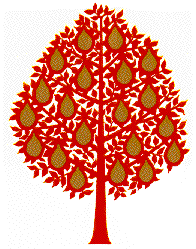


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| **Key End of Year 1 Expectations in Music**   * Use voices creatively and expressively – songs and chants. * Play tuned and untuned percussion musically. * Listen with concentration and understanding to a range of recorded/live music. * Experiment with, create, select and combine sounds using the inter-related dimensions of music. |

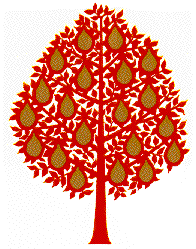
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| Music – Year 1 | |
| Duration  Cross-curricular link: number bonds | |
| **ARE and Assessment Criteria for this block**  **Knowledge:**  Names of two note values and the number of beats they represent.  How note values are represented on paper.  **Skills:**  Able to produce long and short sounds.  Reproduce sequences of two note values.  Create sequences of two note values. | |
| 1. | **Can I identify duration of sounds?**  Use songs, chants and rhymes to identify long and short sound.  (semibreve – crotchet) |
| 2. | **Can I reproduce long and short sounds?**  Use songs, chants and rhymes to follow instructions on starting, stopping and counting long/short sounds.  Make and control long and short sounds, using voice and instruments. |
| 3. | **Can I control the length of sounds?**  Use tuned and untuned percussion to control long and short sounds.  Make and control long and short sounds, using voice and instruments. |
| 4. | **Can I create sequences of long and short sounds with my voice?**  Make sequences of long and short sounds using voice percussion.  Annotate as a class.  Make and control long and short sounds, using voice and instruments. |
| 5. | **Can I create sequences of long and short sounds with different instruments?**  Make sequences of long and short sounds using voice, tuned and untuned percussion.  Annotate as a class.  Make and control long and short sounds, using voice and instruments. |
| 6. | **Can I choose and organise sounds of different durations?**  Use songs, composition, voice, tuned and untuned percussion.  Annotate.  Sequence sounds to create an overall effect. |

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| Key Vocabulary for this block of lessons:  Semibreve  Crotchet  Duration  Count |



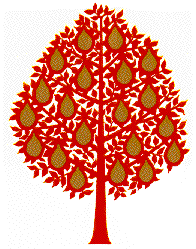
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| Music – Year 1 | |
| Pulse and rhythm | |
| **ARE and Assessment Criteria for this block**  **Knowledge:**  Meaning of pulse and rhythm.  Signs and symbols used to record pulse and rhythm.  **Skills:**  Clap a pulse and rhythm separately.  Produce a pulse with different instruments.  Record a simple sound pattern with signs and symbols. | |
| 1. | **Can I create musical patterns?**  Use tuned and untuned percussion to make long and short sounds. |
| 2. | **Can I create longer musical patterns?**  Clap longer rhythms, first copied, then created and repeated by the children. |
| 3. | **Can I internalise and recall sounds?**  Listen to, copy, create and repeat sounds with a slight difference. |
| 4. | **Can I create produce sounds in different ways?**  Use tuned and untuned percussion to change the type of sound without altering the pulse or rhythm. |
| 5. | **Can I record different sound patterns using given and invented signs and symbols?**  Use tuned and untuned percussion to make and change sounds.  Record this visually. |

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| Key Vocabulary for this block of lessons:  Pulse, ti  Rhythm, ta  Pattern, |



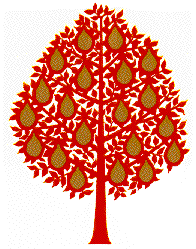
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| Music – Year 1 | |
| Pitch | |
| **ARE and Assessment Criteria for this Block**  **Knowledge:**  Meaning of pitch, stave and treble clef.  Where on a stave high and low notes are shown.  The relationship between pitch and size of instrument.  **Skills:**  Create musical patterns with high and low notes.  Use voice to imitate changes in pitch.  Play patterns written in musical notation using combinations of FACE. | |
| 1. | **Can I use my voice to sing songs and chants?**  Imitate changes in pitch.  Introduce FACE. |
| 2. | **Can I play tuned percussion?**  Identify changes in pitch.  Imitate changes in pitch.  Use score and FACE to show this. |
| 3. | **Can I create musical patterns?**  Make sounds that are very different.  Intervals of a fifth or more. |
| 4. | **Can I explore the relationship between pitch and the size of an instrument?**  Use a variety of tuned instruments to identify differences and correlations between size and pitch. |
| 5. | **Can I represent feelings through music?**  Choose sounds to represent different feelings, moods, and thoughts particularly focussing on the use of pitch. |
| 6. | **Can I explore ideas and feelings about music?**  Identify different moods in music.  Recap FACE |

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| Key Vocabulary for this block of lessons:  Pitch,  FACE  High,  Low,  Treble Clef  Stave  Mood |



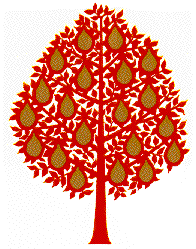
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| Music – Year 1 | |
| Instruments, Symbols and Sounds | |
| **ARE and Assessment Criteria for this Block**  **Knowledge:**  Italian terms for dynamics (see vocabulary).  **Skills:**  Use symbols to represent simple feelings and ideas.  Recognise and describe contrasting changes in dynamics.  Play patterns with widely contrasting dynamics. | |
| 1. | **Can I explore, choose and organise sounds and musical ideas?**  Use voice and tuned instruments to make sounds that are very different: dynamics and pitch. |
| 2. | **Can I explore ideas and feelings about music using musical language?**  Use instruments to choose sounds to represent different ideas, thoughts, feelings etc.  Use appropriate symbols. |
| 3. | **Can I make improvements to my work?**  Recap block 2, explore different ways to play instruments to more closely match the sound to the mood. |
| 4. | **Can I internalise and recall sounds?**  Use tuned and untuned instruments to explore how sounds are made and changed.  Introduce basic Italian terms. |
| 5. | **Can I describe sounds using given and invented signs and symbols?**  Use Italian terms plus children’s symbols to represent changes in sound. |
| 6. | **Can I describe sounds using appropriate terminology?**  Listen to and describe different types of sound using appropriate terminology. |

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| Key Vocabulary for this block of lessons:  Piano (quiet),  Forte (loud),  Crescendo (including symbol) – getting louder  Decrescendo (including symbol) – getting quieter  Dynamics |



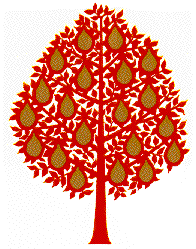
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| Music – Year 1 | |
| Timbre, Texture and Dynamics  Cross curricular link: greater than/ less than in maths | |
| **ARE and Assessment Criteria for this Block**  **Knowledge:**  Understand timbre as the quality of sound and tempo as speed within a widely contrasting context.  **Skills:**  Play a tune at contrasting speeds.  Play a tune in contrasting ways (smooth, spiky etc.)  Talk about the mood of a piece of music. | |
| 1. | **Can I explore, choose and organise sounds and musical ideas?**  Make sounds that are very different eg. forte, piano, cantabile, maestoso, staccato, legato. |
| 2. | **Can I explore ideas and feelings about music using musical language?**  Recap previous learning with Italian terms.  Introduce new ones eg staccato, legato |
| 3. | **Can I make improvements to my own work?**  Alter a given or invented piece of music to change the mood. |
| 4. | **Can I understand how pitch, duration, dynamics, tempo and texture can be combined, organised and used?**  Listen to different types of sounds.  Use musical language to describe. |
| 5. | **Can I use invented signs and symbols to describe different sounds?**  Make sounds using tuned and untuned percussion, choose how to change them.  Demonstrate this change. |

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| Key Vocabulary for this block of lessons:  Forte  Piano  Cantabile  Maestoso  Staccato  Legato |



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| Music – Year 1 | |
| Singing and exploring music  Cross curricular links always developed with topic at the time. | |
| **ARE and Assessment Criteria for this Block**  **Knowledge:**  How to stand to project voice.  How to count in so that everyone starts at the same time.  **Skills:**  Sing in tune with others.  Stop and start singing at the appropriate time.  Control delivery of songs and music played. | |
| 1. | **Can I use my voice to sing songs, chants and rhymes?**  Using songs, follow instructions on how and when to sing.  Make and control long and short sounds using voice.  Imitate changes in pitch. |
| 2. | **Can I use voices and instruments to perform songs, chants and rhymes?**  Using tuned and untuned percussion, follow instructions on how and when to play.  Make and control long and short sounds using voices and instruments. |
| 3. | **Can I rehearse and perform with others?**  Using a variety of songs and occasions, take notice and have an awareness of others whilst performing. |
| 4. | **Can I combine, organise and use musical elements?**  Use voices in different ways to create different effects. |
| 5. | **Can I internalise and recall sounds?**  Learn and retain a variety of songs with an understanding of how the sounds are changed. |
| 6. | **Can I identify different elements in music?**  Using a variety of songs, identify different sounds within the music. |

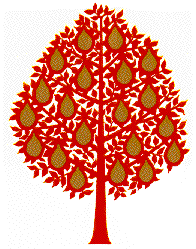
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| Key Vocabulary for this block of lessons:  Italian terms  eg. Crescendo, decrescendo. |



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| **Key End of Year 2 Expectations in Music**   * Play, perform and compose in both solo and ensemble contexts and make improvements using the inter-related dimensions of music. * Use and understand staff notation. * Appreciate and understand a range of multi-cultural musical genres and develop an understanding for the history and for the modern use of music. |

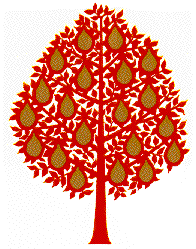
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| Music – Year 2 | |
| Duration | |
| **ARE and Assessment Criteria for this Block**  **Knowledge:**  Names of four note values and the number of beats they represent.  How these note values are represented on paper.  **Skills:**  Able to produce long and short sounds.  Reproduce sequences of three different note values.  Create sequences of three different note values. | |
| 1. | **Can I identify the duration of sounds?**  Revisit learning from Year1.  Use songs, chants and rhymes to identify long, mid, and short sounds.  (semibreve, minim, crotchet) |
| 2. | **Can I produce sounds of different duration?**  Use tuned and untuned percussion to control longer and shorter sounds.  Annotate as a class. |
| 3. | **Can I create and annotate a short musical pattern?**  Use tuned and untuned percussion to compose and annotate a short musical pattern. |
| 4. | **Can I create and annotate a sequence of musical patterns?**  Use tuned and untuned percussion to compose and annotate a sequence of musical patterns. |
| 5. | **Can I choose and control sounds?**  Use voice, tuned and untuned percussion to control sounds so that they sound as they should. |
| 6. | **Can I choose and organise different sounds to create an effect?**  Use voice, tuned and untuned percussion to create an effect. |

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| Key Vocabulary for this block of lessons:  Semibreve  Minim  Crotchet  Quaver  Duration |



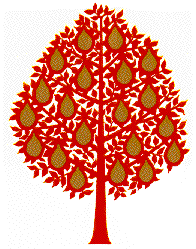
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| Music – Year 2 | |
| Pulse and Rhythm | |
| **ARE and Assessment Criteria for this Block**  **Knowledge:**  Meaning of pulse and rhythm (revision of Year 1).  Signs and symbols used to record a pattern of pulse and rhythm simultaneously.  **Skills:**  Clap a rhythm.  Reproduce a rhythm with different instruments.  Record a sound pattern with signs and symbols. | |
| 1. | **Can I play tuned and untuned instruments with a given pulse?**  Conductor maintains pulse whilst others follow the given instructions either by matching the pulse or keeping the rhythm. |
| 2. | **Can I play tuned and untuned percussion using sounds of different duration?**  Create and control long and short sounds. |
| 3. | **Can I understand the difference between beat and rhythm?**  Identify the beat in music.  Identify a rhythm.  Know the difference between the two. |
| 4. | **Can I compose musical patterns?**  Using tuned and untuned percussion compose short musical patterns.  Use ti, ta and notation. |
| 5. | **Can I create musical phrases?**  Use tuned and untuned percussion to create short musical phrases.  Recap ti and ta. |
| 6. | **Can I use instruments to create a given effect?**  Using tuned and untuned percussion to order sounds to create a musical effect. |

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| Key Vocabulary for this block of lessons:  Pulse,  Phrase,  Rhythm,  Pattern,  Conductor  Beat,  Ti  ta, |



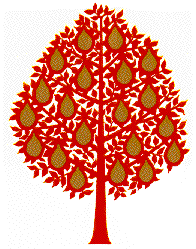
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| Music – Year 2 | |
| Pitch | |
| **ARE and Assessment Criteria for this Block**  **Knowledge:**  Meaning of pitch, stave and treble clef (revision of Y1).  Where on a stave FACE and BAG are shown.  The relationship between pitch and size of instrument and ways to alter pitch slightly.  **Skills:**  Create musical patterns with high and low notes.  Use voice to imitate close changes in pitch.  Play patterns written in musical notation. | |
| 1. | **Can I use my voice to sing songs and chants?**  Use the voice to good effect matching the pitch.  Recap FACE from Year 1  Introduce BAG. |
| 2. | **Can I explore, choose and organise changes in pitch?**  Use changes in pitch to communicate a musical idea.  Recap BAG. |
| 3. | **Can I play tuned instruments with control?**  Play tuned instruments with control so that they sound as they should. |
| 4. | **Can I create musical patterns, choosing sounds to match an effect intended?**  Choose sounds to achieve required effect.  Use FACE and BAG |
| 5. | **Can I identify changes in changes in pitch?**  Use tuned instruments and/or music to identify changes in timbre and pitch. |
| 6. | **Can I use given and invented signs and symbols to describe sounds?**  Use FACE and BAG  Use invented scores. |

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| Key Vocabulary for this block of lessons  Pitch,  FACE  BAG  High  Low  Treble Clef  Stave |



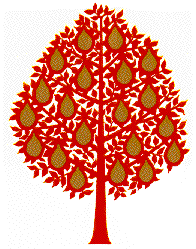
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| Music – Year 2 | |
| Instruments, Symbols and Sounds | |
| **ARE and Assessment Criteria for this Block**  **Knowledge:**  Italian terms for different dynamics.  **Skills:**  Use instruments to represent more complex feelings and ideas.  Recognise and describe subtle changes in dynamics.  Play patterns with subtle dynamics. | |
| 1. | **Can I use musical language?**  Recap dynamics and pitch including Italian terms.  Introduce timbre. |
| 2. | **Can I create musical patterns with long and short sounds?**  Compose sequences of long and short sounds. |
| 3. | **Can I make improvements to my own work?**  Recap block 2 then add dynamic symbols. |
| 4. | **Can I internalise and recall sounds?**  Listen carefully to and recall short rhythmic and melodic patterns using percussion.  Annotate where appropriate. |
| 5. | **Can I describe music using appropriate language?**  Listen to music used for different purposes (include history and cultures)  Describe using appropriate musical language. |
| 6. | **Can I show understanding that sounds can be made in different ways and described using given and invented symbols?**  Assessment |

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| Key Vocabulary for this block of lessons:  Piano  Forte  Crescendo (include symbol)  Decrescendo (include symbol)  Italian terms eg. Cantabile, Maestoso |



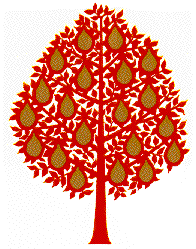
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| Music – Year 2 | |
| Timbre, Texture and Dynamics | |
| ARE and Assessment Criteria for this Block  **Knowledge:**  Understand timbre as the quality of the sound and tempo as the speed (revision of Year1).  **Skills:**  Play a tune at different speeds.  Play a tune in several different ways.  Talk about the mood of a piece of music. | |
| 1. | **Can I experiment with combining pitch, duration, dynamics, tempo, texture and silence?**  Children create their own compositions, using some of the above elements. |
| 2. | **Can I experiment with changing pitch, duration, dynamics, tempo, texture and silence?**  Composition using tuned and untuned instruments changing the above elements to suit a situation. |
| 3. | **Can I describe sounds using given and invented signs and symbols?**  Recap block 2 adding 1 or 2 invented signs and symbols. |
| 4. | **Can I make changes to my compositions?**  Change compositions or given music according to the required dynamic |
| 5. | **Can I use musical vocabulary to describe music**  Building on knowledge from Year 1, use musical language to describe different types of music. |

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| Key Vocabulary for this block of lessons:  Forte - strongly  Staccato – disjointedly  Piano – quietly  Legato – smoothly  Cantabile – song-like  Andante – relatively slowly, walking pace  Maestoso – stately, dignified, march-like  Allegro – lively, cheerful |



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| Music – Year 2 | |
| Singing and exploring music | |
| ARE and Assessment Criteria for this Block  **Knowledge:**  How to stand to project voice (revision of Year 1).  How to count so that everyone starts at the same time/ appropriate time.  Understand which musical elements will be used to begin and how these may change.  **Skills:**  Sing in tune with others.  Stop and start singing at the appropriate time in a piece of music.  Control delivery of songs and music.  Control the use of various musical elements within the piece. | |
| 1. | **Can I use my voice to sing songs, chants and rhymes?**  Take part in singing songs using vocal expression. |
| 2. | **Can I rehearse and perform with others, following directions from a conductor?**  Follow a conductor/leader. |
| 3. | **Can I rehearse and perform with others?**  Make and control different types of sound using voices and instruments.  Have an awareness of others. |
| 4. | **Can I internalise and recall patterns?**  Listen to and recall short rhythmic and melodic patterns. |
| 5. | **Can I understand how musical elements can be combined and organised to change mood?**  Change sounds to suit a given mood or situation. |
| 6. | **Can I make observations about different styles of music?**  Know that music can be played or listened to for a variety of purposes.  Use contrasting styles and cultures.  Children to appraise using appropriate musical language. |

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| Key Vocabulary for this block of lessons:  Italian terms eg:  piano,  forte,  crescendo,  decrescendo,  andante,  allegro,  staccato. |



Ambition and Access in Music

We aim to provide every pupil with access to a broad and balanced curriculum, making appropriate provision to overcome barriers to learning and ensuring pupils with SEND have full access to the curriculum provided.

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| Ambition: what we want children with SEND to achieve | Access: amendments to enable children with SEND to achieve |
| * Children with SEND will be exposed to the same teaching and objectives as the rest of the class. * Children with SEND will make progress from their own starting points. * Children with SEND will be given the same opportunities to extend their learning and receive challenges as the rest of the class. * It will not be assumed that because a child struggles in one area of the curriculum they will struggle in every area. Children with SEND can often excel in music or in some aspects of music. All children can access music lessons at their own level. * Children with SEND will be comfortable to ask questions, share their work and feel their opinions are valued. * **By the end of KS1 we aim for all children to have experienced the use of tuned and untuned instruments, have listened to and discussed their responses to different types of music and have used their voices to produce sound.** | * A spiral approach to the curriculum, with opportunities to revisit and secure vital knowledge and concepts previously covered, in order to move on. * Success Criteria provide clear steps to success. These may be accompanied by pictorial prompts. * Clear modelling and targeted questioning by teachers are part of our ACED approach to teaching and learning. * Mixed ability grouping and talk partners enable peer discussion, teaching and support. * Specific needs, for example in vision, hearing, gross and fine motor difficulties, emotional and mental health and autism, will be catered for. This might be through seating position, choice of instruments to be used, peer support or other suitable methods, chosen in consultation with relevant professionals and staff. |