**Essential Characteristics of musicians**

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

**Breadth of Study: Key Stage 2**

* Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.
* Improvise and compose music using the inter-related dimensions of music (pitch, duration, dynamics, tempo) separately and in combination.
* Listen with attention to detail and recall sounds with increasing aural memory.
* Use and understand the basics of the stave and other musical notations.
* Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.
* Develop an understanding of the history of music.

| **Strand** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
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| **Listening and appraising (including history of music)** | * To identify and move to the pulse. * To think about what the words of a song mean. * To take it in turn to discuss how the song makes them feel. * Listen carefully and respectfully to other people’s thoughts about the * music.  |  | | --- | |  | | * To confidently identify and move to the pulse. * To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics). * Talk about the music and how it makes them feel. * When you talk try to use musical words. | * To think about the message of songs. * To compare two songs in the same style, talking about what stands   out musically in each of them, their similarities and differences.   * Listen carefully and respectfully to other people’s thoughts about the   music.   * To use musical words when talking about the songs. * To talk about the musical dimensions working together in the Unit songs. | * To understand how the musical dimensions work together in the Unit songs. * Talk about the music and how it makes you feel, using musical   language to describe the music. |
| **Singing and games** | * To sing in unison and in simple two-parts. * To demonstrate a good singing posture. * To follow a leader when singing. * To enjoy exploring singing solo. * To sing with awareness of being ‘in tune’. * To have an awareness of the pulse internally when singing. * Know how to find and demonstrate the pulse. * Know the difference between pulse and rhythm. * Know how pulse, rhythm and pitch work together to create a song. * Know that every piece of music has a pulse/steady beat. * Know the difference between a musical question and an answer. | * To rejoin the song if lost. * To listen to the group when singing. * To know that finding the pulse means finding the heartbeat of the music. * To know that rhythm involves long and short patterns over the pulse. * Musical Leadership: creating musical ideas (with the support of the teacher) for the group to copy or respond to. | * To sing in unison and to sing backing vocals. * To enjoy exploring singing solo. * To experience rapping and solo singing. * To listen to each other and be aware of how you fit into the group. * To sing with some awareness of being ‘in tune’. * To know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. * Musical Leadership: creating a range of musical ideas for the group to copy or respond to. | To sing in unison and to sing backing vocals from memory  To sustain a drone or a melodic ostinato  To sing with greater awareness of being ‘in tune’. |
| **Playing instruments** | * To treat instruments carefully and with respect. * Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song, from memory or using notation. * To rehearse and perform their part within the context of the Unit song. * To listen to and follow musical instructions from a leader. | * To listen to and follow musical instructions from a leader. * To experience leading the playing by making sure everyone plays in   the playing section of the song. | * To play a musical instrument with the correct technique within the context of the Unit song. * Select and learn an instrumental part using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. * To lead a rehearsal session. | * To play expressively. * To perform with controlled breathing and increased understanding of instrumental technique. |
| **Improvising and composing** | * To know that improvisation is making up your own tunes on the spot. * To know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. * To know that using one or two notes confidently is better than using five. * To know that if you improvise using the notes you are given, you cannot make a mistake. * Help create at least one simple melody using one, three or five different notes. * Plan and create a section of music that can be performed within the   context of the unit song.   * Talk about how it was created. * Record the composition in any way appropriate. | * To know that you can use some of the riffs and ideas you hear in other people’s music and songs in your own improvisations. * Create simple melodies using one, three or all five different notes. * Listen to and reflect upon the developing composition and make   musical decisions about pulse, rhythm, pitch, dynamics and tempo.   * Record the composition in any way appropriate that recognises the   connection between sound and symbol (e.g. graphic/pictorial  notation). | * To know three well-known improvising musicians * Create simple melodies using up to five different notes and simple   rhythms that work musically with the style of the Unit song.   * Explain the keynote or home note and the structure of the melody. * Listen to and reflect upon the developing composition and make   musical decisions about how the melody connects with the song.   * Record the composition using pictorial notation (start to use standard musical notation). | * Use standard notation when transcribing compositions. * Use digital technologies when creating compositions and improvising. * Use and understand simple time signatures. |
| **Performing** | * To choose what to perform and create a programme. * To communicate the meaning of the words and clearly articulate them. * To talk about the best place to be when performing and how to stand or sit. | * Present a musical performance designed to capture the audience. * To record the performance and say how they were feeling, what they   were pleased with what they would change and why. | * To talk about the venue and how to use it to best effect. * To record the performance and compare it to a previous performance. * To discuss and talk musically about it – “What went well?” and “It   would have been even better if...?” | * To record the performance and compare it to a previous performance, referring to the different musical dimensions. * To critically evaluate peer performances, making appropriate suggestions for improvement using relevant musical language. |