## Music

**By the end of Year 6 we want our pupils to:**

- Have a long-lasting curiosity for musical genres
- Develop empathy towards composers from minority groups and the forgotten female composers
- Recognise similarities and differences between different musical styles
- Articulate themselves and communicate using technical musical vocabulary
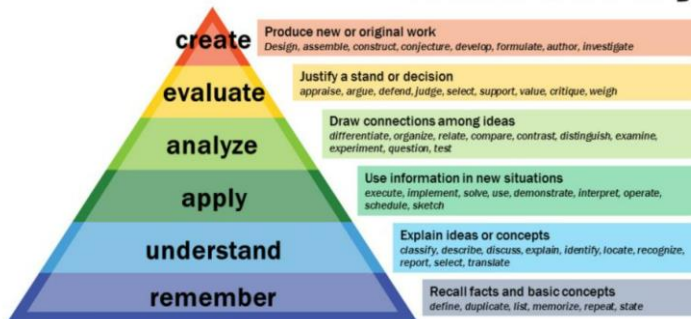- To be stimulated to actively go out and investigate different musical genres

**Bloom's Taxonomy**

create — Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate — Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

analyze — Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply — Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand — Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember — Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

LEICESTERSHIRE
MUSIC | 75 YEARS EST 1948

# Leicestershire Music for KS1 and KS2: Curriculum coverage from Preschool to Year 6

| Year group | Unit 1 Pulse | Unit 2 Voice | Unit 3 Rhythm | Unit 4 Pitch | Unit 5 Music Technology | Unit 6 20th Century Music |
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| Preschool | | | | | | |
| Foundation | **PULSE** **Explore pulse** Use: clapping marching tapping Imitate movements Identify long and short sounds | **VOICE** **Explore singing** Sing songs, which contain a small range of notes Take turns when singing Perform actions to accompany songs | **RHYTHM** **Explore rhythm** Explore rhythm through play Create rhythms Keep a steady pulse while playing Identify changes in tempo | **PITCH** **Explore pitch** Identify changes in timbre, tempo, pitch, and dynamics when playing instruments Sing broadly in tune with a limited pitch range Create music, and suggest symbols | **MUSIC TECH** **Explore and change sounds and music through technology** Create music and suggest symbols to represent the sounds Show understanding of musical structure | **20th CENTURY MUSIC** Listen and evaluate a variety of recorded music from: Country Music Big Band Beatboxing |
| Year 1 | **PULSE** **Explore pulse** Use: clapping marching tapping playing instruments Create simple musical directions Identify faster, slower, stopping and starting Identify long and short sounds | **VOICE** **Explore singing** Follow performance instructions Identify starting and stopping with accuracy Sing and perform Songs which contain a small range of notes Recognise and represent higher and lower sounds Use graphic notation | **RHYTHM** **Explore rhythm** Play rhythmic Patterns Copy given Rhythms Understand the differences between pulse and rhythm Use graphic notation to record Rhythms | **PITCH** **Explore pitch** Sing in tune and perform songs, which contain a small range of notes Control changes in timbre, tempo, pitch, and dynamics when playing instruments Use graphic notation to record rhythms | **MUSIC TECH** **Explore and change sounds and music through technology** Use technology to create and change sounds Understand musical structure | **20th CENTURY MUSIC** Listen and evaluate a variety of recorded music from: Folk music Experimental Disco |
| Year 2 | **PULSE** **Explore pulse** Sing/play with good sense of pulse | **VOICE** **Explore singing** Sing with accuracy within a range | **RHYTHM** **Explore rhythm** Recognise rhythmic patterns | **PITCH** **Explore pitch** Listen with increased concentration | **MUSIC TECH** **Explore and change sounds and music through technology** | **20th CENTURY MUSIC** Listen and evaluate a variety of recorded music from: |

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| | Understand the difference between pulse and rhythm<br><br>Recognise rhythmic patterns found in speech<br><br>Use:<br>Saying<br>Chanting names<br>Syllables in names | of notes<br><br>Use performance instructions<br><br>Include starting, stopping, dynamics and tempo<br><br>Demonstrate the link between pitch and shape using graphic notation | found in speech<br><br>Understand the difference between pulse and rhythm through physical movement, playing and singing<br><br>.<br>Show a good sense of pulse and rhythm<br><br>Use graphic notation to record rhythms | Make observations about the music and through movement<br><br>Listen with increased concentration<br><br>Understand and use basic musical features<br><br>Use pitch using graphic notation | Experiment changing and combining sounds, through technology<br><br>Make statements and observations about musical structure | Film music<br>Beatles<br>Modern Bhangra |
| Year 3 | **PULSE**<br>**Explore pulse**<br><br>Sing and play fluently maintaining a steady pulse<br><br>Maintain a part in a piece/ rhythm game<br><br>Follow and lead simple performance directions showing understanding of pulse | **VOICE**<br>**Explore singing**<br><br>Sing fluently<br><br>Use performance instructions<br><br>Use:<br>Tempo,<br>Dynamics<br>Start<br>Stop<br><br>Create a graphic score | **RHYTHM**<br>**Explore rhythm**<br><br>Listen and copy rhythmic patterns<br><br>Play rhythms while maintaining a pulse<br><br>Understand the difference between pulse and rhythm through playing an instrument<br><br>Create graphic notation to represent rhythm | **PITCH**<br>**Explore pitch**<br><br>Sing fluently<br><br>Create simple rhythmic patterns, melodies and accompaniments<br><br>Begin to aurally identify, recognise, respond to and use graphic notation | **MUSIC TECH**<br>**Explore and change sounds and music through technology**<br><br>Use technology to create, change and combine sounds<br><br>Recognise and use basic musical structure | **20th CENTURY MUSIC**<br><br>Listen and evaluate a variety of recorded music from:<br><br>House<br>Rock & Roll/Blues<br>Reggae |
| Year 4 | **PULSE**<br>**Explore pulse**<br><br>Sing and play confidently and fluently, maintaining an appropriate pulse<br><br>Follow and lead simple | **VOICE**<br>**Explore singing**<br><br>Sing with an awareness of breathing and pronunciation<br><br>Sing fluently with confidence | **RHYTHM**<br>**Explore rhythm**<br><br>Create simple rhythmic patterns<br><br>Maintain an independent part when | **PITCH**<br>**Explore pitch**<br><br>Sing within an appropriate vocal range with clear diction<br><br>Aurally identify, recognise, respond to, and use basic | **MUSIC TECH**<br>**Explore and change sounds and music through technology**<br><br>Use voice, sounds, technology and instruments in creative ways | **20th CENTURY MUSIC**<br><br>Listen and evaluate a variety of recorded music from:<br><br>Musicals<br>Minimalism<br>Rap |

| | PULSE | VOICE | RHYTHM | PITCH | MUSIC TECH | 20th CENTURY MUSIC |
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| | performance directions<br><br>Use:<br>Call and response Patterns<br><br>Maintain an independent part in a small group<br><br>Use:<br>Drone<br>Astinato<br>Rhythm<br><br>Use appropriate musical vocabulary | Use standard or graphic notation to create a melody | playing an instrument in a small group<br><br>Play confidently and fluently maintaining an appropriate pulse<br><br>Aurally identify, recognize, respond to and use musically basic symbols | musical symbols including rhythms from standard Western notation<br><br>Create simple rhythmic patterns, melodies, and accompaniments | Recognise, respond and use basic musical Structure | |
| Year 5 | **PULSE**<br>**Explore pulse**<br><br>Maintain a strong sense of pulse throughout pieces with and without syncopation<br><br>Create simple rhythmic pieces showing an understanding of rhythm/ melodies/ accompaniment<br><br>Maintain an independent part in a group when singing or playing | **VOICE**<br>**Explore singing**<br><br>Sing and maintain an independent part<br><br>Experiment and perform sounds made by own voice<br><br>Follow and perform a vocal piece using a graphic notation | **RHYTHM**<br>**Explore Rhythm**<br><br>Use a variety of timbres and techniques when creating and playing music<br><br>Maintain an independent part when playing an instrument in a small group<br><br>Use musically basic symbols including Western notation | **PITCH**<br>**Explore pitch**<br><br>Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal<br><br>Begin to create music which demonstrates understanding of basic structure<br><br>Begin to use a variety of musical devices, timbres, textures, Techniques | **MUSIC TECH**<br>**Explore and change sounds and music through technology**<br><br>Use voice, sounds, technology and instruments in creative ways<br><br>Use and identify key features of basic musical structure | **20th CENTURY MUSIC**<br><br>Listen and evaluate a variety of recorded music from:<br><br>Jazz<br>Expressionism<br>Film music |
| Year 6 | **PULSE**<br>**Explore pulse**<br><br>Maintain a strong sense of pulse and recognise when going out of time<br><br>Maintain an independent part in a group | **VOICE**<br>**Explore singing**<br><br>Experiment with and refine sounds with own voice<br><br>Maintain a part in a performance with own voice | **RHYTHM**<br>**Explore Rhythm**<br><br>Use a variety of musical devices, timbres, textures, techniques when creating and | **PITCH**<br>**Explore pitch**<br><br>Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal | **MUSIC TECH**<br>**Explore and change sounds and music through technology**<br><br>Use a variety of musical devices when making music to include timbres, textures, | **20th CENTURY MUSIC**<br><br>Listen and evaluate a variety of recorded music from:<br><br>Hip Hop<br>Minimalism<br>War-time music |

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| | when singing or playing<br><br>Justify using musical vocabulary | Create and perform a vocal piece by following a graphic notation | playing music<br><br>Maintain an independent part when playing an instrument<br><br>Follow staff and other notations while playing short passages of music | Create music which shows understanding of structure<br><br>Use a variety of musical devices, timbres, textures, techniques etc. when creating and making music | techniques etc.<br><br>Create music which demonstrates an understanding of structure | |

Direct links to other curriculum areas within existing year group

SCIENCE

HISTORY

# Progression of vocabulary

| Year group | Pulse | Voice | Rhythm | Pitch | Music Technology | 20th Century Music |
|---|---|---|---|---|---|---|
| Preschool | | | | | | |
| EYFS | pulse<br>tempo<br>long<br>short<br>conductor<br>start<br>stop<br>together | pitch<br>melody<br>dynamics<br>long<br>short<br>high<br>low<br>taking turns<br>part<br>question<br>answer<br>verse<br>pulse<br>pitch-match | pulse<br>rhythm<br>tempo<br>graphic notation<br>ostinato | dynamics<br>glissando<br>melody<br>pitch<br>tempo<br>pitch<br>glissando<br>pitch<br>mood<br>pitch<br>tempo<br>pitch<br>tempo<br>pattern<br>pitch<br>tempo | pitch<br>dynamics<br>tempo<br>melody | melody<br>strophic form<br>genre<br>improvise |
| Y1 | pulse<br>long<br>short<br>tempo<br>staccato<br>loud<br>quiet | pitch<br>melody<br>pulse<br>pitch match<br>dynamics<br>diction<br>notation<br>rhythm<br>graphic notation<br>graphic score | pulse<br>rhythm<br>tempo<br>dynamics<br>rest<br>leader<br>perform<br>performance<br>ideas<br>improve | pitch<br>melody<br>glissando<br>tempo<br>dynamics<br>interval | melody<br>pitch<br>dynamics<br>tempo | melody<br>strophic form<br>groove |
| Y2 | pulse<br>rhythm<br>tempo<br>ostinato<br>rest<br>drone | melody<br>pitch<br>pulse<br>dynamics<br>parts<br>note<br>tempo<br>graphic score | pulse<br>rhythm<br>tempo<br>ostinato<br>performance<br>ideas<br>improve<br>timbre | pitch<br>dynamics<br>tempo<br>graphic notation<br>score<br>volume<br>crescendo<br>diminuendo<br>rhythm<br>score<br>tuned percussion | 4/4 time<br>phrase<br>hook<br>call and response<br>labelling/<br>tagging | rhythm<br>pulse<br>timbre<br>ostinato<br>tempo<br>texture |
| Y3 | pulse<br>ostinato<br>rest<br>rhythm<br>repetitive<br>tempo<br>rhythmic | melody<br>pitch<br>diction<br>verse<br>chorus<br>melody<br>repeat<br>performance<br>ideas<br>graphic score<br>chorus | rhythm<br>pulse<br>ostinato<br>tempo<br>rest<br>graphic notation<br>performance<br>ideas<br>improve<br>pattern<br>texture<br>phrase | pitch<br>melody<br>dynamics<br>interval<br>tempo<br>ostinato<br>pulse<br>round<br>motif<br>pentatonic scale<br>duration<br>structure<br>texture<br>timbre | song form<br>ABC song form | melody<br>genre<br>house music<br>deep drums<br>kick drums<br>synthesizer<br>vocals<br>loop<br>reggae<br>artists<br>snare drum<br>rim<br>upbeat<br>off-beat<br>loop<br>graphic notation<br>lyrics<br>structure |

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| **Y4** | pulse<br>rhythm<br>rest<br>syllable<br>chant<br>graphic notation<br>drone<br>pentatonic scale<br>ostinato<br>riff<br>bar<br>bass line<br>ground bass<br>syncopation<br>syncopated<br>off beat<br>internalising words | dynamics<br>diction<br>arpeggio<br>diction<br>pitch<br>graphic notation<br>pentatonic scale<br>ostinato<br>phrase<br>tone<br>scale<br>octave<br>harmony | pulse<br>pattern<br>rhythm<br>ostinato<br>dynamics<br>phrase<br>canon<br>ternary form | dynamics<br>pitch<br>tempo<br>timbre<br>ostinato<br>tone<br>octave<br>phrase<br>scale<br>harmony | tempo<br>pitch<br>bridge<br>chorus<br>melodic phrase<br>rhythm<br>sampler<br>structure<br>synthesiser<br>texture<br>timbre<br>verse | texture<br>timbre<br>form<br>structure<br>chorus<br>verse<br>minimalism<br>storyboard<br>musical soundscape<br>musical characteristics<br>instrumentation<br>timbre<br>dynamics<br>bridge |
| **Y5** | pulse<br>tempo<br>rhythm<br>graphic score<br>graphic notation<br>bar<br>crotchet<br>quaver<br>note<br>standard notation | graphic score<br>pitch<br>dynamics<br>notes<br>voice<br>chorus<br>melody<br>harmony<br>pitch<br>parts<br>conductor<br>tempo<br>traditional score<br>backing track<br>instrumental<br>pattern<br>structure<br>staff<br>stave<br>notation<br>score<br>beat boxing<br>rhythm<br>pulse<br>tempo | rhythm<br>timbre<br>pulse<br>dynamics<br>ostinato<br>texture<br>crotchet<br>minim<br>quaver<br>semibreve<br>structure | pitch<br>pentatonic scale<br>scale<br>ostinato<br>timbre<br>texture<br>dynamics<br>rhythm<br>harmony<br>tempo pulse<br>semitone<br>pitched<br>un pitched<br>rhythmic<br>motif<br>minimalism<br>repetition<br>chord<br>melodic phrase | tempo<br>texture<br>timbre<br>structure<br>synthesiser<br>rhythm<br>pitch<br>melodic phrase<br>bridge<br>improvise<br>motif<br>ostinato<br>pulse<br>refrain<br>sampler<br>semitone<br>shanty | texture<br>timbre<br>tempo<br>structure<br>dynamics<br>pentatonic scale<br>rhythmic patterns<br>song<br>dialogue<br>pitch<br>duration<br>swing<br>syncopation<br>improvise<br>dance<br>role play |
| **Y6** | rhythm<br>pulse<br>ostinato<br>pentatonic scale<br>drone<br>dynamics<br>improvise<br>time signature | graphic score<br>pitch<br>tempo<br>pulse<br>scale<br>dynamics<br>parts<br>structure<br>conductor<br>beat<br>start<br>stop<br>ascending<br>descending<br>round<br>instrumental<br>backing<br>audience<br>loop pedal<br>instruments<br>music technology<br>posture | dynamics<br>timbre<br>texture<br>rhythm<br>crotchet<br>quaver<br>minim<br>semibreve<br>tempo<br>pulse<br>ostinato<br>graphic score<br>mood | pitch<br>melodic phrase<br>tempo<br>texture<br>semitone<br>pulse<br>duration<br>dynamics<br>rhythm timbre<br>melody<br>phrase<br>harmony<br>chord<br>motif<br>ostinato<br>scale<br>tone clusters<br>descending<br>mood<br>ascending<br>structure<br>suspense | tempo<br>texture<br>timbre<br>bridge<br>improvise<br>melodic phrase<br>motif<br>ostinato<br>pitch<br>pulse<br>refrain<br>rhythm<br>sampler<br>shanty<br>structure<br>synthesiser | ostinato<br>pulse<br>texture<br>timbre<br>dynamics<br>duration<br>tempo<br>structure<br>scale<br>transposing<br>expressionism<br>octave<br>pitch<br>random<br>dissonance<br>interval<br>repeat<br>key<br>melodic phrase<br>minimalism<br>motif<br>rhythm |

| | | concentration | | arpeggio<br>interval | | atonal<br>12-tone row loop<br>unison<br>round<br>vary<br>soundtrack<br>theme<br>emotion |
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# Progression of Substantive Knowledge in Music from Preschool to Y6

| Year group | Pulse | Voice | Rhythm | Pitch | Music Technology | 20th Century Music |
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| Preschool | | | | | | |
| Foundation | -To keep a steady pulse with some accuracy (eg clapping, marching, tapping) <br> -To imitate movements in response to music. <br> - To explore, respond and identify long and short sounds. | -To sing songs, which contain a small range of notes (2 or 3 notes for example). <br> -To take turns when singing and be a good listener. <br> -To perform actions to accompany songs (move like a snake, etc.) | -To explore rhythm through play. <br> -To create rhythms and suggest symbols to represent rhythms. <br> -To keep a steady pulse with some accuracy while playing. <br> -To recognise and control changes in tempo. <br> -To listen to ideas from others, taking turns. | -To recognise and broadly control changes in timbre, tempo, pitch, and dynamics when playing instruments and vocally. <br> -To sing broadly in tune with a limited pitch range. <br> -To create music, and suggest symbols to represent sounds. <br> -To comment on and respond to recordings of own voice, other classroom sounds and musical instruments. | -To explore and change sounds and music through play and technology. <br> -To comment and respond to recordings of own voice, other classroom sounds. <br> -To create music and suggest symbols to represent the sounds. <br> -To begin to demonstrate an understanding of musical structure. | -To comment and respond to recorded music from different traditions, genres, styles, and times. |
| Year 1 | -To keep a steady pulse with some accuracy (eg clapping, marching, tapping and playing instruments). <br> -To follow and create simple musical directions for faster, slower, stopping and starting. <br> -To create, explore, respond and identify long and short sounds. | -To follow performance instructions, including starting and stopping with accuracy. <br> -To sing and perform songs, which contain a small range of notes (3 - 5 notes for example), with growing confidence. <br> -To recognise and represent higher and lower sounds using graphic notation. | -To begin to play rhythmic patterns found in speech. <br> -To confidently copy given rhythms. <br> -To begin to understand the differences between pulse and rhythm through physical movement, playing and singing. <br> -To use graphic notation to record rhythms. <br> -To listen to | -To sing in tune and perform songs, which contain a small range of notes (3 - 5 notes for example), with growing confidence. <br> -To recognise and broadly control changes in timbre, tempo, pitch, and dynamics when playing instruments and vocally. <br> -To use graphic notation to record rhythms. | -To use technology to create and change sounds. <br> -To demonstrate an understanding of musical structure. <br> -To comment and respond to recordings of own and other's compositions. | -To comment and respond to recorded music from different traditions, genres, styles, and times. |

| | | | ideas from others and use them to help improve my work. | -To listen to ideas from others and use them to help improve my work. | | |
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| Year 2 | -To sing/play with good sense of pulse.<br>-To demonstrate an understanding of the differences between pulse and rhythm through physical movement/ playing/singing.<br>-To begin to recognise rhythmic patterns found in speech, e.g. saying/chanting names/syllables in names etc.<br>-To respond to visual and aural cues. | -To sing, with accuracy, within a range of notes.<br>-To follow and use performance instructions. including, starting, stopping, dynamics and tempo.<br>-To recognise and demonstrate the link between pitch and shape using graphic notation. | -To begin to recognise rhythmic patterns found in speech.<br>-To understand the differences between pulse and rhythm through physical movement, playing and singing.<br>-To perform with a good sense of pulse and rhythm.<br>-To use graphic notation to record rhythms.<br>-To offer comments about others' work and accept suggestions from others. | -To listen with increased concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music and through movement, sound-based and other creative responses.<br>-To listen with increased concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music and through movement, sound-based and other creative responses.<br>-To musically demonstrate increased understanding and use of basic musical features as appropriate to a specific music content, supported by verbal explanation, pictures, movements etc as appropriate.<br>-To begin to | -To experiment changing and combining sounds, through technology.<br>-To comment and respond to a variety of live and recorded music, making statements and observations about musical structure.<br>-To demonstrate a deeper understanding of musical structure, through discussing musical structure. | -To listen to and use features of recorded music from different traditions, genres, styles, and times. |

| | | | | recognise and musically demonstrate awareness of a link between shape and pitch using graphic notation. | | |
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| **Year 3** | -To sing and play confidently and fluently, maintaining a steady pulse.<br>-To maintain a part in a piece/ rhythm game consisting of two or more parts.<br>-To offer comments about own and others' work and ways to improve, using appropriate musical vocabulary.<br>-To accept feedback and suggestions from others.<br>-To follow and lead simple performance directions, demonstrating my understanding of pulse. | -To sing fluently.<br>-To create, use and lead a group with performance instructions. (tempo, dynamics, start, stop,).<br>-To hear a melody and create a graphic score to represent it. | -To listen and copy rhythmic patterns.<br>-To play rhythms confidently while maintaining an appropriate pulse.<br>-To demonstrate I understand the differences between pulse and rhythm through playing an instrument.<br>-To create graphic notation to represent rhythm.<br>-To offer comments about my own and others' work and accept suggestions from others. | -To sing fluently.<br>-To begin to create simple rhythmic patterns, melodies, and accompaniments.<br>-To begin to aurally identify, recognise, respond to and use musically graphic notation to represent basic changes in pitch within a limited range.<br>-To offer comments about my own and others' work and accept suggestions from others. | -To use technology to create, change and combine sounds.<br>-To recognise and use basic musical structure.<br>-To offer comments about mine and other's work and accept suggestions from others with a focus on musical structure. | -To listen to and use features of recorded music from different traditions, genres, styles, and times. |
| **Year 4** | -To sing and play confidently and fluently, maintaining an appropriate pulse.<br>-To follow and lead simple performance directions. (eg call and response patterns).<br>-To maintain an independent part in a small group when playing or singing (eg a | -To sing with an awareness of my breathing and pronunciation.<br>-To sing fluently with confidence.<br>-To use standard or graphic notation to create a melody. | -To create simple rhythmic patterns.<br>-To confidently maintain an independent part when playing an instrument in a small group.<br>-To play confidently and fluently maintaining an | -To sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone.<br>-To aurally identify, recognise, respond to, and use basic musical symbols | -To use voice, sounds, technology and instruments in creative ways.<br>-To recognise, respond and use basic musical structure.<br>-To comment about own and other's music, with a focus on the structure used. | -To listen to and use features of recorded music from different traditions, genres, styles, and times.<br>-To demonstrate quality of key musical skills and elements. |

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| | drone, ostinato, rhythm).<br>-To offer comments about own and others' work and ways to improve, using appropriate musical vocabulary.<br>-To accept feedback and suggestions from others. | | appropriate pulse.<br>-To aurally identify, recognize, respond to and use musically basic symbols including Western notation.<br>-To offer comments about my own and others work and ways to improve, and I can accept feedback and suggestions from others. | including rhythms from standard Western notation and basic changes in pitch within a limited range.<br>-To create simple rhythmic patterns, melodies, and accompaniments.<br>-To listen and evaluate a range of live and recorded music from different traditions, genres, styles, and times, responding appropriately to the contact.<br>-To share opinions about own and others' music and be willing to justify these. | | |
| Year 5 | -To maintain a strong sense of pulse throughout pieces with and without syncopation.<br>-To create simple rhythmic pieces which demonstrate understanding of rhythm/ melodies/ accompaniment.<br>-To maintain an independent part in a group when singing or playing.<br>-To offer comments about own and others' work and ways to improve, using appropriate musical vocabulary; | -To sing and maintain an independent part.<br>-To experiment and perform sounds made by my voice.<br>-To follow and perform a vocal piece using a graphic / notated score. | -To use a variety of timbres and techniques when creating and playing music.<br>-To confidently maintain an independent part when playing an instrument in a small group.<br>-To respond to and use musically basic symbols including Western notation.<br>-To critique my own and others' work and justify the comments. | -To begin to demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.<br>-To begin to create music which demonstrates understanding of basic structure and discuss the choices made.<br>-To begin to use a variety of musical devices, timbres, textures, techniques etc when creating | -To use voice, sounds, technology and instruments in creative ways.<br>-To use and identify key features of basic musical structure.<br>-To comment on and evaluate the features of own and other's music, with a focus on the structure used. | -To use a variety of musical devices, timbres, textures, techniques etc. when creating and making music.<br>-To experiment with voice, sounds, technology, and instruments in creative ways to explore new techniques.<br>-To listen to and evaluate a variety of recorded music from different traditions, genres, styles, and times.<br>-To critique own and other's work offering specific comments and justifying these. |

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| | accept feedback and suggestions from others. | | | and making music.<br>-To listen and evaluate a range of live and recorded music from different traditions, genres, styles, and times, responding appropriately to the contact.<br>-To share opinions about own and others' music and be willing to justify these.<br>-To critique own and others' work, offering specific comments and justifying these. | | |
| Year 6 | -To maintain a strong sense of pulse and recognise when going out of time.<br>-To maintain an independent part in a group when singing or playing with an awareness of other parts / performers.<br>-To share opinions about own and others' music and be willing to justify these using musical vocabulary.<br>-To listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. | -To experiment with and refine sounds with my voice.<br>-To maintain a part in a performance with my voice.<br>-To create and perform a vocal piece by following a graphic/ notated score. | -To use a variety of musical devices, timbres, textures, techniques when creating and playing music.<br>-To confidently maintain an independent part when playing an instrument (smaller groups / more parts).<br>-To follow staff and other notations while playing short passages of music.<br>-To critique my own and others' work, offering specific comments and justifying these. | -To demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal.<br>-To create music which demonstrates understanding of structure and discuss the choices made.<br>-To use a variety of musical devices, timbres, textures, techniques etc when creating and making music.<br>-To listen and evaluate a range of live and recorded music from different traditions, genres, styles, and times, responding appropriately to the contact. – | -To use a variety of musical devices when making music to include timbres, textures, techniques etc.<br>-To create music which demonstrates an understanding of structure and discuss the choices made.<br>-To listen, evaluate and share opinions about range of live and recorded music from different traditions, genres, styles and times with a focus on structure, using technical.<br>-To share opinions about own and others music and be willing to justify these, using technical vocabulary. | -To use a variety of musical devices, timbres, textures, techniques etc. when creating and making music.<br>-To experiment with voice, sounds, technology and instruments in creative ways to explore new techniques.<br>-To listen to and evaluate a variety of recorded music from different traditions, genres, styles, and times.<br>-To listen to and evaluate a variety of recorded music from different traditions, genres, styles, and times. |

| | | | | To share opinions about own and others' music and be willing to justify these. -To critique own and others' work, offering specific comments and justifying these with musical examples and technical vocabulary. | | |
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Do children have opportunities to…

Potential literacy texts to link