

Music - Year 1

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

National Curriculum Objectives

Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Pupils should be taught to play tuned and untuned instruments musically.

Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.

Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.

I can ...

The units in these statements relate to the Music Express Scheme

I can change my vocal sounds in response to stories and rhymes (unit 1).

I can play a percussion instrument with control (unit 2).

I can keep a steady beat (unit 2).

I can recognise changes in the tempo in music (unit 2).

I know how to change the pitch in my voice (unit 3).

I can make high and low vocal sounds (unit 3).

I can sing a song with different melodies (unit 3).

I can explore the different sounds a percussion instrument makes (unit 4).

I can hear a sequence of sounds in a piece of music (unit 4).

I can respond to music through movement (unit 4).

I can make up music and sounds in response to a story or rhyme (unit 4).

I can name some instruments used in a piece of music (unit 6).

Music - Year 2

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

National Curriculum Objectives

Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Pupils should be taught to play tuned and untuned instruments musically.

Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music.

Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.

I can ...

The units in these statements relate to the Music Express Scheme

I can use my voice to express feelings (unit 1).

I can begin to use simple pictures to depict music (unit 1).

I can join in with a call and response song (unit 1).

I can experiment with ways of producing different sounds (unit 3).

I can chant and sing in two parts (unit 4).

I can repeat a rhythmic pattern (unit 4).

I can play pitch on tuned percussion (unit 5).

I can keep a steady beat and a simple rhythm using my body and percussion instruments (unit 6).

I can perform a chant and play a rhythmic pattern to accompany it (unit 9).

I can use rap to update a traditional nursery rhyme (unit 9).

I can listen to a piece of orchestral music (unit 9).

I can talk about the music I've listened to (unit 9).

Music - Year 3

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

National Curriculum Objectives

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.

Pupils should be taught to use and understand staff and other musical notations. Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.

Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.

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.

I can ...

The units in these statements relate to the Music Express Scheme

I can sing a two part harmony (unit 1).

I can accompany a song with a simple repeated ostinato on a tuned percussion instrument (unit 1).

I can explore instruments to create sounds to accompany a poem (unit 1).

I can talk about different musical structure (unit 2).

I can sing a traditional Caribbean song (unit 3).

I can listen to Hindustani classical music (unit 3).

I can discuss Hindustani classical music (unit 3).

I can experiment with descriptive music (unit 4).

I can talk about a sequence of sounds in a piece of music (unit 4).

I can join in with a pentatonic song with tuned and untuned accompaniment (unit 5).

I can begin to use graphic notation with a pentatonic scale (unit 5).

I can begin to recognise rhythm patterns in staff notation (unit 6).

I can identify the metre in a piece of music (unit 6).

Music - Year 4

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

National Curriculum Objectives

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.

Pupils should be taught to use and understand staff and other musical notations.

Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.

Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.

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.

I can ...

The units in these statements relate to the Music Express Scheme

I can play simple tunes on a recorder in a group.

I can perform a rap with a vocal beatbox accompaniment (units 1 and 3).

I can perform a poem in a group with rhythmic accuracy (units 1 and 3).

I can sing with others (unit 3).

I can identify different instruments from a recording (unit 3).

I can join in with a three part chant (unit 4).

I can listen to and discuss Bhangra music (unit 4).

I can make some Bhangra music of my own (unit 4).

I can experiment with improvising melodies (unit 5).

I can notate pentatonic melodies on a graphic score (unit 6).

I can compose a simple fanfare (unit 11).

I can play a tuned and untuned percussion instrument from graphic, rhythm and staff notation (unit 11).

Music - Year 5

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

National Curriculum Objectives

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.

Pupils should be taught to use and understand staff and other musical notations.

Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.

Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.

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.

Pupils should be taught to develop an understanding of the history of music.

I can ...

The units in these statements relate to the Music Express Scheme

I can play a recorder with confidence solo and in a group.

I can compose and perform a simple song for a group of people (unit 1).

I can recognise jazz scat singing (unit 1).

I can make some of my own jazz scat sounds (unit 1).

I can develop and improvise accompaniments using untuned percussion (unit 1).

I can use a range of rap techniques (unit 2).

I can hear and understand the tone scale (unit 2).

I can read a melody in staff notation (unit 3).

I can begin to develop a graphic score for a vocal piece (unit 3).

I can talk about an instrument from Ancient Greece (Y3 unit 11).

I know some 1960s pop songs and dances (Y4 unit 11).

Music - Year 6

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

National Curriculum Objectives

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.

Pupils should be taught to use and understand staff and other musical notations.

Pupils should be taught to improvise and compose music for a range of purposes using the inter-related dimensions of music.

Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory.

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.

Pupils should be taught to develop an understanding of the history of music.

I can ...

The units in these statements relate to the Music Express Scheme

I can show an understanding of beat through singing and body percussion (unit 1).

I can show an understanding of pitch through singing (unit 1).

I can develop song cycles in a group for performance (unit 2).

I can sing traditional Ghanaian music (unit 4).

I can play traditional Ghanaian music (unit 4).

I can sing West African call and response songs in two groups (unit 4).

I can use a range of different instruments to produce descriptive music (unit 4).

I can talk about changing harmonies (unit 6).

I can sing song rhythms confidently (unit 6).

I can recognise different mood and style in singing (unit 6).

I can listen to and learn about a medieval antiphon (Y3 unit 7).

I can listen to and talk about 1940s dance band music (Y4 unit 3).

Music Glossary of Terms

Inter-related dimensions of music - the different elements of music that, when put together, create a pleasing sound

The 7 inter-related dimensions (elements) of music are: -

Pitch - highness or lowness of a tone

Timbre - a quality of sound. It is what makes two different musical instruments sound different from each other even when they are playing the same note.

Duration - the length of time a note lasts

Dynamics - volume - how loud or quiet the sound is

Tempo - the speed that the music is played

Structure - how each piece is put together

Texture - how the melody, rhythm and harmony are combined to create a sound

Melody - a tune

Rhythm - a regular repeated pattern of sound

Harmony - the combination of musical notes arranged to produce a pleasing effect.

Rhythm notation - notation used for drums and other percussion instruments.

Ostinato - a short, melodic phrase repeated throughout a composition

Rhythmic ostinato - a short, constantly repeated rhythmic pattern.

Phrase - a unit of music that makes sense on its own.

Pentatonic scale - a five note scale - using 1st, 2nd, 3rd, 5th and 6th notes eg CDEGA

Tone scale or whole tone scale - repeating the 8 notes C D E F# G# A B C

Graphic notation - representing music through the use of pictures and symbols.

Staff notation - traditional representation of music 