



Curriculum statements

EYFS	KS1 (National Curriculum statements)	KS2 (National Curriculum statements)
<p>Please refer to the EYFS framework for more detail about linked subject progression. This has changed in September 2021. Please refer to the updated framework.</p> <p>Expressive arts and design (Exploring and using media and materials) Children sing songs, make music, dance and experiment the ways of changing them.</p> <p>Expressive arts and design (being imaginative) Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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.
<p>Additional guidance can be found in the document named: Music Guidance 2021 This is suggested only and does not need to be followed exactly, although it shows a great progression for composition, notation and listening. It also has a suggested list of music/composers to listen to.</p>		

Non-negotiables for the planning and teaching of music

EYFS	KS1	KS2
<p>Planning:</p> <ul style="list-style-type: none"> • Children with SEND and children with fewer 'experiences of music' should be 	<p>Planning:</p> <ul style="list-style-type: none"> • Children with SEND and children with fewer 'experiences of music' should be 	<p>Planning:</p> <ul style="list-style-type: none"> • Children with SEND and children with fewer 'experiences of music' should be

taken into consideration when planning and resourcing music lessons.

- Efforts should be made to plan in opportunities for outside visitors or trips for children to experience wider musical experiences.
- Efforts should be made to plan in areas of 'global citizenship'.

Teaching:

- Music to be taught either in a 'block' or as a regularly planned in sequence of lessons.
- The beginning of a unit should recap the vocabulary and learning from previous year groups.
- Children to be aware of the key vocabulary for the unit/lesson, definitions and example of the correct context of use.

Evidencing:

- Learning intentions to be shared with children in 'child friendly' language.
- Where music is taught, it will be displayed on Tapestry with the #music as either pictures or videos.
- Evidence on Tapestry to be accompanied a written comment from the teacher and, if appropriate, a comment from the child(ren).

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- The beginning of a unit should recap the vocabulary and learning from previous year groups.
- Children to be aware of the key vocabulary for the unit/lesson, definitions and example of the correct context of use.

Success criteria (example saved):

- Statements to be written in 'child friendly' language
- Ladder statements to be used to inform the criteria chosen. These should match the LCs for the lesson/unit.
- One set of success criteria used to evaluate each unit taught and stuck into Topic books.
- Success criteria to be accompanied with photographs and a written comment from the teacher.
- Snapshots to be saved in Music Folder.

Curriculum ladders:

- To be completed each long term to show coverage of lessons taught. First names of children written for 'below' and 'exceeding' expectation.

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- Children to be aware of the key vocabulary for the unit/lesson, definitions and example of the correct context of use.

Success criteria (example saved):

- Statements to be written in 'child friendly' language
- Ladder statements to be used to inform the criteria chosen. These should match the LCs for the lesson/unit.
- One set of success criteria used to evaluate each unit taught and stuck into Topic books.
- Children to write a written evaluation of their own learning, including key vocabulary.
- Success criteria to be accompanied with photographs and a written comment from the teacher.
- Snapshots to be saved in Music folder.

Curriculum ladders:

- To be completed each long term to show coverage of lessons taught. First names of children written for 'below' and 'exceeding' expectation.


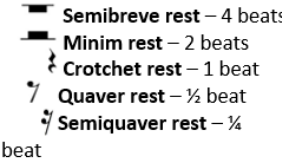

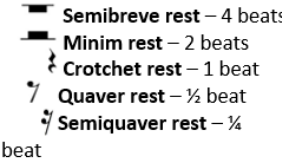

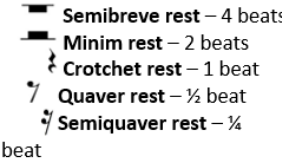
Suggested progression

	KS1	LKS2	UKS2
Performing	<p>KS1 Music National Curriculum Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes. Children can:</p> <ol style="list-style-type: none"> sing with good diction; begin to be able to sing in tune songs with a limited range; sing in time to a steady beat. 	<p>KS2 Music National Curriculum 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. Children can:</p> <ol style="list-style-type: none"> sing with good diction; sing in tune songs with a limited range; sing a song with two or more parts; perform with expression; use correct technique to play instruments. 	<p>KS2 Music National Curriculum 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. Children can:</p> <ol style="list-style-type: none"> Sing with good diction; Sing in tune; Sing a song with two or more parts, showing confidence at being able to maintain tempo and pitch; Perform with accuracy and expression, showing an understanding of the context of the music; Use correct technique to play instruments with improved confidence and accuracy.
	<p>KS1 Music National Curriculum Pupils should be taught to play tuned and untuned instruments musically. Children can:</p> <ol style="list-style-type: none"> name a variety of instruments; perform with a good sense of beat and rhythm; perform together in an ensemble; change the tempo or dynamics while playing an instrument. 		
	<p><u>Vocabulary to be taught:</u> Vocabulary for evaluation and performance should match the vocabulary used in the teaching 'lead up' to performance.</p> <ul style="list-style-type: none"> Dictation Tune Beat Rhythm Tempo Dynamics Ensemble 	<p><u>Vocabulary to be taught:</u> Vocabulary for evaluation and performance should match the vocabulary used in the teaching 'lead up' to performance.</p> <ul style="list-style-type: none"> Dictation Tune Parts Expression 	<p><u>Vocabulary to be taught:</u> Vocabulary for evaluation and performance should match the vocabulary used in the teaching 'lead up' to performance.</p> <ul style="list-style-type: none"> Dictation Tune Parts Expression
Suggested resources	Charanga 'sing' Charanga 'instruments' Chime bars Percussion instruments	Charanga 'sing' Charanga 'instruments' Chime bars and Integra lessons Percussion instruments	Charanga 'sing' Charanga 'instruments' Chime bars, ukuleles and recorders Percussion instruments

Listening	KS1	LKS2	UKS2	
	<p>KS1 Music National Curriculum Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music. Children can:</p> <ol style="list-style-type: none"> a. begin to recognise different genres of music; b. begin to recognise instruments being played in a piece of music; c. express their opinion about pieces of music.. 	<p>KS2 Music National Curriculum Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory. Children can:</p> <ol style="list-style-type: none"> a. find the beat in a piece of music; b. explain the tempo, dynamics and duration of a piece of music; c. begins to recognise some orchestral instruments in a piece of music. 	<p>KS2 Music National Curriculum Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory. Children can:</p> <ol style="list-style-type: none"> a. find the beat in a piece of music; b. explain the tempo, dynamics, metre, timbre, and duration of a piece of music; c. recognise orchestral instruments and describe their effect in a piece of music. 	
		<p>KS2 Music National Curriculum Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Children can:</p> <ol style="list-style-type: none"> a. Recognise a range of music genres; b. Recognise instruments being played in a piece of music; c. Express their opinion about pieces of music using appropriate musical vocabulary; d. Discuss similarities and differences in pieces of music. 	<p>KS2 Music National Curriculum Pupils should be taught to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Children can:</p> <ol style="list-style-type: none"> a. Recognise a range of music genres (including from around the world) and describe their characteristics; b. Name a variety of composers and artists associated with different genre of music; c. Recognise instruments being played in a piece of music; d. Express their opinion about pieces of music using appropriate musical vocabulary; e. Discuss similarities and differences in pieces of music and explain how composers and performers achieve this. 	
	<p><u>Vocabulary to be taught:</u> rhythm – structured groups of accented and unaccented beats</p>	<p><u>Vocabulary to be taught:</u></p>	<p><u>Vocabulary to be taught:</u> adagio – slow and calm allegro – quick and lively</p>	

	<p>staccato – short, sharp notes</p> <p>tempo – speed of a piece</p> <p>unison – playing or singing the same notes simultaneously</p> <p>duet – two vocalists or instruments</p> <p>dynamics – how loud or quiet a piece of music is</p> <p>The names of different instruments</p> <p>Ways of expressing preference</p>	<p>time signature – how many beats to a bar</p> <p>orchestra – a large group of instruments, usually classical</p>	<p>andante – relaxed and flowing</p> <p>largo – slow and broad</p> <p>lento – slow</p> <p>moderato – a reasonable pace</p> <p>rit. (ritardando) – slowing the tempo (also ral. (rallentissez))</p> <p>presto – quick and lively</p> <p>prestissimo – extremely quick</p> <p>accent – where the music is emphasised</p> <p>crescendo – getting louder</p> <p>decrescendo – getting quieter</p> <p>dissonance – harsh sounds, chords not in harmony</p> <p>major – a happy sounding piece of music</p> <p>minor – a sad sounding piece of music</p> <p>off beat – the unaccented beat</p> <p>slur – a curve over notes, suggesting that it is slurred together</p> <p>vibrato – quickly alternating between two notes – a wobbly sound</p>
Suggested resources	Charanga 'freestyle' – 'listening centre'	Charanga 'freestyle' – 'listening centre' https://www.bbc.co.uk/teach/bring-the-noise/ks1-music-thunder-jam/zkfkqwx	Charanga 'freestyle' – 'listening centre'

Composing	KS1	LKS2	UKS2
	<p>KS1 Music National Curriculum Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music. Children can:</p> <ol style="list-style-type: none"> a. Compose a simple tune using three or four notes; b. Create sound effects for a picture or story, thinking about how music can create a mood; c. Write down their compositions using symbols, pictures or patterns. 	<p>KS2 Music National Curriculum Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music. Children can:</p> <ol style="list-style-type: none"> a. compose a tune using eight notes; b. compose music that has a recognisable structure (beginning, middle and end) 	<p>KS2 Music National Curriculum Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music. Children can:</p> <ol style="list-style-type: none"> a. Create more complex tunes, thinking about their audience; b. Add lyrics to a composition; c. Compose music that has a recognisable structure (beginning, middle and end) that shows variation in timbre and dynamics.
	<p><u>Vocabulary to be taught:</u> Vocabulary from other areas of music plus: Tune Notes Mood</p>	<p><u>Vocabulary to be taught:</u> Vocabulary from other areas of music (notation and listening)</p>	<p><u>Vocabulary to be taught:</u> Vocabulary from other areas of music (notation and listening)</p>
Suggested resources	Charanga 'freestyle' – 'creative apps'	https://gridclub.com/activities/music-maker https://www.classicsforkids.com/games/compose_your_own_music.php Staff/stave whiteboards (coming soon)	https://gridclub.com/activities/music-maker https://www.classicsforkids.com/games/compose_your_own_music.php Staff/stave whiteboards (coming soon)

Notation	KS1	LKS2	UKS2			
	KS1 are not expected to use formal notation for music. Please see the composition box for statements about recording ideas.	KS2 Music National Curriculum Pupils should be taught to use and understand staff and other musical notations. Children can: <ol style="list-style-type: none"> a. Recognise crochets, quavers, semi bravos and crotchet rests; b. Begin to be able to recognise some notes on a treble clef staff. 	KS2 Music National Curriculum Pupils should be taught to use and understand staff and other musical notations. Children can: <ol style="list-style-type: none"> a. Recognise crotchets, quavers, semi bravos, crotchets and quaver rest; b. Recognise notes on a treble clef staff; c. Understand that notes are positioned differently on a bass clef; d. Read, and play from, music notation; e. Record their own compositions using music notation. 			
	<u>Vocabulary to be taught:</u>	<u>Vocabulary to be taught:</u> clef – a symbol on written music, defining what pitch to play the note notation – a method of writing music orchestra – a large group of instruments, usually classical staff /stave – five horizontal lines on which notes are written Plus names of notes <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; border-bottom: 1px solid black;"><u>Note lengths</u></td> <td style="text-align: center; border-bottom: 1px solid black;"><u>Rest lengths</u></td> </tr> <tr> <td style="vertical-align: top;">  <p>Semibreve – 4 beats Minim – 2 beats Crotchet – 1 beat Quaver – ½ beat Semiquaver – ¼ beat</p> </td> <td style="vertical-align: top;">  <p>Semibreve rest – 4 beats Minim rest – 2 beats Crotchet rest – 1 beat Quaver rest – ½ beat Semiquaver rest – ¼ beat</p> </td> </tr> </table>	<u>Note lengths</u>	<u>Rest lengths</u>	 <p>Semibreve – 4 beats Minim – 2 beats Crotchet – 1 beat Quaver – ½ beat Semiquaver – ¼ beat</p>	 <p>Semibreve rest – 4 beats Minim rest – 2 beats Crotchet rest – 1 beat Quaver rest – ½ beat Semiquaver rest – ¼ beat</p>
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Knowledge of music	KS1	LKS2	UKS2
	KS1 are not expected to name composers, genres etc. Knowledge will be gained through the exposure and listening to a variety of music types. This is covered in the 'listening' objectives.	KS2 Music National Curriculum Pupils should be taught to develop an understanding of the history of music. Children can: a. name some composers and genres of music from different eras. (Composers to be decided as a Key Stage to avoid repetition. Consideration for a variety of composers needed.)	KS2 Music National Curriculum Pupils should be taught to develop an understanding of the history of music. Children can: a. name some composers and genres of music from different eras; (Composers to be decided as a Key Stage to avoid repetition. Consideration for a variety of composers needed.) b. name different musical periods.
	<u>Vocabulary to be taught:</u> Vocabulary should be used from across the music curriculum (mainly listening). Vocabulary linked to particular genres, eras and composers/artists should be chosen.	<u>Vocabulary to be taught:</u> Vocabulary should be used from across the music curriculum (mainly listening). Vocabulary linked to particular genres, eras and composers/artists should be chosen.	<u>Vocabulary to be taught:</u> Vocabulary should be used from across the music curriculum (mainly listening). Vocabulary linked to particular genres, eras and composers/artists should be chosen.
Suggested resources	Charanga 'freestyle' – 'listening centre' – there are also facts about the composers too.	Charanga 'freestyle' – 'listening centre' – there are also facts about the composers too.	Charanga 'freestyle' – 'listening centre' – there are also facts about the composers too.