

MUSIC SUBJECT LEARNING EXPECTATIONS



Programme of Study

Key Stage 1	Ourselves	Patterns The Seasons	Toys and Games	Places	Growth	The Seaside
Pupils should be taught to:						
<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration & understanding to a range of high quality live and recorded music.</p> <p>Experiment with, create, select & combine sounds using the interrelated dimensions of music.</p> <p>Listen to and describe music from a range of times and cultures.</p> <p>Identify the beat of a tune</p> <p>Consider how sounds can be made in different ways for example voice, beats different musical instruments</p> <p>Identify simple musical elements such as pitch, duration , dynamics, tempo & timbre</p> <p>Global aspect: identify musical elements from different cultures and times.</p> <p>Compose & create</p> <ul style="list-style-type: none"> • Create a mixture of different sounds • Explore choose and organise sounds • Create a sequence of sounds; long and short, high and low • Create musical patterns • Choose sounds to create overall an effect long and short loud and quite • Use digital technologies to compose pieces of music <p>Transcribe</p> <ul style="list-style-type: none"> • Devise your own symbols to record music • Use symbols to create a simple pattern <p>Performance</p> <ul style="list-style-type: none"> • Play a range of tuned & untuned instruments • Follow instructions of how & when to sing or play and instrument • Take part in singing songs & performing songs and rhymes • Imitate sound & pitch • Rehearse & perform individually and with others • Maintain a simple part within a group 	<p>I can take part in singing</p> <p>I can follow instructions on how and when to sing or play an instrument</p>	<p>I can make and control long and short sounds, using voices and instruments</p> <p>I can imitate changes in pitch</p> <p>I can use my voice in different ways to create different effects</p>	<p>I can take notice of others when I am performing</p> <p>I can make a sequence of long and short sounds with help</p>	<p>With help, I can clap longer rhythms</p> <p>I can listen out for different types of sounds</p> <p>I can make sounds that are very different (loud and quiet, high and low etc.)</p>	<p>I can choose sounds to represent different things (ideas, thoughts, feelings, moods etc.)</p> <p>I can show that I can hear different moods in music</p>	<p>I know how some sounds are made and changed</p> <p>With help, I can make sounds with a slight difference</p>

Programme of Study

Key Stage 1	Superheroes	Pirates	Castles	Nocturnal Animals	Space	Families
Pupils should be taught to:						
<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration & understanding to a range of high quality live and recorded music.</p> <p>Experiment with, create, select & combine sounds using the interrelated dimensions of music.</p> <p>Listen to and describe music from a range of times and cultures.</p> <p>Identify the beat of a tune</p> <p>Consider how sounds can be made in different ways for example voice, beats different musical instruments</p> <p>Identify simple musical elements such as pitch, duration , dynamics, tempo & timbre</p> <p>Global aspect: identify musical elements from different cultures and times.</p> <p>Compose & create</p> <ul style="list-style-type: none"> • Create a mixture of different sounds • Explore choose and organise sounds • Create a sequence of sounds; long and short, high and low • Create musical patterns • Choose sounds to create overall an effect long and short loud and quite • Use digital technologies to compose pieces of music <p>Transcribe</p> <ul style="list-style-type: none"> • Devise your own symbols to record music • Use symbols to create a simple pattern <p>Performance</p> <ul style="list-style-type: none"> • Play a range of tuned & untuned instruments • Follow instructions of how & when to sing or play and instrument • Take part in singing songs & performing songs and rhymes • Imitate sound & pitch • Rehearse & perform individually and with others • Maintain a simple part within a group 	<p>I can take part in singing</p> <p>I can follow instructions on how and when to sing or play an instrument</p> <p>I can sing or play from memory with confidence</p>	<p>I can make and control long and short sounds, using voices and instruments</p> <p>I can imitate changes in pitch</p> <p>I can use my voice in different ways to create different effects</p>	<p>I can take notice of others when I am performing</p> <p>I can make a sequence of long and short sounds with help</p>	<p>With help, I can clap longer rhythms</p> <p>I can listen out for different types of sounds</p> <p>I can make sounds that are very different (loud and quiet, high and low etc.)</p>	<p>I can choose sounds to represent different things (ideas, thoughts, feelings, moods etc.)</p> <p>I can show that I can hear different moods in music</p>	<p>I know how some sounds are made and changed</p> <p>With help, I can make sounds with a slight difference</p>

Programme of Study

Key Stage 2	London Now and Then	Protecting our Environment	Dragonology	Ancient Egyptians	The Caribbean	Fairy Tales Twists
Pupils should be taught to:						
<p>Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures within aural memory. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control & expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music. Listen with attention to detail & recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p> <p>Listen to and describe music</p> <ul style="list-style-type: none"> • Confidently internalize and recall sounds with increasing aural memory • Use the terms duration ,timbre, pitch, beat, tempo, texture • Understand how time & place can influence how music is created, performed & heard • Evaluate music using musical vocabulary • Describe how sounds & lyrics reflect the cultural context of music and have social meaning <p>Compose & Create</p> <ul style="list-style-type: none"> • Compose and perform music • Explore compose & organise musical ideas within musical structures • Create repeated patterns within a range of instruments • Combine & control sounds to create an effect. • Use digital technologies to compose pieces of music • Improvise, developing rhythmic & melodic material when performing <p>Transcribe</p> <ul style="list-style-type: none"> • Devise non-standard symbols to record music • Learn standard musical notation: • Recognise EGBDF & FACE on the musical stave • Recognise the symbols for minim, crochet & semibreve & say how many beats they represent • Understand how music is produced in different ways (including ICT) & described through relevant established & invented notations. <p>Performance</p> <ul style="list-style-type: none"> • Sing songs in unison and two parts with clear diction, control of pitch and musical expression • Play tuned and untuned instruments with control and rhythmic accuracy • Practice, rehearse & perform with an awareness of audience & purpose • Improvise developing rhythmic and melodic material when performing • Use digital technologies to perform pieces of music 	<p>I can take part in singing songs, following the tune (melody) well</p> <p>I use my voice to good effect</p> <p>I can perform with others, taking instructions from the leader</p>	<p>I can make and control long and short sounds using voices and instruments</p> <p>I can carefully choose sounds to achieve and effect (including use of ICT)</p>	<p>I can order my sounds to help create an effect</p> <p>I can create short musical patterns</p> <p>I can create a sequence of long and short sounds</p>	<p>I create short rhythmic phrases</p> <p>I show control when playing musical instruments so that they sound as they should</p> <p>I use changes in pitch to communicate an idea</p>	<p>I can identify the beat in music</p> <p>I can recognise changes in timbre, dynamics and pitch</p> <p>I can listen carefully and recall short rhythmic and melodic patterns</p>	<p>I can use my knowledge of dynamics, timbre and pitch to organise my music</p> <p>I know how sounds can be made and changed to suit a situation</p> <p>I can make my own signs and symbols to make and record my music</p> <p>I know that music can be played or listened to for a variety of purposes (including throughout history and in other cultures)</p>

Programme of Study

Key Stage 2	The Victorians	Wilderness and Survival	Inventions	Romans	Journeys	Volcanoes
Pupils should be taught to:						
<p>Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures within aural memory. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control & expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music. Listen with attention to detail & recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p> <p>Listen to and describe music</p> <ul style="list-style-type: none"> • Confidently internalize and recall sounds with increasing aural memory • Use the terms duration ,timbre, pitch, beat, tempo, texture • Understand how time & place can influence how music is created, performed & heard • Evaluate music using musical vocabulary • Describe how sounds & lyrics reflect the cultural context of music and have social meaning <p>Compose & Create</p> <ul style="list-style-type: none"> • Compose and perform music • Explore compose & organise musical ideas within musical structures • Create repeated patterns within a range of instruments • Combine & control sounds to create an effect. • Use digital technologies to compose pieces of music • Improvise, developing rhythmic & melodic material when performing <p>Transcribe</p> <ul style="list-style-type: none"> • Devise non-standard symbols to record music • Learn standard musical notation: • Recognise EGBDF & FACE on the musical stave • Recognise the symbols for minim, crochet & semibreve & say how many beats they represent • Understand how music is produced in different ways (including ICT) & described through relevant established & invented notations. <p>Performance</p> <ul style="list-style-type: none"> • Sing songs in unison and two parts with clear diction, control of pitch and musical expression • Play tuned and untuned instruments with control and rhythmic accuracy • Practice, rehearse & perform with an awareness of audience & purpose • Improvise developing rhythmic and melodic material when performing • Use digital technologies to perform pieces of music 	<p>I can take part in singing songs, following the tune (melody) well</p> <p>I use my voice to good effect</p> <p>I can perform with others, taking instructions from the leader</p>	<p>I can make and control long and short sounds using voices and instruments</p> <p>I can carefully choose sounds to achieve and effect (including use of ICT)</p>	<p>I can order my sounds to help create an effect</p> <p>I can create short musical patterns</p> <p>I can create a sequence of long and short sounds</p>	<p>I create short rhythmic phrases</p> <p>I show control when playing musical instruments so that they sound as they should</p> <p>I use changes in pitch to communicate an idea</p>	<p>I can identify the beat in music</p> <p>I can recognise changes in timbre, dynamics and pitch</p> <p>I can listen carefully and recall short rhythmic and melodic patterns</p>	<p>I can use my knowledge of dynamics, timbre and pitch to organise my music</p> <p>I know how sounds can be made and changed to suit a situation</p> <p>I can make my own signs and symbols to make and record my music</p> <p>I know that music can be played or listened to for a variety of purposes (including throughout history and in other cultures)</p>

Programme of Study

Key Stage 2 Pupils should be taught to:	Ancient Greece	Climate Change	The Tudors	Brazil	Heroes and Villains	Local Landmarks
<p>Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures within aural memory. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control & expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music. Listen with attention to detail & recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music</p> <p>Listen to and describe music</p> <ul style="list-style-type: none"> • Confidently internalize and recall sounds with increasing aural memory • Use the terms duration ,timbre, pitch, beat, tempo, texture • Understand how time & place can influence how music is created, performed & heard • Evaluate music using musical vocabulary • Describe how sounds & lyrics reflect the cultural context of music and have social meaning <p>Compose & Create</p> <ul style="list-style-type: none"> • Compose and perform music • Explore compose & organise musical ideas within musical structures • Create repeated patterns within a range of instruments • Combine & control sounds to create an effect. • Use digital technologies to compose pieces of music • Improvise, developing rhythmic & melodic material when performing <p>Transcribe</p> <ul style="list-style-type: none"> • Devise non-standard symbols to record music • Learn standard musical notation: • Recognise EGBDF & FACE on the musical stave • Recognise the symbols for minim, crochet & semibreve & say how many beats they represent • Understand how music is produced in different ways (including ICT) & described through relevant established & invented notations. <p>Performance</p> <ul style="list-style-type: none"> • Sing songs in unison and two parts with clear diction, control of pitch and musical expression • Play tuned and untuned instruments with control and rhythmic accuracy • Practice, rehearse & perform with an awareness of audience & purpose • Improvise developing rhythmic and melodic material when performing • Use digital technologies to perform pieces of music 	<p>I can take part in singing songs, following the tune (melody) well</p> <p>I use my voice to good effect</p> <p>I can perform with others, taking instructions from the leader</p>	<p>I can make and control long and short sounds using voices and instruments</p> <p>I can carefully choose sounds to achieve and effect (including use of ICT)</p>	<p>I can order my sounds to help create an effect</p> <p>I can create short musical patterns</p> <p>I can create a sequence of long and short sounds</p>	<p>I create short rhythmic phrases</p> <p>I show control when playing musical instruments so that they sound as they should</p> <p>I use changes in pitch to communicate an idea</p>	<p>I can identify the beat in music</p> <p>I can recognise changes in timbre, dynamics and pitch</p> <p>I can listen carefully and recall short rhythmic and melodic patterns</p>	<p>I can use my knowledge of dynamics, timbre and pitch to organise my music</p> <p>I know how sounds can be made and changed to suit a situation</p> <p>I can make my own signs and symbols to make and record my music</p> <p>I know that music can be played or listened to for a variety of purposes (including throughout history and in other cultures)</p>

Programme of Study

Key Stage 2	WW2	WW2	Immigration	No place like home	Achievement and Ambition	Shakespeare
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