



# Wellington Primary

**Music Curriculum**

# Music Curriculum Map

## KS1 Coverage

### KS1 NC Objectives

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.

For EYFS overview please see music coordinator folder.

|  | Autumn Term  |   | Spring Term   |  | Summer Term  |   |
|--|--|---|---|--|--|---|
| <b>Year 1 Topic and link to BBC ten pieces</b> | Adams - <i>Short Ride in a Fast Machine</i><br><a href="https://www.bbc.co.uk/teach/ten-pieces/KS2-3/zkthsrtd">https://www.bbc.co.uk/teach/ten-pieces/KS2-3/zkthsrtd</a> | Preparing for Christmas - learn Christmas songs and carols. | Meredith - <i>Connect It</i><br><a href="https://www.bbc.co.uk/teach/ten-pieces/KS2-anna-meredith-connect-it/zhyyb82">https://www.bbc.co.uk/teach/ten-pieces/KS2-anna-meredith-connect-it/zhyyb82</a> | Reich - <i>Music for 18 Musicians</i><br><a href="https://www.bbc.co.uk/teach/ten-pieces/classical-music-steve-reich-music-for-18-musicians/zk44y9q">https://www.bbc.co.uk/teach/ten-pieces/classical-music-steve-reich-music-for-18-musicians/zk44y9q</a> | Holst – <i>Mars</i><br><a href="https://www.bbc.co.uk/teach/ten-pieces/KS2-gustav-holst-mars-from-the-planets/zf6hsrd">https://www.bbc.co.uk/teach/ten-pieces/KS2-gustav-holst-mars-from-the-planets/zf6hsrd</a> | Shostakovich - <i>Symphony No. 10 (2nd movement)</i><br><a href="https://www.bbc.co.uk/teach/ten-pieces/dmitri-shostakovich-symphony-no-10-2nd-movement/zn8kvk7">https://www.bbc.co.uk/teach/ten-pieces/dmitri-shostakovich-symphony-no-10-2nd-movement/zn8kvk7</a> |
| <b>Cross Curriculum Links:</b>                 | Thinking about Victorians and how they invented machines such as trains and cars.  |   | A body percussion piece great for working on rhythm and pulse. On the new Music Curriculum.   | This is great for teaching about pulse and rhythm. You can use this to build the 3-group rhythmic pattern in Lesson 2 using wooden instruments in one group, drums (animal skin) in the second   | Describing the planet Mars as the Bringer of War, thinking about Mars as the Roman God of war. The mechanics of war and sound of marching can be heard in the music. Also on new                                 | Written around the time of WW2 and show the influence of the war in their music   |

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|  |   |   |   | group and then metallic instruments like chime bars to represent the 'stone' sound.  | Music Curriculum.  |  |
| <b>National Curriculum Links</b>               | <p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>· listen and reflect on a piece of orchestral music</li> <li>· invent their own musical motifs and structure them into a piece</li> <li>· perform as an ensemble</li> <li>· learn musical language appropriate to the task</li> </ul> <p><b>Curriculum checklist</b></p> <ul style="list-style-type: none"> <li>· play and perform in ensemble contexts, using voices and playing musical instrument</li> <li>· improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>· listen with attention to detail and recall sounds with increasing aural memory</li> </ul> |   |   | <p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>· listen and reflect on a piece of orchestral music</li> <li>· learn musical motifs from Holst's Mars and structure them into a piece</li> <li>· invent their own musical motifs and structure them into a piece</li> <li>· perform as an ensemble</li> <li>· learn musical language appropriate to the task</li> </ul> <p><b>Curriculum checklist</b></p> <ul style="list-style-type: none"> <li>· play and perform in ensemble contexts, using voices and playing musical instruments</li> <li>· improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>· listen with attention to detail and recall sounds with increasing aural memory</li> </ul> |  |  |
| <b>Key vocabulary and definitions</b>          | <p><b>Coda</b> another word for 'ending'</p> <p><b>Crescendo</b> gradually getting louder</p> <p><b>Motif</b> a small musical idea</p> <p><b>Ostinato</b> a repeating pattern</p> <p><b>Pitched percussion</b> - percussion instruments that can play different pitches – xylophones, glockenspiels, chime bars etc. Pulse the steady "beat" underneath much music made up of notes of the same length (like a ticking clock or steady footsteps)</p> <p><b>Unpitched percussion</b> - percussion instruments that can only make a limited number of sounds – drums, shakers woodblocks, tambourine etc</p>   |   |   |  |  |  |
| <b>Year 2 Topic and link to BBC ten pieces</b> | <p>Beethoven – 5</p> <p><a href="https://www.bbc.co.uk/teach/ten-pieces/KS2-ludwig-van-beethoven-symphony-no-5-1st-movement/zr5f3k7">https://www.bbc.co.uk/teach/ten-pieces/KS2-ludwig-van-beethoven-symphony-no-5-1st-movement/zr5f3k7</a></p> <p>Fifth of Beethoven.</p>  | <p>Tchaikovsky - <i>The Nutcracker</i></p> <p><a href="https://www.bbc.co.uk/teach/ten-pieces/KS2-tchaikovsky-the-nutcracker-waltz-of-the-flowers-russian-dance/z4y3rwx">https://www.bbc.co.uk/teach/ten-pieces/KS2-tchaikovsky-the-nutcracker-waltz-of-the-flowers-russian-dance/z4y3rwx</a></p> | <p>Handel - <i>Zadok the Priest</i></p> <p>(Plus talk about MESSIAH)</p> <p><a href="https://www.bbc.co.uk/teach/ten-pieces/KS2-george-frideric-handel-zadok-the-priest/znrkmmn">https://www.bbc.co.uk/teach/ten-pieces/KS2-george-frideric-handel-zadok-the-priest/znrkmmn</a></p> | <p>(Plus talk about MESSIAH)</p> <p><a href="https://www.bbc.co.uk/teach/ten-pieces/KS2-george-frideric-handel-zadok-the-priest/znrkmmn">https://www.bbc.co.uk/teach/ten-pieces/KS2-george-frideric-handel-zadok-the-priest/znrkmmn</a></p>  | <p>Elgar <i>Enigma - Variations</i></p> <p><a href="https://www.bbc.co.uk/teach/ten-pieces/edward-elgar-enigma-variations-11-6-7/zhb3t39">https://www.bbc.co.uk/teach/ten-pieces/edward-elgar-enigma-variations-11-6-7/zhb3t39</a></p> | <p>Bernstein – <i>Mambo</i></p> <p><a href="https://www.bbc.co.uk/teach/ten-pieces/classical-music-leonard-berstein-mambo-west-side-story/zd9cscw">https://www.bbc.co.uk/teach/ten-pieces/classical-music-leonard-berstein-mambo-west-side-story/zd9cscw</a></p> |

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| <p><b>Cross curriculum Links:</b></p>        | <p>Beethoven is a composer. The children should be aware of. You can also show them how he influenced other musicians eg Walter Murphy's 70s disco hit A</p>   | <p>Christmas story (RE)</p> | <p>No link but a composer the children should know about. Can also link to his Messiah which is on the new Music Curriculum and can link to the Easter story.</p>  | <p>No link but a composer the children should know about. Can also link to his Messiah which is on the new Music Curriculum and can link to the Easter story.</p> | <p>Elgar was a composer writing during the Victorian (and Edwardian) era</p>   | <p>This is from West Side Story which is a retelling of Romeo and Juliet so you can make links to PSHE and differences</p> |
| <p><b>National Curriculum Links</b></p>      | <p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>· listen and reflect on a piece of orchestral music</li> <li>· invent their own musical motifs and structure them into a piece</li> <li>· perform as an ensemble</li> <li>· learn musical language appropriate to the task</li> </ul> <p><b>Curriculum checklist</b></p> <ul style="list-style-type: none"> <li>· play and perform in ensemble contexts, using voices and playing musical instruments</li> <li>· improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>· listen with attention to detail and recall sounds with increasing aural memory</li> <li>· use and understand staff and other musical notations</li> </ul> |                             | <p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>· listen and reflect on a piece of orchestral music</li> <li>· invent their own musical motifs and structure them into a piece</li> <li>· perform as an ensemble</li> <li>· learn musical language appropriate to the task</li> </ul> <p><b>Curriculum checklist</b></p> <ul style="list-style-type: none"> <li>· play and perform in ensemble contexts, using voices and playing musical instruments</li> <li>· improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>· listen with attention to detail and recall sounds with increasing aural memory</li> </ul> |   | <p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>· Listen and reflect on a piece of orchestral music</li> <li>· Learn to play a tune</li> <li>· Create pieces inspired by Elgar</li> <li>· Perform as an ensemble</li> <li>· Begin to learn simple staff notation</li> <li>· Learn musical language appropriate to the task</li> </ul> <p><b>Curriculum checklist</b></p> <ul style="list-style-type: none"> <li>· play and perform in ensemble contexts, using voices and playing musical instruments</li> <li>· improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>· listen with attention to detail and recall sounds with increasing aural memory</li> </ul> |  |
| <p><b>Key vocabulary and definitions</b></p> | <p><b>Chant</b> words spoken in rhythm to a pulse<br/> <b>Coda</b> another word for 'ending' Orchestrate choose instruments for different parts of the music<br/> <b>Pitched percussion</b> - percussion instruments that can play different pitches – xylophones, glockenspiels, chime bars etc. Pulse the steady "beat" underneath much music made up of notes of the same length (like a ticking clock)<br/> <b>Rest</b> a measured moment of silence Tempo another word for speed Tune another word for a melody.<br/> <b>A linear</b> line of notes that makes a satisfying musical shape<br/> <b>Unpitched percussion</b> - percussion instruments that can only make a limited number of sounds – drums, shakers woodblocks, tambourine etc</p>   |                             |  |   |  |  |

## KS2 – Coverage

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| <b>KS2 NC Objectives</b>          | Pupils should be taught to: <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> <li>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>develop an understanding of the history of music.</li> </ul> |  |   |  |   |  |
|                                   | <b>Autumn Term</b>  |  | <b>Spring Term</b>  |  | <b>Summer Term</b>  |  |
| <b>Year 3</b>                     | Recorders   | Recorders  | Recorders   | Recorders  | Recorders   | Recorders  |
| <b>National Curriculum Links:</b> | <ul style="list-style-type: none"> <li>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>listen with attention to detail and recall sounds with increasing aural memory</li> <li>use and understand staff and other musical notations</li> </ul>   |  |   |  |   |  |
| <b>Year 4</b>                     | Williams - <i>The Lark Ascending</i><br><br><a href="https://www.bbc.co.uk/teach/ten-pieces/classical-music-vaughan-williams-lark-ascending/znwdbdm">https://www.bbc.co.uk/teach/ten-pieces/classical-music-vaughan-williams-lark-ascending/znwdbdm</a>   | Britten – <i>Storm</i><br><br>(Plus Ceremony of Carols)<br><br><a href="https://www.bbc.co.uk/teach/ten-pieces/ks2-benjamin-britten-storm-interlude-from-peter-grimes/z4fsv9q">https://www.bbc.co.uk/teach/ten-pieces/ks2-benjamin-britten-storm-interlude-from-peter-grimes/z4fsv9q</a> | Villa-Lobos – <i>Bachianas brasileiras No. 2</i><br><br><a href="https://www.bbc.co.uk/teach/ten-pieces/classical-music-heitor-villa-lobos/z4nsmfr">https://www.bbc.co.uk/teach/ten-pieces/classical-music-heitor-villa-lobos/z4nsmfr</a> | Vivaldi – <i>Winter</i><br><br><a href="https://www.bbc.co.uk/teach/ten-pieces/classical-music-antonio-vivaldi-winter-from-the-four-seasons/zf98bdm">https://www.bbc.co.uk/teach/ten-pieces/classical-music-antonio-vivaldi-winter-from-the-four-seasons/zf98bdm</a> | Stravinsky – <i>Firebird</i><br><br><a href="https://www.bbc.co.uk/teach/ten-pieces/classical-music-primary-igor-stravinsky-firebird-ks2/zbsf3k7">https://www.bbc.co.uk/teach/ten-pieces/classical-music-primary-igor-stravinsky-firebird-ks2/zbsf3k7</a> | Verdi - <i>‘Dies Irae’ and ‘Tuba Mirum’</i> from <i>‘Requiem’</i><br><br><a href="https://www.bbc.co.uk/teach/ten-pieces/giuseppe-verdi-dies-irae-and-tuba-mirum-from-requiem/zdfs2sg">https://www.bbc.co.uk/teach/ten-pieces/giuseppe-verdi-dies-irae-and-tuba-mirum-from-requiem/zdfs2sg</a> |
| <b>Cross curriculum Links</b>     | Music based on a poem by George Meredith. You could   | If you cover this in the half term leading up to Christmas you could also  | V L is a Brazilian composer and uses influences from South  | Using music to describe a winter scene, frozen   | Ancient Egypt<br><br>Fire bird story and that of the phoenix  | Possible link with literature themes of  |

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|                                       | also link to the V Williams Folk Song Suite which is in the Music Curriculum.  | make links to Britten's Ceremony of Carols which again is on the new Music Curriculum   | American music combined with Classical music so this links with Amazon Rainforest/ S America etc  | landscapes (Antarctica).   | from Egyptian and the Greek<br><br>Mythology   | death and ritual etc.  |
| <b>Key vocabulary and definitions</b> | <p><b>Coda</b> another word for ending</p> <p><b>Pitched percussion</b> -percussion instruments that can play different pitches – xylophones, glockenspiels, chime bars etc</p> <p><b>Tune</b> another word for a melody. A linear line of notes that makes a satisfying musical shape</p> <p><b>Unpitched percussion</b>- percussion instruments that can only make a limited number of sounds – drums, shakers woodblocks, tambourine etc</p> <p><b>Chorus</b> one part of the music performed by everyone and then repeated several times throughout the structure</p> <p><b>Next-door notes</b> moving stepwise up and down without leaps of gaps between the pitches</p> <p>Orchestrate choose which instruments perform which parts of the instrument.</p> <p><b>Rondo</b> a musical structure with one section that keeps returning (A-B-A-C-A etc)</p> |   |   |  |  |  |
| <b>National Curriculum Links:</b>     | <p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>· listen and reflect on a piece of orchestral music</li> <li>· invent their own musical motifs and structure them into a piece</li> <li>· perform as an ensemble</li> <li>· learn musical language appropriate to the task</li> </ul> <p><b>Curriculum checklist</b></p> <ul style="list-style-type: none"> <li>· play and perform in ensemble contexts, using voices and playing musical instruments</li> <li>· improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>· listen with attention to detail and recall sounds with increasing aural memory</li> </ul>   | <p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>· listen and reflect on a piece of orchestral music</li> <li>· perform as an ensemble</li> <li>· learn musical language appropriate to the task</li> </ul> <p><b>Curriculum checklist</b></p> <ul style="list-style-type: none"> <li>· play and perform in ensemble contexts, using voices and playing musical instruments</li> <li>· improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>· listen with attention to detail and recall sounds with increasing aural memory</li> </ul> | <p><b>Learners will:</b></p> <ul style="list-style-type: none"> <li>· listen and reflect on a piece of orchestral music</li> <li>· perform as an ensemble</li> <li>· learn musical language appropriate to the task</li> </ul> <p><b>Curriculum checklist</b></p> <ul style="list-style-type: none"> <li>· play and perform in ensemble contexts, using voices and playing musical instruments</li> <li>· improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>· listen with attention to detail and recall sounds with increasing aural memory</li> </ul> |  |  |  |
| <b>Year 5</b>                         | <p>Wagner - <i>Ride of the Valkyries</i></p> <p><a href="https://www.bbc.co.uk/teach/ten-pieces/classical-music/">https://www.bbc.co.uk/teach/ten-pieces/classical-music/</a></p>  | <p>Sibelius – <i>Finlandia</i></p> <p><a href="https://www.bbc.co.uk/teach/ten-pieces/classical-music-primary-jean-sibelius/">https://www.bbc.co.uk/teach/ten-pieces/classical-music-primary-jean-sibelius/</a></p>   | <p>Mozart - <i>Horn Concerto No. 4 (3rd movement)</i></p> <p><a href="https://www.bbc.co.uk/teach/ten-pieces/KS2-wolfgang-">https://www.bbc.co.uk/teach/ten-pieces/KS2-wolfgang-</a></p>  | <p>Gershwin – <i>Rhapsody in Blue (excerpt)</i></p> <p><a href="https://www.bbc.co.uk/teach/ten-pieces/classical-music-george-">https://www.bbc.co.uk/teach/ten-pieces/classical-music-george-</a></p> | <p>Bach - <i>Tocatta and Fugue in D minor</i></p> <p><a href="https://www.bbc.co.uk/teach/ten-pieces/johann-sebastien-">https://www.bbc.co.uk/teach/ten-pieces/johann-sebastien-</a></p> | <p>Clyne - <i>Night Ferry (extract)</i></p> <p><a href="https://www.bbc.co.uk/teach/ten-pieces/anna-clyne-night-ferry-">https://www.bbc.co.uk/teach/ten-pieces/anna-clyne-night-ferry-</a></p> |

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|  | <a href="#">richard-wagner-ride-of-the- Valkyries/zdyf mfr</a>  | <a href="#">finlandia- ks2/zh26nrd</a>  | <a href="#">amadeus- mozart-horn- concerto-no- 4-3rd- movement/z mxtng8</a>  | <a href="#">gershwin- rhapsody-in- blue/zkcy6v4</a>              | <a href="#">bach-toccat- and-fugue-in- d- minor/zv2fxy</a> | <a href="#">extract/zn3v6 v4</a>  |
| <b><u>Cross curriculum Links</u></b>         | Viking links - The Ring Cycle of operas that this music comes from is based on Viking mythology   | Love, Courage and Sacrifice - Finlandia is a tune poem that expresses Sibelius's love for his country and to inspire the Finnish people to rise up and fight against oppression by Russia.  | No link but Mozart is a composer the children should know about and can link to Mozart Rondo alla Turca on new Music Curriculum.   | No link but a great piece of music celebrating America/New York! | No link but a composer the children should know about.     | Not much of a link but I was thinking about Greek Myths and how several of them contain journeys over sea. Also links with Rivers/Coast |
| <b><u>National Curriculum Links:</u></b>     | <p><b><u>Learners will:</u></b></p> <ul style="list-style-type: none"> <li>·listen and reflect on a piece of orchestral music</li> <li>· invent their own musical motifs and structure them into a piece</li> <li>· perform as an ensemble</li> <li>· learn musical language appropriate to the task</li> </ul> <p><b><u>Curriculum checklist</u></b></p> <ul style="list-style-type: none"> <li>· play and perform in ensemble contexts, using voices and playing musical instruments</li> <li>· improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>· listen with attention to detail and recall sounds with increasing aural memory</li> </ul> | <p><b><u>Learners will:</u></b></p> <ul style="list-style-type: none"> <li>·listen and reflect on a piece of orchestral music</li> <li>· invent their own musical motifs and structure them into a piece</li> <li>· perform as an ensemble</li> <li>· learn musical language appropriate to the task</li> </ul> <p><b><u>Curriculum checklist</u></b></p> <ul style="list-style-type: none"> <li>· play and perform in ensemble contexts, using voices and playing musical instruments</li> <li>· improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>· listen with attention to detail and recall sounds with increasing aural memory</li> </ul> | <p><b><u>Learners will:</u></b></p> <ul style="list-style-type: none"> <li>· listen and reflect on a piece of orchestral music</li> <li>· invent their own musical motifs and structure them into a piece</li> <li>· perform as an ensemble</li> <li>· learn musical language appropriate to the task</li> </ul> <p><b><u>Curriculum checklist</u></b></p> <ul style="list-style-type: none"> <li>· play and perform in ensemble contexts, using voices and playing musical instruments</li> <li>· improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>· listen with attention to detail and recall sounds with increasing aural memory</li> </ul> |  |  |   |
| <b><u>Key vocabulary and definitions</u></b> | <p><b><u>Fugue</u></b> a complex musical shape similar to a round</p> <p><b><u>Graphic score</u></b> - a diagrammatic representation of music Orchestrate choose which instruments play which parts</p> <p><b><u>Pitched percussion</u></b>- percussion instruments that can play different pitches – xylophones, glockenspiels, chime bars etc.</p>  |   |  |  |  |   |



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|----------------------------------|---|-----------------|-----------------|-----------------|-----------------|-----------------|
|                                  | <p><b>Round</b> a music shape with several groups performing the same music but starting at staggered intervals</p> <p><b>Tempo</b> another word for speed</p> <p><b>Toccata</b> means 'touch' and is typically a piece with many fast notes</p> <p><b>Unpitched percussion</b> - percussion instruments that can only make a limited number of sounds – drums, shakers woodblocks, tambourine etc.</p>   |                 |                 |                 |                 |                 |
| <b>Year 6</b>                    | Body Percussion   | Body Percussion | Body Percussion | Body Percussion | Body Percussion | Body Percussion |
| <b>National Curriculum links</b> | <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> </ul> |                 |                 |                 |                 |                 |

# Music Skills Progression

| <u>Music Progression Map – By Year group</u> |  |   |   |  |  |  |
|--|--|---|---|--|--|--|
|  | Developing a sense of pulse and rhythm   |   | Adding melody pulse and rhyme   |  | Developing as a musician   |  |
|  | Year 1   | Year 2  | Year 3  | Year 4   | Year 5   | Year 6   |
| <b>Pulse</b>                                 | Keep a steady pulse in a group and be able to pick out two different tempos in music.<br>NC1.3/1.4 | Keep a steady pulse alone and with others with a musical accompaniment. Demonstrate | Keep a steady pulse alone and with others, without musical accompaniment; demonstrate | Keep a steady pulse on an instrument in 2/3, 3/4, and 4/4, using different tempi, with other pupils accompanying | Perform at least 3 contrasting tempi, regularly and accurately, on a tuned instrument.<br>NC2. | 1 Follow directions to change tempo accurately, playing alone and with |



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|                            |   | at least 2 different time signatures (3/4 & 4/4)<br>NC1.3/1.4   | 2/4, 3/4 and 4/4, using at least 3 different tempos.<br>NC2.1/2.3   | with an ostinato<br>NC2.1/2.3  |   | others.<br>NC2.1/2.3  |
| <b>Rhythm</b>              | Repeat short basic rhythms and perform simple rhythmic ostinatos.<br>NC1.2/1.4  | Repeat longer basic rhythms (2 bars or more); perform from notation (using crotchets, quavers and minims)<br>NC1.2/2.1/2.3              | perform longer rhythms (more than 2 bars), using crotchets, quavers, minims and their rests.<br>NC2.1/2.4                           | Perform pieces with at least 2 simultaneous rhythms; recognise and clap back rhythms using single quaver rests.<br>NC2.1/2.3 | Perform pieces using off-beat and dotted rhythms and single quaver rests.<br>NC2.1  | Perform pieces which use offbeat and syncopated rhythms in 3 different time signatures and tempi.<br>NC2.1                                  |
| <b>Melody and notation</b> | Sing back short melodies that use 2 – 3 pitched notes, and develop an understanding of pattern work in music using rhythmic grids.<br>NC1.1/1.2/1.4 | Sing back short melodies using at least 3 pitched notes. Perform from musical notation including crotchets and minims.<br>NC1.1/1.2/1.4 | Perform and compose, using at least 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests).<br>NC2.1/2.2/2.3/2.4 | Perform and compose using 5 pitched notes or 4 chords.<br>NC2.1/2.2/2.3/2.4  | Perform and compose using 5 – 8 pitched notes. Capture the work in different formats so it can be recreated.<br>NC2.1/2.2/2.3/2.4 | Perform and compose using 8 pitched notes. Capture the work in different formats, including staff notation so it can be recreated.<br>NC2.4 |

|                                  |   |  |  |   |  |  |
|----------------------------------|---|--|--|---|--|--|
| <b>Active listening</b>          | Identify musical features in a range of high-quality, live and recorded music; replicate basic rhythms. NC1.3/1.4 | Identify changing elements (e.g music gets faster/louder ); replicate these differences in a simple performance. NC1.3/1.4 | Identify and describe musical features in music from different traditions. Sing or play back simple melodies from the music. NC2.3/2.5/2.6 | Compare music from different traditions. Performs music heard aurally that contains 2 parts at the same time. NC2.1/2.3/2.5/2.6                           | Whilst listening, identify and perform syncopated/of f-beat rhythms. Explain why the music uses those rhythms. NC2.2/2.5/2.6 | Describe key features in music including ; tempo, metre, instrumentation, melody. Understand features of at least 4 different types/genres of music. NC2.1/2.3/2.5/2.6 |
| <b>Composing and Improvising</b> | Improvise simple rhythms based on given stimuli (e.g. rhythm grids). NC1.4  | Repeat longer basic rhythms (2 bars of more) and add imitations and variations of those rhythms. NC1.4                     | Create basic 3 note tunes and simple rhythms using crotchets, quavers, minims and their rests. NC2.2                                       | Improvise and compose tunes using 5 notes. Create more developed rhythmic patterns (4 bars). NC2.2 Create 4 bar melodies including some off-beat rhythms. | Use different tempi and time signatures. NC2.2/2.5/2.6   | Improvise and compose longer pieces using up to 8 notes with a variety of rhythms, tempi and time signatures. NC2.2/2.5/2.6  |
| <b>Performing</b>                | Play simple rhythms of untuned percussion instruments and using body percussion. NC1.2                            | Play longer phrases on untuned percussion instruments and body percussion. NC1.2   | Use tuned percussion, melodic instruments and voices to perform melodies and simple rhythms (3 + notes). NC2.1                             | Perform melodies with 5 notes (or 4 chords) with more complex rhythms on tuned instruments. NC2.1   | Perform 5-8 note melodies or developed chord progressions (2+ chords per bar). NC2.1   | Perform with confidence and accuracy alone or as part of a group. NC2.1/2.4  |

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|----------------|---|------------------------------------|---|---------------------------------|---|---|
| <b>Singing</b> | Sing simple songs in unison, both with and without accompaniment or backing tracks. NC1.1 | Sing simple songs in rounds. NC1.1 | Sing songs accompanied by ostinatos from the group. NC2.1 | Sing pieces in two parts. NC2.1 | Sing pieces with a range of at least 8 notes in at least 2 parts. NC2.1 | Sing musically, responding to performance directions, e.g. phrasing. Sing more extended harmonic parts. NC2.1/2.4 |
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