**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.

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 | * 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 memoryTo sustain a drone or a melodic ostinatoTo 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.
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| **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/pictorialnotation). | * 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.
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| **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.
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