively using a range of approximately an octave with increased control.
<p>Composing and Improvising</p>	<ul style="list-style-type: none"> • Say words/rhymes and clap/play to create simple rhythmic patterns. • Improvise a rhythm/sound over a given number of beats. • Add sound effects to a story. • Make a piece of music to illustrate a character or mood. • Respond to music through movement. • Understand simple graphic notation – one sign for a sound or group of sounds. 	<ul style="list-style-type: none"> • Use simple pitch and rhythm patterns to develop a structure for a short piece. • Improvise a rhythm/sound over a given number of beats. • Begin to recognise how music will fit a topic/theme. • Experiment with different timbres to create effects. • Recognise and begin to use contrasts in dynamics, tempo or pitch in a simple composition. • Respond to music through movement. • Notate a composition using simple graphic notation. • Understand that music can be notated in different ways. • Compose a piece with a beginning, middle and end. 	<ul style="list-style-type: none"> • Make four-bar rhythms in groups, pairs or individually. • Improvise with increasing confidence. (e.g. using 2 – 3 notes). • Contribute ideas to a group composition, playing own part. • Choose instruments and playing techniques to accurately depict story, mood or character showing an awareness of timbre. • Add pitch names to rhythmic notation to make melodies. • Understand how changes in pitch can be shown on either graphic score and staff notation. • Understand graphic scores and how more than one sound can play at a time to create texture. • Start to understand simple rhythmic notation including crotchet, quaver, minim, semibreve. 	<ul style="list-style-type: none"> • Construct a piece with a simple structure (e.g. Binary or Ternary). • Improvise with increasing confidence (e.g. using 2 – 3 notes). • Add own words to an existing tune to make a new song. • Make soundscapes/descriptive/atmospheric pieces with narrative/through-composed structures. • Add pitch names to rhythmic notation to make more complex melodies. • Begin to show an awareness of how changes in pitch can be shown on a staff. • Work independently within a group composition showing thought in selection of instruments and playing techniques and understanding the effect of timbre and texture, including adding a drone. • Use ICT to compose.
<p>Aural Awareness and Theoretical Knowledge</p>	<ul style="list-style-type: none"> • Listen to and experiment with vocal and instrumental sounds. • Copy back simple rhythmic patterns and melodies. • Recognise duration as being long or short. • Recognise pitch as high or low. • Recognise different articulations e.g. smooth and detached. • Feel if the tempo is fast or slow by responding to the pulse. • Recognise differences in dynamics as loud or soft. 	<ul style="list-style-type: none"> • Begin to recognise the sounds of different instruments (timbre) with an understanding of how sounds are produced. • Sing and recognise simple melodic shapes and patterns. • Take a lead in activities that involve imitation or call and response. • Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities. • Recognise groups of instruments. 	<ul style="list-style-type: none"> • Recognise and describe how sounds are made on different instruments. • Sing and recognise short melodic shapes and rhythmic patterns from memory. • Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities. • Recognise different metres (e.g. 3 time and 4 time). 	<ul style="list-style-type: none"> • Recognise and describe how sounds are made and changed on different instruments and how this groups them into instrumental families. • Memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation. • Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations. • Recognise simple structures in the music that is being performed or listened to (e.g. phrases, Binary, Ternary, Verse-Chorus). • Recognise different metres (e.g. 2, 3 or 4 time).
<p>Reflecting and Evaluating</p>	<ul style="list-style-type: none"> • Comment on own performances and compositions. • Describe how the music makes them feel and why. • Describe music and sounds in simple terms using basic musical vocabulary including pulse/beat, rhythm and pitch. 	<ul style="list-style-type: none"> • Talk about own and peers' work and make simple suggestions for improvement. • Discuss how the music makes them feel and why. • Describe music and sounds in simple terms using basic musical vocabulary including pulse/beat, rhythm/duration and pitch. 	<ul style="list-style-type: none"> • Make constructive comments on own and others' music to develop compositions and performances. • Use active listening to make simple connections and comparisons between own compositions and performances, and those of other musicians. • Begin to recognise how composers use the inter-related dimensions of music to create effects and mood. 	<ul style="list-style-type: none"> • Make constructive comments on own and others' music to develop compositions and performances discussing some of the inter-related dimensions of music. • Use active listening to make simple connections and comparisons between own compositions and performances, and those of other musicians. • Identify how composers use the inter-related dimensions of music to create effects and mood. • Ask questions about music in other cultures and traditions.