



# Poulton Lancelyn

## Music

### Long Term Plan

### 2023/24



## Music Rationale

At Poulton Lancelyn, we want our children to love music! Music is a subject that enriches children's lives and education with many benefits beyond itself. It contributes significantly in developing language, reasoning and memory. Engaging in music leads to improved motor skills, co-ordination and improves memory. Participation in music requires children to co-operate and collaborate together playing and performing music as a whole school, key stage, whole class or in groups.

Music lessons at Poulton Lancelyn encourage children to explore new musical ideas and genres through listening, performing, playing instruments and composing. Linking closely curriculum topics, wherever possible, our music lessons raise aspirations and inspire the imaginations of our pupils to develop both a love of music and their talent as musicians. Music teaches discipline, relieves stress, builds self-confidence, encourages creativity and allows all children to succeed.

Our school understands the value and enrichment music brings to the life of a child and to the school as a whole community and we recognise that music, as a practical subject, should be an integral part of a rich, broad and balanced curriculum.

## Music Intent

	Singing	Performing	Composition/Improvisation	Notation	Listening/Appraising	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<b>Animals</b> Classical music, dynamics and tempo	<b>Animals</b> West African call and response song	<b>Mountains</b> Creating compositions in response to an animation	<b>Rock and roll</b>	<b>Caribbean</b> Percussion instruments	<b>Fingal's cave</b> Dynamics, pitch and tempo
Autumn 2	<b>Christmas Performance</b>	<b>Christmas Performance</b>	<b>Christmas Performance</b>	<b>Christmas Performance</b>	<b>Christmas Performance</b>	<b>Christmas Performance</b>
Spring 1	<b>Under the sea</b> Musical vocabulary	<b>Musical me</b> Melody and notation	<b>Chinese New Year</b> Pentatonic melodies and composition	<b>Samba and carnival sounds and instruments</b>	<b>Blues</b> Chords	<b>Film music</b> Key signatures
Spring 2	<b>Fairy tales</b> Timbre and rhythmic patterns	<b>Space</b> Dynamics, timbre, tempo ad motifs	<b>The Vikings</b> Developing singing technique	<b>Romans</b> Adapting and transposing motifs	<b>Ancient Egypt</b> Composition and notation	<b>Pop Art</b> Complex rhythms and notation
Summer 1	<b>Superheroes</b> Pitch and tempo	<b>On this Island: British songs and sounds</b> Duration and composition	<b>Ukulele</b> Edsential	<b>South Africa</b> Glockenspiel	<b>South America</b> Keyboards	<b>Musical Theatre</b> <b>Composing and performing a Leaver's song</b>
Summer 2	<b>By the sea</b> Vocal and body sounds (dynamics)	<b>Traditional stories</b> Orchestral instruments	<b>Ukulele</b> Edsential	<b>Songs of WW2</b>	<b>Looping and remixing</b>	<b>End of Year Performance</b>

## Music Implementation

At Poulton Lancelyn Primary School, we value music as a powerful and unique form of communication that can change and impact the way children feel, think and act. Music is an important subject for all children to learn and leads to better brain development, increases in human connection and collaboration, and even stress relief. We believe that every child should have the opportunity to develop their musical potential and we aim to nurture and encourage musical development across the school. All children have the opportunity to develop their understanding, skills and techniques in music through singing, listening, playing, performing and evaluating. This is embedded in classroom activities and performances, the learning of instruments and the joining of one of our music clubs.

Kapow Primary's Music scheme takes a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences: Performing, listening, composing, the history of music and the inter-related dimensions of music. Each five- lesson unit combines these strands within a cross-curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. Over the course of the scheme, children will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control. They will learn to recognise and name the inter-related dimensions of music – pitch, duration, tempo, timbre, structure, texture and dynamics- and use these expressively in their own improvisations and compositions.

The Kapow Primary scheme follows the spiral curriculum model where previous skills and knowledge are returned to and built upon. Children progress in terms of tackling more complex tasks and doing more simple tasks better, as well as developing understanding and knowledge of the history of music, staff, and other musical notations, as well as interrelated dimensions of music and more.

In each lesson, pupils will actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as improvisation and teacher-led performances. Lessons are 'hands-on' and incorporate movement and dance elements, as well as making cross curricular links with other areas of learning.

There are opportunities for children to experience music outside the classroom, with the school's involvement in music festivals and events within the MAT. There are additional organised events and community projects for the choir to participate in (when permitted). Peripatetic teachers, who come into school to teach music lessons, provide opportunities for children to learn and develop their skills in groups or on a 1:1 basis from an experienced musician.

## Music Progression Map

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening	<ul style="list-style-type: none"> <li>-Recognising and understanding the difference between pulse and rhythm.</li> <li>-Understanding that different types of sounds are called timbres. *Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</li> <li>-Describing the character, mood, or 'story' of music they listen to, both verbally and through movement. -Describing the differences between two pieces of music.</li> <li>-Expressing a basic opinion about music (like/dislike).</li> <li>-Listening to and repeating short, simple rhythmic patterns.</li> <li>-Listening and responding to other performers by playing as part of a group.</li> </ul>	<ul style="list-style-type: none"> <li>-Recognising timbre changes in music they listen to. –</li> <li>-Recognising structural features in music they *listen to. -Listening to and recognising instrumentation.</li> <li>-Beginning to use musical vocabulary to describe music. Identifying melodies that move in steps.</li> <li>-Listening to and repeating a short, simple melody by ear.</li> <li>-Suggesting improvements to their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>-Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</li> <li>-Understanding that music from different parts of the world has different features.</li> <li>-Recognising and explaining the changes within a piece of music using musical vocabulary.</li> <li>-Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre.</li> <li>-Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>-Recognising the use and development of motifs in music.</li> <li>-Identifying gradual dynamic and tempo changes within a piece of music.</li> <li>- Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll).</li> <li>- Identifying common features between different genres, styles and traditions of music.</li> <li>-Recognising, naming and explaining the effect of the interrelated dimensions of music.</li> <li>-Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</li> <li>-Using musical vocabulary to discuss the purpose of a piece of music.</li> <li>-Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>-Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).</li> <li>-Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</li> <li>-Comparing, discussing and evaluating music using detailed musical vocabulary.</li> <li>-Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>-Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</li> <li>-Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).</li> <li>-Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</li> <li>-Identifying the way that features of a song can complement one another to create a coherent overall effect.</li> <li>-Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</li> <li>-Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</li> <li>-Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</li> </ul>

Composing	<ul style="list-style-type: none"> <li>-Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</li> <li>-Combining instrumental and vocal sounds within a given structure.</li> <li>-Creating simple melodies using a few notes.</li> <li>-Choosing dynamics, tempo and timbre for a piece of music.</li> <li>-Creating a simple graphic score to represent a composition.</li> <li>-Beginning to make improvements to their work as suggested by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>-Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</li> <li>-Successfully combining and layering several instrumental and vocal patterns within a given structure.</li> <li>-Creating simple melodies from five or more notes.</li> <li>-Choosing appropriate dynamics, tempo and timbre for a piece of music.</li> <li>- Using letter name and graphic notation to represent the details of their composition.</li> <li>-Beginning to suggest improvements to their own work.</li> </ul>	<ul style="list-style-type: none"> <li>-Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).</li> <li>-Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</li> <li>-Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</li> <li>-Suggesting and implementing improvements to their own work, using musical vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>-Composing a coherent piece of music in a given style with voices, bodies and instruments.</li> <li>-Beginning to improvise musically within a given style.</li> <li>-Developing melodies using rhythmic variation, transposition, inversion, and looping.</li> <li>-Creating a piece of music with at least four different layers and a clear structure.</li> <li>-Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.</li> <li>-Suggesting improvements to others' work, using musical vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>-Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</li> <li>-Improvising coherently within a given style. *Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</li> <li>-Using staff notation to record rhythms and melodies.</li> <li>-Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</li> <li>-Suggesting and demonstrating improvements to own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>-Improvising coherently and creatively within a given style, incorporating given features.</li> <li>- Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</li> <li>-Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</li> <li>-Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</li> <li>-Recording own composition using appropriate forms of notation and/or technology and incorporating.</li> <li>-Constructively critique their own and others' work, using musical vocabulary</li> </ul>
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## Performing

- Using their voices expressively to speak and chant.
- Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.
- Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.
- Copying back short rhythmic and melodic phrases on percussion instruments.
- Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.
- Performing from graphic notation.

- Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).
- Singing short songs from memory, with melodic and rhythmic accuracy.
- Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.
- Performing expressively using dynamics and timbre to alter sounds as appropriate.
- Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.

- Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.
- Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.
- Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.

- Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.
- Singing and playing in time with peers with accuracy and awareness of their part in the group performance.
- Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.
- Playing syncopated rhythms with accuracy, control and fluency.

- Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.
- Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.
- Performing with accuracy and fluency from graphic and simple staff notation.
- Playing a simple chord progression with accuracy and fluency.

- Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.
- Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.
- Performing a solo or taking a leadership role within a performance.
- Performing with accuracy and fluency from graphic and staff notation and from their own notation.
- Performing by following a conductor's cues and directions.

The inter-related dimensions of music

Pitch: To understand that pitch means how high or low a note sounds. To understand that 'tuned' instruments play more than one pitch of notes.

Duration: To know that rhythm means a pattern of long and short notes.

Dynamics: To know that dynamics means how loud or soft a sound is. To understand that sounds can be adapted to change their mood, eg through dynamics.

Tempo: To know that the 'pulse' is the steady beat that goes through music. To know that tempo is the speed of the music.

Timbre: To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. To know that my voice can create different timbres to help tell a story.

Texture: To know that music has layers called 'texture'.

Structure:

Pitch: To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.

Duration: To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that the long and short sounds of a spoken phrase can be represented by a rhythm.

Dynamics: To know that dynamics can change the effect a sound has on the audience.

Tempo: To understand that the tempo of a musical phrase can be changed to achieve a different effect.

1. Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.
2. Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).
3. Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.
4. Read and play from notation a four-bar phrase, confidently identifying note names and durations.



The history of music (KS2 only)	<ol style="list-style-type: none"> <li>1. Listen to sounds in the local school environment, comparing high and low sounds.</li> <li>2. Sing familiar songs in both low and high voices and talk about the difference in sound.</li> <li>3. Explore percussion sounds to enhance storytelling, e.g. ascending xylophone notes to suggest Jack climbing the beanstalk, quiet sounds created on a rainstick/ shakers to depict a shower, regular strong beats played on a drum to replicate menacing footsteps.</li> <li>4. Say how a piece of music makes them feel.</li> <li>5. Say whether they like or dislike a piece of music.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</li> <li>2. Walk in time to the beat of a piece of music or song (e.g. La Mourisque by Susato). Know the difference between left and right to support coordination and shared movement with others.</li> <li>3. Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</li> <li>4. Identify the beat groupings in familiar music that they sing regularly and listen to.</li> </ol>	<ol style="list-style-type: none"> <li>1. Improve work; explaining how it has improved.</li> <li>2. Use musical words (the elements of music) to describe a piece of music and compositions.</li> <li>3. Use musical words to describe what they like and dislike.</li> <li>4. Recognise the work of at least one famous composer.</li> </ol>	<ol style="list-style-type: none"> <li>1. Explain the place of silence and say what effect it has.</li> <li>2. Start to identify the character of a piece of music.</li> <li>3. Describe and identify the different purposes of music.</li> <li>4. Begin to identify with the style of work of the great composers, such as Beethoven, Mozart and Elgar.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe, compare and evaluate music using musical vocabulary.</li> <li>2. Explain why they think their music is successful or unsuccessful.</li> <li>3. Suggest improvements to their own or others' work.</li> <li>4. Choose the most appropriate tempo for a piece of music.</li> <li>5. Contrast the work of famous composers and show preferences.</li> </ol>	<ol style="list-style-type: none"> <li>1. Refine and improve their work.</li> <li>2. Evaluate how the venue, occasion and purpose affects the way a piece of music is created.</li> <li>3. Analyse features within different pieces of music.</li> <li>4. Compare and contrast the impact that different composers from different eras will have had on the people of the time.</li> </ol>
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<b>Song Repertoire (not limited to these)</b>	<p>Traditional: Bangladesh: Mo matchi (Song of the Bees) Ghana: Kye Kye Kule England: An Acre of Land</p> <p>Sing for Pleasure: Boom Chicka Boom</p> <p>Voices Foundation: Have you Brought your Whispering Voice? Hello, How are You</p> <p>Bance: Copy Kitten</p> <p>Voicelinks: I'm a Train Bounce High Bounce Low</p> <p>Singing Sherlock: Dr Knickerbocker Dragon Dance</p>	<p>Traditional: Star Light, Star Bright, First Star I See Tonight Hey, Hey, Look at Me Rain, Rain Go Away Acka Backa Oats and Beans and Barley Grow Oliver Cromwell Lovely Joan Searching for Lambs Bangladesh: Hatti – ma tim tim (An Imaginary Bird Australia: I Got Kicked by a Kangaroo America: Built My Lady a Fine Brick House</p> <p>Voicelinks: The King is in the Castle Fireworks</p> <p>Young Voiceworks: Ebenezer Sneezer</p> <p>Little Sally Saucer</p>	<p>Traditional: Japan: Kaeru no uta Morocco: A ram sam sam/Pease Pudding Hot Bangladesh: Now charia de (A Boatman's Song) Ireland: Be Thou Skye boat Song My Vision Ah! Poor bird Hey, Ho! Nobody home Rose</p> <p>Sing Up: Heads and Shoulders</p> <p>Singing Sherlock 2: Si, Si, Si</p> <p>Flying a Round: To stop the train</p> <p>Junior Voiceworks 1: Now The Sun Is Shining Candle Light</p>	<p>Traditional: Ghana: Namuma</p> <p>Junior Voiceworks 1: Calypso Hear the Wind</p> <p>Junior Voiceworks 2: Our Dustbin •</p> <p>Kendrick: Servant King</p> <p>Great Weather Songs: Long Journey</p> <p>Great Celebration Songs: World in Union</p> <p>Sing Up: Just like a Roman</p> <p>Sing for Pleasure: Ghosts Lost in Space</p>	<p>Traditional: Ireland: Danny Boy Caribbean: Four White Horses Uganda: Dipidu</p> <p>Kodály: Rocky Mountain My Paddle</p> <p>High Low Chickalo Ally Ally O</p> <p>Are You Ready?</p>	<p>Traditional: South Africa: Siyahamba Ghana: Senwa de Dende</p> <p>Junior Voiceworks 1: Calypso</p> <p>Sing Up: Touch the Sky Dona Nobis Pace We are the Champions We Go Together Be the Change One Moment, One People There's a Power in the Music</p> <p>British National Anthem: God Save the Queen</p>
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Listening Repertoire (not</b>	<p>Western Classical:</p> <ul style="list-style-type: none"> <li>Rondo alla Turca1 - Mozart</li> <li>Mars from The Planets - Holst</li> </ul>	<p>Western Classical:</p> <ul style="list-style-type: none"> <li>Night Ferry - Anna Clyne</li> <li>Bolero - Ravel</li> </ul>	<p>Western Classical:</p> <ul style="list-style-type: none"> <li>Hallelujah from Messiah - Handel</li> </ul> <p>Baroque:</p> <ul style="list-style-type: none"> <li>Night on Bare Mountain - Mussorgsky</li> </ul>	<p>Western Classical:</p> <ul style="list-style-type: none"> <li>Symphony No. 5 - Beethoven</li> <li>Euchari - Hildegard</li> <li>For the Beauty of the Earth - Rutter</li> </ul>	<p>Western Classical:</p> <ul style="list-style-type: none"> <li>English Folk Song Suite - Vaughan Williams</li> <li>Symphonic Variations on an African Air - Coleridge-Taylor</li> <li>This Little Babe from Ceremony of Carols - Britten</li> </ul>	<p>Western Classical:</p> <ul style="list-style-type: none"> <li>1812 Overture – Tchaikovsky</li> <li>Connect It - Anna Meredith</li> </ul>

	Popular Music: <ul style="list-style-type: none"> <li>• Wild Man - Kate Bush</li> <li>• Runaway Blues - Ma Rainey</li> </ul>	Popular Music: <ul style="list-style-type: none"> <li>• Hound Dog - Elvis Presley</li> <li>• With A Little Help from My Friends - The Beatles</li> </ul>	Popular Music: <ul style="list-style-type: none"> <li>• Jai Ho from Slumdog Millionaire - A. R. Rahman</li> <li>• James Brown – I Feel Good</li> <li>• Le Freak - Chic</li> </ul>	Popular Music: <ul style="list-style-type: none"> <li>• Take the 'A' Train - Billy Strayhorn/Duke Ellington</li> <li>• Wonderwall – Oasis</li> </ul>	Popular Music: <ul style="list-style-type: none"> <li>• Play Dead - Björk</li> <li>• Smalltown Boy - Bronski Beat</li> </ul>	Popular Music: <ul style="list-style-type: none"> <li>• Say My Name - Destiny's Child</li> </ul>
	Musical Traditions: <ul style="list-style-type: none"> <li>• Brazilian Samba: Fanfarra (Cabua-Le-Le) by Sérgio Mendes/Carlinhos Brown</li> </ul>	Musical Traditions: <ul style="list-style-type: none"> <li>• Indonesia Gamelan: Baris - Gong Kebyar of Peliatan</li> </ul>	Musical Traditions: <ul style="list-style-type: none"> <li>• Indian Classical: Sahela Re - Kishori Amonkar</li> </ul>	Musical Traditions: <ul style="list-style-type: none"> <li>• Punjab/UK Bhangra: Bhabiye Akh Larr Gayee - Bhujhangy Group</li> <li>• Trinidad Calypso: Tropical Bird - Trinidad Steel Band</li> </ul>	Musical Traditions: <ul style="list-style-type: none"> <li>• Nigerian Drumming: Jin-Go-La-Ba (Drums of Passion) - Babatunde Olatunji</li> <li>• South African Choral: Inkanyezi Nezazi - Ladysmith Black M</li> </ul>	Musical Traditions: <ul style="list-style-type: none"> <li>• Middle Eastern Folk: Sprinting Gazelle -Reem Kelani</li> <li>• English Folk: Sea Shanties - Various</li> <li>• Polish Folk: Mazurkas Op. 24 – Chopin</li> <li>• Argentinian Tango: Libertango - Piazzolla</li> </ul>

## 5. Music

### Purpose of study

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. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

### Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

## Subject content

### Key stage 1

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.

### Key stage 2

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.

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
- 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