

## St. John's CE (Aided) Primary School

### Music Whole School Overview / Essential Opportunities



#### Aims / Essential Characteristics

To ensure all pupils:

- Experience a rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- Experience musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Have a very good awareness and appreciation of different musical traditions and genres.
- Have an excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- Have the ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- Develop a passion for and commitment to a diverse range of musical activities.

	<b>Key Stage 1</b>	<b>Key Stage 2</b>
	<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>• Make 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 voice and playing instruments with increasing accuracy, 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>

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

	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>To Compose</b>	<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>• Create short, musical patterns.</li> <li>• Create short, rhythmic phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Create a sequence of long and short sounds.</i></li> <li>• <i>Clap rhythms.</i></li> <li>• <i>Create a mixture of different sounds (long and short, loud and quiet, high and low).</i></li> <li>• <i>Choose sounds to create an effect.</i></li> <li>• <i>Sequence sounds to create an overall effect.</i></li> <li>• <i>Create short, musical patterns.</i></li> <li>• <i>Create short, rhythmic phrases.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Compose and perform melodic songs.</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>• Use drones as accompaniments.</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>• <i>Compose and perform melodic songs.</i></li> <li>• <i>Use sound to create abstract effects.</i></li> <li>• <i>Create repeated patterns with a range of instruments.</i></li> <li>• <i>Create accompaniments for tunes.</i></li> <li>• <i>Use drones as accompaniments.</i></li> <li>• <i>Choose, order, combine and control sounds to create an effect.</i></li> <li>• <i>Use digital technologies to compose pieces of music.</i></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>• Use drones and melodic ostinati (based on the pentatonic scale).</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>	<ul style="list-style-type: none"> <li>• <i>Create songs with verses and a chorus.</i></li> <li>• <i>Create rhythmic patterns with an awareness of timbre and duration.</i></li> <li>• <i>Combine a variety of musical devices, including melody, rhythm and chords.</i></li> <li>• <i>Thoughtfully select elements for a piece in order to gain a defined effect.</i></li> <li>• <i>Use drones and melodic ostinati (based on the pentatonic scale).</i></li> <li>• <i>Convey the relationship between the lyrics and the melody.</i></li> <li>• <i>Use digital technologies to compose, edit and refine pieces of music.</i></li> </ul>

	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>To Transcribe</b>	<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><i>Use symbols to represent a composition and use them to help with a performance.</i></li> </ul>	<ul style="list-style-type: none"> <li>Devise non-standard symbols to indicate when to play and rest.</li> <li>Recognise the notes EGBDF and FACE on the musical stave.</li> <li>Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> </ul>	<ul style="list-style-type: none"> <li><i>Devise non-standard symbols to indicate when to play and rest.</i></li> <li><i>Recognise the notes EGBDF and FACE on the musical stave.</i></li> <li><i>Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</i></li> </ul>	<ul style="list-style-type: none"> <li>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</li> <li>Read and create notes on the musical stave.</li> <li>Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</li> <li>Understand and use the # (sharp) and <math>\flat</math> (flat) symbols.</li> <li>Use and understand simple time signatures.</li> </ul>	<ul style="list-style-type: none"> <li><i>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</i></li> <li><i>Read and create notes on the musical stave.</i></li> <li><i>Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</i></li> <li><i>Understand and use the # (sharp) and <math>\flat</math> (flat) symbols.</i></li> <li><i>Use and understand simple time signatures.</i></li> </ul>

	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To Describe Music	<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><i>Identify the beat of a tune.</i></li> <li><i>Recognise changes in timbre, dynamics and pitch.</i></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.</li> <li>Understand layers of sounds and discuss their effect on mood and feelings.</li> </ul>	<ul style="list-style-type: none"> <li><i>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</i></li> <li><i>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</i></li> <li><i>Understand layers of sounds and discuss their effect on mood and feelings.</i></li> </ul>	<ul style="list-style-type: none"> <li>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> <li>pitch</li> <li>dynamics</li> <li>tempo</li> <li>timbre</li> <li>texture</li> <li>lyrics and melody</li> <li>sense of occasion</li> <li>expressive</li> <li>solo</li> <li>rounds</li> <li>harmonies</li> <li>accompaniments</li> <li>drones</li> <li>cyclic patterns</li> <li>combination of musical elements</li> <li>cultural context.</li> </ul> </li> <li>Describe how lyrics often reflect the cultural context of music and have social meaning.</li> </ul>	<ul style="list-style-type: none"> <li><i>Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</i> <ul style="list-style-type: none"> <li><i>pitch</i></li> <li><i>dynamics</i></li> <li><i>tempo</i></li> <li><i>timbre</i></li> <li><i>texture</i></li> <li><i>lyrics and melody</i></li> <li><i>sense of occasion</i></li> <li><i>expressive</i></li> <li><i>solo</i></li> <li><i>rounds</i></li> <li><i>harmonies</i></li> <li><i>accompaniments</i></li> <li><i>drones</i></li> <li><i>cyclic patterns</i></li> <li><i>combination of musical elements</i></li> <li><i>cultural context.</i></li> </ul> </li> <li><i>Describe how lyrics often reflect the cultural context of music and have social meaning.</i></li> </ul>

Objectives written in italics represent repeated knowledge, skills and understanding.