



Yeoford Primary School

Music Curriculum Plan



Our Curriculum statements are designed to be used as a supportive tool to plan teaching and learning across our school. The key skills are derived from the National Curriculum and spilt into individual year groups to support a progressive approach and mixed age classes.

We provide every child with equal access to a fun, engaging and high-quality music curriculum which aims to inspire pupils to grow a love of music and develop their talent as musicians.

We are committed to developing curiosity for music and an understanding of the importance of music from a wide variety of historical periods, cultures, traditions and genres.

We believe that Music is a subject which enriches children's lives and education with many benefits beyond itself. It contributes significantly to developing language and reasoning; it allows children to connect with others by creating a sense of community and promoting teamwork; it leads to improved motor skills and coordination; it develops imagination and creativity. In addition, music teaches discipline, relieves stress, builds confidence and enhances self-esteem by allowing all children to succeed and contribute.

Through music, we are committed to enriching the lives of our pupils and allowing them the opportunity to discover the joy of expressing themselves.

Vocabulary

Children's command of vocabulary is fundamental to learning and progress across the curriculum. Vocabulary is developed actively, building systematically on pupil's current knowledge and deepening their understanding of etymology and morphology (word origins and structures) to increase their store of words. Simultaneously, pupils make links between known and new vocabulary, and discuss and apply shades of meaning. In this way, children expand the vocabulary choices that are available to them. It is essential to introduce technical vocabulary which define each curriculum subject. Vocabulary development is underpinned by an oracy culture and a tiered approach. High value is placed on the conscious, purposeful selection of well-chosen vocabulary and appropriate sentence structure to enrich access to learning and feed into written work across the curriculum.

Curriculum music for KS1 and KS2 is delivered in the form of weekly lessons delivered by either Music specialists from 'Mid Devon

Music' or the class teacher. We rotate the classes which means across the year the children are exposed to a wide range of musical knowledge and experiences.

Children across both KS1 and KS2 will use ICT to enhance the curriculum. iPads are used to discover ways of forming a virtual classroom orchestra as well as various apps. In addition, children get the change to record and evaluate their performances.

KEY STAGE ONE

Mid Devon Music's work with key stage one pupils is based around the key musical elements of pitch, timbre, texture, tempo, structure, duration and dynamics whilst at the same time encouraging pupils to understand and use correct musical vocabulary.

Pupils get to develop their performing, composing and listening skills and are exposed to a wide variety of types of music. Pupils use a range of classroom instruments, including glockenspiels, recorders and handheld percussion. Each unit of work also encourages pupils to sing and use their voices.

KS1 units

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| <p>PITCH</p> <p>What is pitch? How does the size of the instrument affect the sound it makes. Start to use simple coloured block notation to show how pitch can be organised and written down for performance.</p> <p>Pitch: explore, respond to and recognise high, middle and low sounds Structure: explore, respond to and recognise simple structures, including openings and endings (AB), beginning- middle-end and echos and responses Vocabulary: Pitch, step, leap, high, low, beginning, middle and end.</p> | <p>RHYTHM</p> <p>What is rhythm? How is rhythm different to pulse and beat? Using percussion instruments to play and compose rhythm patterns. Use simple graphic notation to be able to record patterns.</p> <p>Duration: explore, respond to and recognise patterns of long and short sounds and to steady beats in music heard and performed Tempo: explore, respond to, recognise and identify fast, moderate and slow Vocabulary: Rhythm and steady Beat</p> | <p>PATTERN</p> <p>How does music use patterns? Pupils identify and respond to varying patterns in pieces of music they are played. Recreating these on classroom instruments and responding by composing their own patterns in similar styles.</p> <p>Structure: respond to, recognise and identify a range of repetition and contrast structures including Q and A, verse and chorus, ABA Duration: explore, respond to and recognise patterns of long and short sounds and to steady beats in music heard and performed Vocabulary: Beginning, End, Middle, Long, Short, Crotchet, Quaver</p> |
| <p>GLOCKENSPIEL</p> <p>Working as a whole class ensemble, pupils learn how to play the Glockenspiel as a group. Accompanying</p> | <p>WCET RECORDERS</p> <p>An introduction to the recorder as an instrument. Discovering how the instrument</p> | <p>MACHINES</p> |

songs, performing well known pieces and composing their own. Reading simple graphic notation to record and perform music.

Pitch: explore, respond to and recognise high, middle and low sounds

Structure: explore, respond to and recognise simple structures, including openings and endings (AB), beginning- middle-end and echos and responses

Vocabulary: Pitch, step, leap, high, low, beginning, middle and end.

works and being able to play as a whole class ensemble, using the notes B, A and G. Reading simple letter notation.

Pitch: distinguish between steps, leaps and repeats in melodies.

Timbre: identify a range of related instruments by name

Vocabulary: Descant, Notation, Crotchet, Minum, Semi Breve

Building on past work pupils have done on pattern, beat and rhythm, they use the topic of machines to compose and perform pieces.

Duration: respond to, recognise and distinguish between steady beat and rhythm patterns and how they fit together

Dynamics: explore, respond to, recognise and identify loud, moderate, quiet and silence

Vocabulary: Loud, Quiet, Crescendo, Diminuendo, Long, Short

KEY STAGE 2 - MODULE OUTLINES

Mid Devon Music's work with key stage two pupils covers the requirement for whole class instrumental teaching. Lessons are based around the key musical elements of pitch, timbre, texture, tempo, structure, duration and dynamics whilst at the same time encouraging pupils to understand and use correct musical vocabulary.

Pupils get to develop their performing, composing and listening skills and are exposed to a wide variety of types of music. Pupils use a range of classroom ensemble instruments, including african drums, steel pans, samba, ukulele and brass. Each unit of work also encourages pupils to sing and use their voices.

AFRICAN DRUMMING

| Musical Elements | Skills | Assessment |
|---|--|---|
| <p>Duration: Identify and begin to understand more complex rhythm patterns and metres including counting in 6 and possibly 8</p> | <p>Sing and play in unison and in parts Use resources available from MDM resource packs Develop instrumental skills and techniques Play at least two different sounds on the drums (bass - dun and tone - tek), if appropriate add the slap Play whole selection of hand held percussion accurately and with correct technique Maintain a steady beat counting in 2,3 and 4 metres and if appropriate 6 and 8 Copy, match and improvise rhythm patterns in a variety of metres fitting them to the</p> | <p>Play two drum sounds (bass - dun and tone - tek) Play the slap drum sound Play hand percussion</p> |

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| <p>Timbre: Identify instruments in the wider family of those being learnt</p> <p>Suggested Listening Videos included in provided resources to demonstrate solo and ensemble playing Live demonstrations by teacher</p> <p>Vocabulary Bass (dun), tone (tek) and slap Djembe, Dun dun, Shekere, Caixixi, Bell rhythm, steady beat, bar, metre, 2 metre, 3 metre, 4 metre or 2 beats in a bar, etc</p> | <p>steady beat Follow hand and eye signals to direct and lead Improve work for a performance through whole group discussion, decision making and rehearsal Encourage students to make decisions about their music and demonstrate their learning in a creative response</p> <p>Start to develop rehearsal and practice routines and strategies in preparation for a performance The End of Unit Performance whether it is for a small audience, large audience or to record and view as part of our self-reflection is important and should be celebrated. Students learn to reflect on their performance at all times and be the best they can be.</p> <p>Use rhythmic notation / basic stave notation when appropriate Students should use an appropriate form of notation for some of the music played.</p> | <p>accurately using correct technique</p> <p>Play in time in a number of metres Identify other related instruments</p> |
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BRASS

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| <p>Musical Elements</p> <p>Pitch: Explore and recognise a range of different scale patterns including, pentatonic, major and minor and could extend to raga, modes and chromatic</p> <p>Dynamics: Understand how a wide range of dynamics can be used and manipulated for expressive effect</p> <p>Tempo: Understand how a wide range of tempi can be precisely used and manipulated for expressive effect</p> <p>Suggested Listening</p> | <p>Skills</p> <p>Sing and play in unison and in parts. Use resources available from MDM resource packs</p> <p>Develop instrumental skills and techniques Learn how to hold the instrument including correct posture for standing or sitting (whichever is appropriate for the teaching space) Learn how to buzz and play the notes CDEF. Use in a variety of tunes, games and musical activities including playing in two parts Buzz on the mouthpiece changing pitch Learn correct tonguing and breathing techniques avoiding overblowing Encourage students to make decisions about their music and demonstrate their learning in a creative response</p> <p>Start to develop rehearsal and practice routines and strategies in preparation for a performance The End of Unit Performance whether it is for a small audience, large audience or to record and view as part of our self-reflection is important and should be</p> | <p>Assessment</p> <p>Buzz a controlled sound on mouthpiece changing pitch Perform using CDEF from notation</p> <p>Control tempo and dynamics Sing and play matching pitch accurately</p> |
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Videos included in provided resources to demonstrate solo and ensemble playing
Live demonstrations by teacher

Vocabulary

Trumpet, cornet, trombone, euphonium, valve, slide, mouthpiece, water key, buzz, embouchure, tonguing etc
pitch, step, leap, high, low
piano, forte, crescendo, diminuendo, slow, fast, accelerando, pentatone, major, minor

celebrated. Students learn to reflect on their performance at all times and be the best they can be.

Use rhythmic notation / basic stave notation when appropriate
Students should use an appropriate form of notation for some of the music played.

UKULELE

Musical Elements

Texture: Extend the use of simple harmony to include consonant and dissonant clusters or notes and simple chords as accompaniments

Structure: Explore and use a wider range of developmental structures (e.g. ternary, rondo, 12 bar blues, theme and variations) and expressive structures (e.g. Leitmotif)

Suggested Listening

Videos included in provided resources to demonstrate solo and ensemble playing
Live demonstrations by teacher

Vocabulary

Soprano, concert, tenor ukulele, pluck / pick, strum, tremolo, note / chordnames, ostinato and parts of the instrument – body / sound box, neck, head / headstock, bridge, nut, fretboard / fingerboard, tuning pegs, strings, fretted stringed instruments: guitar, banjo
solo, tutti, ensemble, unison repeated section

Skills

Sing and play in unison and in parts
Sing and play separately and simultaneously
Develop instrumental skills and techniques

Encourage students to make decisions about their music and demonstrate their learning in a creative response for example devise own strumming pattern, pluck own tunes

Start to develop rehearsal and practice routines and strategies in preparation for a performance The End of Unit Performance whether it is for a small audience, large audience or to record and view as part of our self-reflection is important and should be celebrated. Students learn to reflect on their performance at all times and be the best they can be.

Use rhythmic notation / basic stave notation when appropriate
Students should use an appropriate form of notation for some of the music played.

Assessment

Learn a selection of chords and use in a variety of contexts

Sing and play simultaneously

Understand and use different structures including those devised for the instrument being learnt.

Show understanding of simple harmony

SAMBA

Musical Elements

Duration: Identify and begin to understand more complex rhythm patterns and metres including counting in 6 and possibly 8

Timbre: Identify instruments in the Samba set and other Samba instruments not in the set

Suggested Listening

Videos included in provided resources to demonstrate solo and ensemble playing Live demonstrations by teacher

Vocabulary

Instrument names; surdo, caixa, repinique, timba, agogo bells, ganza, tamborim, reco reco, beater groove, call and response, call and copy, solo, break, balance rhythm, steady beat, bar, metre, 2 metre, 3 metre, 4 metre or 2 beats in a bar, etc

Skills

Sing and play in unison and in parts
Sing and play separately and simultaneously
Develop instrumental skills and techniques

Learn about the culture from which the Samba comes.
Learn names and correct playing techniques of the instruments in the band

Play as part of an ensemble, maintaining own part with awareness of others around, combining layers of sound
Use and understand call and response and call and copy in different metres, including 6/8

Respond to aural and visual instructions within a performance
Encourage students to make decisions about their music and demonstrate their learning in a creative response (e.g. composing grooves, breaks, beginnings endings)

Use rhythmic notation / basic stave notation when appropriate
Students should use an appropriate form of notation for some of the music played.

Assessment

Know instrument names and demonstrate correct playing techniques
Respond to aural and visual signals within a performance

Keep a part within an ensemble showing awareness of other parts in the ensemble Play in time in a number of metres using syncopated rhythms

STEEL PAN

Musical Elements

Pitch: Explore and recognise a range of different scale patterns including, pentatonic, major and minor and could extend to raga, modes and chromatic

Skills

Sing and play in unison and in parts.
Use resources available from MDM resource packs
Develop instrumental skills and techniques
Learn about the culture that Steel Pans come from.

Learn note layout of steel pan and correct instrumental mallet technique

Assessment

To be able to follow notation to play a part in a steel pan ensemble

To be able to co-ordinate two hands whilst playing

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| <p>Dynamics: Understand how a wide range of dynamics can be used and manipulated for expressive effect</p> <p>Tempo: Understand how a wide range of tempi can be precisely used and manipulated for expressive effect</p> <p>Suggested Listening Videos included in provided resources to demonstrate solo and ensemble playing Live demonstrations by teacher</p> <p>Vocabulary Reggae, Soca, Caribbean, Steel Pan, Mallet, Chord, Off Beat, Melody, Harmony, Bass pitch, step, leap, high, low piano, forte, crescendo, diminuendo, slow, fast, accelerando, pentatone, major, minor</p> | <p>Play as part of an ensemble, maintaining own part with awareness of others around, combining layers of sound</p> <p>Start to develop rehearsal and practice routines and strategies in preparation for a performance</p> <p>The End of Unit Performance whether it is for a small audience, large audience or to record and view as part of our self-reflection is important and should be celebrated. Students learn to reflect on their performance at all times and be the best they can be.</p> <p>Use rhythmic notation / basic stave notation when appropriate Students should use an appropriate form of notation for some of the music played.</p> | <p>and combine layers of notes into chords</p> |
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CLASSROOM INSTRUMENT COMPOSITION

| Musical Elements | Skills | Assessment |
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| <p>Texture: Extend the use of simple harmony to include consonant and dissonant clusters or notes and simple chords as accompaniments</p> <p>Structure: Explore and use a wider range of developmental structures (e.g. ternary, rondo, 12 bar blues, theme and variations) and expressive structures (e.g. Leitmotif)</p> <p>Pitch: Explore and recognise a range of different scale patterns including, pentatonic, major and minor and could extend to raga, modes and chromatic</p> | <p>Sing and play in unison and in parts Sing and play separately and simultaneously</p> <p>Develop instrumental skills and techniques</p> <p>Using mixed classroom percussion and melodic instruments students will plan and play responses to given stimulus. This will include Poems, Pictures, Moving Images.</p> | <p>Pupils will prepare a response to a given stimulus. This will be evaluated against the given success criteria both by the teacher and by peers.</p> <p>Pupils will complete self evaluation sheets on their projects, identifying strengths and weaknesses.</p> |

Suggested Listening

Videos included in provided resources to demonstrate solo and ensemble playing Live demonstrations by teacher

Students will work collaboratively and make group decisions about which sounds/instruments will be used, and in what form their response will be in.

Vocabulary

Leitmotif, Word Painting, Structure, Mickey Mousing, Form, Layers, Graphic Score solo, tutti, ensemble, unison repeated section

Use rhythmic notation / basic stave notation when appropriate

Students should use an appropriate form of notation for some of the music written. This should include staff and graphic notation.

We share our children's learning by providing performance opportunities to parents on open days, at annual performances, such as the harvest festival, and at end of unit concerts. Children are excited to share their progress with Parents/Carers and with the wider community. They gain a great deal from these events.

Music in the Early Years:

From an early age, children are encouraged to explore and play with a wide range of musical instruments, as well as being provided with opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in music. All children are encouraged to explore music through singing songs, making their own music and experimenting with sound.

The National Curriculum

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high- quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

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.

Attainment targets

- By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1

Pupils should be taught to:

use their voices expressively and creatively by singing songs and speaking chants and rhymes

play tuned and untuned instruments musically

listen with concentration and understanding to a range of high-quality live and recorded music

experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

improvise and compose music for a range of purposes using the inter-related dimensions of music

listen with attention to detail and recall sounds with increasing aural memory

use and understand staff and other musical notations

appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

develop an understanding of the history of music.

Progression of Key skills for Music

| Strand | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|----------------------------------|--|---|--|---|---|---|
| Singing | Pupils should be taught to use voices expressively and creatively by singing songs and speaking chants and rhymes. | | | Pupils should be taught to perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. | | |
| | Can I find my singing voice and sing melodies accurately at my own pitch? Can I sing with awareness of pulse and rhythm (keeping in time)? Can I sing expressively (using loud and quiet, getting louder/quieter)? Can I rehearse a song and perform it to others? | Can I sing in tune within a limited pitch range and perform with a good sense of rhythm? Can I follow pitch movements with hands to show shape of melody or high, medium and low? Can I start to blend my voice showing awareness of other singers? | Can I sing in tune with confidence, expression and control using a wider vocal range? Can I maintain an appropriate pulse? | Can I perform expressively with awareness of other parts and inter related dimensions (e.g. dynamics, tempo)? Can I develop and perform class arrangements of songs? | Can I maintain my own part in rounds or part songs with an awareness of how different parts fit together to achieve the intended effect? Can I sing more melodically complex songs with increasing control of breathing, posture and sound projection? | Can I develop and perform group arrangements of songs? Can I maintain and independent part in a group performance accurately? |
| Playing | Pupils should be taught to play tuned and untuned instruments musically. | | | Pupils should be taught to play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. | | |
| | Can I explore sounds and how they can be changed through play? Can I handle instruments with control, learning some of the names of them? Can I accompany rhymes of songs with a pulse, or simple rhythmic or melodic accompaniment? | Can I perform and create rhythms to a given pulse? Can I join in and stop as appropriate? Can I perform following a conductor taking note of musical direction (e.g. dynamics, tempo)? | Can I follow and lead simple performance directions, demonstrating understanding of these through playing? | Can I perform expressively with awareness of other parts and inter related dimensions (e.g. dynamics, tempo)? Can I develop and perform class arrangements of pieces? | Can I maintain my own part in a performance with an awareness of how different parts fit together to achieve the intended effect? | Can I develop and perform group arrangements of pieces? Can I maintain and independent part in a group performance accurately? |
| Improvising and Composing | Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music. | | | Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music. | | |
| | Can I explore different sound sources and find different ways to play instruments to create long/short sounds or high/low sounds? Can I identify and name common classroom instruments when choosing which to play? Can I repeat short, rhythmic and melodic patterns? | Can I create and choose sounds to create an effect? Can I improvise melodic and rhythmic ideas? | Can I improvise melodic and rhythmic accompaniments to songs? Can I compose music with a partner with a focus on a musical dimension? | Can I work out simple melodic phrases by ear? Can I compose music with a partner or in a small group with a focus on a musical dimension? Can I make improvements to my compositions? | Can I explore, select and combine a range of different sounds to compose a soundscape? Can I compose music with a partner or in a group with a focus on combining musical dimensions and know how to make improvements? | Can I use ICT to change and manipulate sounds to contribute to compositions? Can I compose a short song to own lyrics showing how music and lyrics combine to form a song? |

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| Notation | | | | Pupils should be taught to use and understand staff and other notations. | | |
| | | | <p>Can I show shape of melody with hands when singing or performing?</p> <p>Can I follow pitch shape on a graphic score?</p> <p>Can I plan and explore sounds using symbols?</p> <p>Can I plot compositions on a graphic score?</p> | Can I read staff notation for crotchet, minim, semibreve, quavers and for pitched notes appropriate to first access experience? | Can I use staff notation to record parts of my composition? | Can I sing and perform using staff notation as a support including dynamic markings? |
| Listening | Pupils should be taught to listen with concentration and understanding to range of high quality live and recorded music. | | | Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory. | | |
| | <p>Can I identify the pulse in a range of music at various tempi and join in?</p> <p>Can I recall short songs?</p> <p>Can I respond to moods in music (through talking and movement)?</p> | <p>Can I identify repeated patterns/ rhythms in music I hear?</p> <p>Can I respond physically to well defined changes in pitch/tempo/dynamics?</p> <p>Can I identify some instrument sounds?</p> <p>Can I listen back to recordings of my own work and begin to suggest strengths and improvement areas?</p> | <p>Can I internalise sounds by singing parts of songs 'in their heads'?</p> <p>Can I recognise the structure of different pieces of music, responding through physical movement?</p> | <p>Can I recall longer rhythms or melodies in call and response type activities?</p> <p>Can I recognise instruments from particular families when played in ensemble?</p> | Can I identify moods in music and how musical dimensions contribute to this? | Can I listen to longer pieces of music, maintain concentration and pick out appropriate musical dimensions? |
| | | | | Pupils should be taught to appreciate and understand the wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. | | |
| | | | Can I understand how sound is created on instruments heard? | Can I value all styles of music from all cultures, comparing and contrasting? | Can I recognise styles from other countries and cultures, comparing and contrasting use of the music dimensions and challenging stereotypes? Can I show an understanding of the above in my arrangements and composition? | Can I identify clear musical features in the work of great composers and musicians from a range of styles, periods and cultures? Can I critique mine and others' work, offering specific comments and justifying these? |
| Music History | | | | Pupils should be taught to develop an understanding of the history of music. | | |
| | | | Can I understand that there are different styles of music due to changes over time? | Can I understand the role of music through history and how it has changed over time? | Can I identify clear musical features in the work of great composers and musicians? | Can I use my knowledge of musical features used by great composers and musicians in my own arrangements and compositions? |

| Strand | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| INTER RELATED DIMENSIONS (ELEMENTS) OF MUSIC | | | | | | |
| Pitch Singing and performing on instruments | Can I recognise where music is getting higher of lower? | Can I identify high, medium and low? | Can I recognise where melodies move in steps and leaps to create melodic patterns? | Can I play or sing and simple scale? | Can I identify a major or minor feel to songs? Can I recognise and repeat melodic motifs? | Can I recognise and perform harmony parts? |
| Duration Pulse and rhythm | Can I maintain a steady pulse? Can I recognise long and short sounds? Can I identify silence in music? Can I play/clap simple repeated rhythms? | Can I clap/play a rhythm over the top of a steady beat? Can I internalise rhythm patterns? | Can I remember and play longer repeated rhythms by ear and from notation? | Can I put groups of beats together and know that they are organised into 2, 3 and 4 (metre)? Can I put two rhythms together at the same time? | Can I hear and play syncopated (jazzy) rhythms? | Can I put several rhythms together at the same time? |
| Dynamics Volume | Can I identify loud and quiet music? | Can I identify when music gets louder/quieter and instant changes in dynamics? | Can I identify and use gradual changes in dynamics (crescendo/diminuendo)? | Can I use and recognise the main musical terms for dynamics (very loud (ff), loud (f), quiet (p), very quiet (pp))? | Can I use a full range of dynamics in my compositions and performances and begin to use them in notation? | Can I use a full range of dynamics in my compositions, using them correctly in notation? |
| Tempo Speed | Can I identify fast and slow, playing at different speeds? | Can I keep a steady beat (pulse) at fast or slow tempi? | Can I identify music that is slower than/faster than? | Can I change the tempo in pieces that I play or songs I sing? | Can I perform accurately at a full range of tempi? | Can I perform accurately at a full range of tempi including changes during a piece? |
| Timbre Quality of sound | Can I recognise the different sounds in instruments? Can I sort sound qualities eg metal, wood? | Can I recognise instrumental sounds when I hear them? | Can I recognise instrumental sounds including orchestral instruments? | Can I group instruments into sounds and families eg brass, woodwind, string | Can I identify instruments used for different musical styles? | Can I use particular sounds for an effect? Can I manipulate sounds for an effect using ICT? |
| Structure Sections | Can I recognise repeated patterns? | Can I identify the beginning, middle and end of a piece of music? Can I use echo or call and response? | Can I identify a verse and chorus in a song? Can I sequence parts of music? | Can I perform a round, paying attention as to when a part starts and a section that is next? Can I recognise an ABA structure? | Can I recognise Rondo (ABACADA) and explore this during my own compositions? | Can I sequence sections of music in songs, noticing repeats? |
| Texture Layers | Can I hear and identify layers of sounds? | Can I identify foreground and background sounds? | Can I hear the tune and accompaniment in a piece of music? Can I identify a repeating rhythm ostinato? Can I recognise how a round can cause different textures (beginning, middle, end)? | Can I recognise a solo and groups of instruments/voices? Can I recognise a solo, playing in unison, duet, trio or ensemble? Can I identify a repeating pitch ostinato? | Can I hear and contribute to part music and singing? | Can I vary the texture in my own compositions, thinking about chords and parts? |

In order to assess impact - a guide

Progression over time is checked against curriculum expectations. Children are given opportunities to perform and teacher assessment is used against the expectations for each unit.