MUSIC

CURRICULUM OVERVIEW

	By the end of Year 2	By the end of Year 4	By the end of Year 6
To perform	• Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch.	• Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others.	• Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone (a continuous note or chord played throughout the piece of music) or a melodic ostinato (melodic phrase repeated throughout a composition) to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument).
To compose	• Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect.	• Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes.	• Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords.

	• Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases.	• Use drones (a continuous note or chord played throughout the piece of music) as accompaniments. • Choose, order, combine and control sounds to create an effect	• Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody.
To transcribe	• Use symbols to represent a composition and use them to help with a performance.	• Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.	• Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and ♭ (flat) symbols. • Use and understand simple time signatures.

To describe music	• Identify the beat of a tune.
	
	• Recognise changes in timbre, dynamics and pitch.
		• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.
		
		• Evaluate music using musical vocabulary to identify areas of likes and dislikes.
		
		• Understand layers of sounds and discuss their effect on mood and feelings.
			• Choose from a wide range of musical vocabulary to accurately describe and appraise music including:
			
			    • pitch
			    • dynamics
			    • tempo
			    • timbre
			    • texture
			    • lyrics and melody
			    • sense of occasion
			    • expressive

		• solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning.