



# CASTLETOWN PRIMARY SCHOOL



## Music

### Essential Opportunities

Key Stage 1	Key Stage 2
<ul style="list-style-type: none"><li>• Use their voices expressively by singing songs and speaking chants and rhymes.</li><li>• Play tuned and untuned instruments musically.</li><li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li><li>• Experiment with create, select and combine sounds using the inter-related dimensions of music.</li></ul>	<ul style="list-style-type: none"><li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li><li>• Improvise and compose music using the inter-related dimensions of music separately and in combination.</li><li>• Listen with attention to detail and recall sounds with increasing aural memory.</li><li>• Use and understand the basics of the stave and other musical notations.</li><li>• Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</li><li>• Develop an understanding of the history of music.</li></ul>

Year 1 Year 2 Year 3 Year 4 Year 5 Year 6 (If areas are not highlighted this means they need to be covered by both year groups)

*(Areas in italics will be covered by peripatetic tutors)*

Essentials for progress - Music			
Learning Objectives	Milestone 1 (Years 1 and 2)	Milestone 2 (Years 3 and 4)	Milestone 3 (Years 5 and 6)
To perform	<ul style="list-style-type: none"> <li>• Take part in singing, accurately following the melody.</li> <li>• Follow instructions on how and when to sing or play an instrument.</li> <li>• Make and control long and short sounds, using voice and instruments.</li> <li>• Imitate changes in pitch.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing from memory with accurate pitch.</li> <li>• Sing in tune.</li> <li>• Maintain a simple part within a group.</li> <li>• Pronounce words within a song clearly.</li> <li>• Show control of voice.</li> <li>• <i>Play notes on an instrument with care so that they are clear.</i></li> <li>• <i>Perform with control and awareness of others.</i></li> <li>• <i>Perform with controlled breathing (voice) and skillful playing (instrument).</i></li> </ul>	<ul style="list-style-type: none"> <li>• Sing or play from memory with confidence.</li> <li>• Perform solos or as part of an ensemble.</li> <li>• Sing or play expressively and in tune.</li> <li>• Hold a part within a round.</li> <li>• Sustain a drone or a melodic ostinato to accompany singing.</li> </ul>

<p>To compose</p>	<ul style="list-style-type: none"> <li>• Create a sequence of long and short sounds.</li> <li>• Clap rhythms.</li> <li>• Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>• Choose sounds to create an effect.</li> <li>• Sequence sounds to create an overall effect.</li> <li>• <b>Create short, musical patterns.</b></li> <li>• Create short, rhythmic phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose and perform melodic songs. <b>(also with PT)</b></li> <li>• Use sound to create abstract effects.</li> <li>• Create repeated patterns with a range of instruments.</li> <li>• Create accompaniments for tunes.</li> <li>• Choose, order, combine and control sounds to create an effect.</li> <li>• Use digital technologies to compose pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Create songs with verses and a chorus.</li> <li>• Create rhythmic patterns with an awareness of timbre and duration.</li> <li>• Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>• Thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>• Convey the relationship between the lyrics and the melody.</li> <li>• Use digital technologies to compose, edit and refine pieces of music.</li> </ul>
<p>To transcribe</p>	<ul style="list-style-type: none"> <li>• Use symbols to represent a composition and use them to help with a performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Devise non-standard symbols to indicate when to play and rest.</li> <li>• Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</li> <li>• Understand the purpose of the treble clefs and use them in transcribing compositions.</li> <li>• Use and understand simple time signatures.</li> <li>• Read and create notes on the musical staff.</li> <li>• Recognise the notes EGBDF and FACE on the musical staff.</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> </ul>	

<p>To describe music</p>	<ul style="list-style-type: none"> <li>• Identify the beat of a tune.</li> <li>• Recognise changes in timbre, dynamics and pitch.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> <li>• Evaluate music using musical vocabulary to identify areas of likes and dislikes.<b>(and with PT)</b></li> <li>• Understand layers of sounds and discuss their effect on mood and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</li> </ul> <p>Pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context.</p> <ul style="list-style-type: none"> <li>• Describe how lyrics often reflect the cultural context of music and have social meaning.</li> </ul>
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