

Music	
<p>During each key stage pupils complete projects focused on an area of Music as part of their curriculum. The projects are organised in a three-year cycle in KS1 and a four-year cycle in KS2. Pupils learn specific knowledge in each project and deepen their understanding across each key stage, including the use of key concepts.</p>	
National Curriculum Aims	
<p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians • learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence • understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 	
Key Concepts	
<p>During music lessons pupils explore the following key concepts:</p> <ul style="list-style-type: none"> • Pupils learn to sing and play with self-confidence • Pupils learn to compose with creativity • Pupil develop a love of music 	
KS1 Specific knowledge	
Year A	Carnival of the Animals
	<p>Pupils learn when the Carnival of the Animals was composed and who composed it. Pupils learn to listen to the pieces of music and learn to express their understanding of the music. Pupils learn to appraise music, exploring the elements of pulse, rhythm, dynamics (loud, quiet), tempo (fast, slow), pitch (high, low) and simple structure (beginning, middle and end). Pupils learn to use different instruments to compose their own music inspired by the Carnival of the Animals, experimenting, selecting and combining sounds. Pupils learn how to record their pieces of music using technology.</p>
Year B	Peter and the Wolf
	<p>Pupils learn when the Peter and the Wolf was composed and who composed it. Pupils learn to listen to the pieces of music and learn to express their understanding of the music, including how the different pieces of music make them feel. Pupils learn to appraise music, exploring the elements of pulse, rhythm, dynamics (loud, quiet), tempo (fast, slow), pitch (high, low) and simple structure (beginning, middle and end). Pupils learn to use different instruments to compose their own music inspired by the animals, experimenting, selecting and combining sounds. Pupils learn how to record their pieces of music using technology.</p>
Year C	Ella Jenkins
	<p>Pupils learn about Ella Jenkins, including when she was born and what type of music she is famous for. Pupils learn to listen to songs she has recorded and understand the rhythm. Pupils learn to appraise music, exploring the elements of pulse, rhythm, dynamics (loud, quiet), tempo (fast, slow), pitch (high, low) and simple structure</p>

	(beginning, middle and end). Pupils learn about call and response singing and how it is found in cultures around the world. Pupils compose a call and response chant or song. Pupils learn how to record their pieces of music using technology.	
KS2 Specific knowledge		
Year A	Elgar & Glass	
	Pupils learn key dates in the life of Elgar and Glass, including the dates on one piece of music from each composers compositions. Pupils learn about their impact on music and what type of music they composed. Pupils learn to appraise music, extending their understanding of musical elements to include silence, duration, timbre, texture and structure. Pupils learn to articulate their responses to music to include these musical terms. Pupils learn how to listen to and understand different pieces of music they composed. Pupils learn how duration, timbre and structure is used within the music. Pupils learn how to compare the two composers work. Pupils learn how to compose and record a piece of music inspired by one of their compositions.	
Year B	The Lion King	
	Pupils learn about the different genres of music within The Lion King songs and the cultures they reflect. Pupils learn how to listen to and understand different songs within The Lion King. Pupils learn to appraise music, extending their understanding of musical elements to include silence, duration, timbre, texture and structure. Pupils learn to articulate their responses to music to include these musical terms. Pupils learn how tempo and dynamics are used to convey feelings. Pupils learn how to sing songs from The Lion King, including composing their own musical accompaniment and record their singing.	
Year C	Muddy Waters & Ella Fitzgerald	
	Pupils learn about key recording of Muddy Waters and Ella Fitzgerald, including dates when they were released and their impact on music. Pupils learn about the roots of Blues and Jazz music. Pupils learn how to listen to and understand key songs recorded by both musicians. Pupils learn to appraise music, extending their understanding of musical elements to include silence, duration, timbre, texture and structure. Pupils learn to articulate their responses to music to include these musical terms. Pupils learn how to compare the two musicians work. Pupils learn how to compose a blues or jazz piece of music which they also record.	
Year D	The Beatles & Queen	
	Pupils learn about key recordings of The Beatles and Queen, including dates they were released and their impact on music. Pupils learn how to listen to and understand different songs composed by the two bands. Pupils learn to appraise music, extending their understanding of musical elements to include silence, duration, timbre, texture and structure. Pupils learn to articulate their responses to music to include these musical terms. Pupils learn about the impact the bands had on music and how their influence can be heard in music today. Pupils learn how they used tempo, pitch, dynamics and structure are used in their songs. Pupils learn how to compare the two bands work. Pupils learn how to sing and record songs recorded by the two bands, including composing their own musical accompaniment.	
Singing & Instruments		
Year 1/2	Instrument	Singing

	Pupils learn how to play an Ocarina so that they can play simple tunes as part of the class. Pupils learn how read simple music notation.	Pupils learn how to use their voices to sing songs and speak chants and rhymes.
Year 3/4	Instrument	Singing
	Pupils learn how to play a Recorder so that they can play simple tunes as part of the class. Pupils learn how to read music notation including beats, stave, bars and notes. Pupils learn how to play with increasing accuracy and fluency.	Pupils learn how to use their voices to sing songs or speak chants with different parts including rounds. Pupils learn how to sing or speak with increasing accuracy and fluency.
Year 5/6	Instrument	Singing
	Pupils learn how to play a Recorder so that they can play simple tunes as part of the class. Pupils learn how to read music notation while playing with increasing control and expression.	Pupils learn how to sing songs with parts that are in harmony. Pupils learn how to sing with control and expression.
Deepening Understanding		
When learning during the music projects pupils will deepen their knowledge in:		
<ul style="list-style-type: none"> • How they perform with increasing accuracy, fluency, control and expression with their voice and instruments they play • Listening with increased understanding to different pieces of music • Developing an understanding of the history of music 		
Year Group Learning Expectations		
Year 1	<ul style="list-style-type: none"> • make different sounds with voice and with instruments • follow instructions about when to play and sing • use instruments to perform and choose sounds to represent different things • say whether they like or dislike a piece of music • clap and repeat short rhythmic and melodic patterns • make a sequence of sounds and respond to different moods in music 	
Year 2	<ul style="list-style-type: none"> • sing or clap increasing and decreasing tempo • perform simple patterns and accompaniments keeping a steady pulse • play simple rhythmic patterns on an instrument • make connections between notations and musical sounds • order sounds to create a beginning, middle and an end 	
Year 3	<ul style="list-style-type: none"> • play clear notes on instruments and use different elements in composition • combine different sounds to create a specific mood or feeling • listen carefully and recognise high and low phrases • create repeated patterns with different instruments • improve my work; explaining how it has been improved • create music in response to different starting points • use musical words to describe a piece of music and compositions • use musical words to describe what they like and do not like about a piece of music • recognise the work of at least one famous composer 	

Year 4	<ul style="list-style-type: none"> • sing songs from memory with accurate pitch • use notation to record compositions in a small group or individually • explain why silence is often needed in music and explain what effect it has • use notation to record and interpret sequences of pitches • identify and describe the different purposes of music • begin to identify the style of works
Year 5	<ul style="list-style-type: none"> • maintain own part whilst others are performing their part • compose music which meets specific criteria • choose the most appropriate tempo for a piece of music • repeat a phrase from the music after listening intently. • use music diary to record aspects of the composition process • describe, compare and evaluate music using musical vocabulary • explain why they think music is successful or unsuccessful • contrast the work of a famous composer with another and explain preferences
Year 6	<ul style="list-style-type: none"> • sing in harmony confidently and accurately • perform parts from memory • take the lead in a performance • use a variety of different musical devices in composition (including melody, rhythms and chords). • accurately recall a part of the music listened to • analyse features within different pieces of music • evaluate how the venue, occasion and purpose affects the way a piece of music is created • compare and contrast the impact that different composers from different times have had on people of that time