

# Music - KS1

The **NC AIMS** are that all children should:

- 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.

Year 1

Year 2

## **Rhythm**

a steady beat; controlling a beat; rhythm; combining beat and rhythm; copying rhythm patterns; creating rhythm patterns based on words and phrases; using beat and rhythm to create an accompaniment for a song

## **Notation**

how symbols can represent sound; how they can be used to describe changing sounds; composing a class composition and creating a class score

**Duration**

- long and short sounds: voice, percussion; silence; variations and sequences

**Timbre, tempo and dynamics**

- how words can describe sounds; different sound sources
- how sounds can be used descriptively, combined, and organised within simple structures
- a class composition: layers of sound, simple structure
- instruments and the correct way to play them

**Pitch**

- controlling the pitch of the voice; responding to changes in pitch
- relating sound to symbols to illustrate pitch
- pitch can be descriptive
- pitch using tuned percussion

**Vocal Work**

- learning songs which they sing from memory
- becoming confident in performing for the class

**Duration**

- revision of Y1 work
- combine sounds with a steady beat; use classroom instruments

**Timbre, tempo and dynamics**

- revision of Y1 work
- music can be descriptive; sounds can be changed
- a class composition using a wider variety of instruments
- instruments and other sound sources used expressively; playing instruments with greater control

**Pitch**

- revision of Y1 work
- percussion instruments produce different pitches
- simple tunes are made of different pitches

**Vocal Work**

- songs sung from memory and following words on a screen
- becoming more confident in performing for the class

# Music - KS2

The **NC AIMS** are that all children should:

- 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.

The **EASTCOURT ATTAINMENT TARGETS** can be tabulated as follows:

Rhythm and duration	Arrangements	Timbre, Tempo and Dynamics	Pitch	Notation	Melody and lyrics	Performance
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## Year 3

### Rhythm and duration

- rhythmic patterns in music; ostinati, voice, clap/tap

### Arrangements

- musical accompaniments
- melodic phrases and rhythmic patterns accompanying a song
  - the expressive use of musical elements

### Timbre, Tempo and Dynamics

- descriptive music, *e.g.* for animal characteristics
  - matching sounds and movement descriptively
- using narration with sounds and movement (multimedia)
  - combining musical elements expressively

### Pitch

- pentatonic scales; simple tunes;
  - different textures

### Notation

- names, duration, symbols for semi-breve, minim, crotchet and quaver

### Performance

- creating a class performance
  - making up tunes for simple songs and jingles
- singing songs, including simple part songs and rounds

## Year 4

### Rhythm and duration

- revision of Y3 work

### Arrangements

- revision of Y3 work

### Timbre, Tempo and Dynamics

- describing and illustrating images, moods and emotion in music
  - relating sounds to visual images

- selecting appropriate instruments
- combining sounds to make textures

### Pitch

- melodies: intervals that are steps or leaps, and repeated notes
  - exploring melodic phrases
  - melodies based on scales
- singing melodies that fit together

### Notation

- revision of Y3 work
- more complicated notation including dotted notes
  - symbols to indicate dynamics

### Performance

- revision of Y3 work

## Year 5

### Rhythm and duration

- cyclic, pulse and rhythmic patterns using clapping or instruments
  - fitting different patterns together
- expanding rhythms using timbre and duration, improvisation

### Timbre, Tempo and Dynamics

- contrasting sounds and textures
  - combining pitched sounds to sound relaxed or tense
- selecting sounds and resources to achieve intended effects

### Notation

- standard notation allows music to be recognised and performed by others; recording simple melodies

### Melody and lyrics

- lyrics reflect the time and place in which they were written
- generating and organising lyrics; suitable melody; song-writing

### Performance

- rounds; the effect of different pitched notes played together
- singing a round in 2 or more parts accompanied by a 3-note chord
  - creating a class performance
- context, diction, different instrumental accompaniments

## Year 6

### Rhythm and duration

- revision of Y5 work
- expanding rhythmic ideas by rearranging the rhythmic material

### Timbre, Tempo and Dynamics

- revision of Y5 work

### Pitch

- about the effect of different pitched notes played together
  - how to find given notes on a pitched instrument

### Notation

- revision of Y5 work

### **Melody and lyrics**

- revision of Y5 work

### **Performance**

- revision of Y5 work
- to sing a round in 4 parts and accompany it with a 3-note chord (triad)
  - how to perform using voices and instruments
  - creating a class performance through practice and rehearsal