

Music

**MUSIC GIVES A SOUL TO THE UNIVERSE, WINGS TO THE MIND,
FLIGHT TO THE IMAGINATION AND LIFE TO EVERYTHING**

Curriculum Drivers:

Personal – our world - context – society

Originality – oracy – adventure – risk – aspiration – creativity

Well-being – mental and physical – meta cognitive – learning powers

Environment and Nature – environment – sustainability

Real – Here and Now - current affairs – topical

Knowledge (SL)

Skills (SL)

Context (Teacher)

What should all pupils know
having been to Akrotiri
School? (SL and Teacher)

Year 1

Use their voices expressively and creatively
by singing songs and speaking chants and
rhymes

•
speak and chant together
sing in time to a steady beat
co-ordinate actions to go with a song
follow simple signals: stop/start
sing songs in different styles conveying different moods (happy, sad, angry etc) and with sense of enjoyment
perform an action or a sound (clapping, stamping, etc.) on the steady beat whilst singing
sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly)

Play tuned and untuned instruments
musically

Play instruments by shaking, scraping, rattling, tapping etc
Play in time to a steady beat, using instruments or body sounds
Play loudly, quietly, fast, slow
Imitate a rhythm pattern on an instrument
Play a repeated rhythmic pattern (**rhythmic ostinato**) to accompany a song
Play a single pitched note to accompany a song (**drone**)
Play with help the rhythmic pattern of a spoken word or sentence, e.g. 'sausages, chocolate or Hungry caterpillar'
Follow simple hand signals indicating:
loud/quiet and start/stop

Listen with concentration and understanding
to a range of high-quality live and recorded
music.

Listening: Listen to a piece of music and move in time to its steady beat.
Recognise and respond through movement /dance to the different musical characteristics and moods of music
Recognise the sounds of the percussion instruments used in the classroom and identify and name them
Appraising: Begin to use musical terms (louder/quieter, faster/slower, higher/lower)
Begin to articulate how changes in speed, pitch and dynamics effect the mood

Experiment with, create, select and combine
sounds using the inter-related dimensions of
music.

Add sound effects to a story
Choose musical sound effects to follow a story line or match a picture.
These could include:
Different sounds made by the voice and hands (**timbre**)
High and low sounds (**pitch**)
Long and short sounds (**duration**)
Loud and quiet sounds (**dynamics**)
Fast and slow sounds (**tempo**)
Pitch shapes (moving up and down) and rhythmic patterns
Use graphics/symbols to portray the sounds they have made
Sequence these symbols to make a simple structure (**score**)
Compose own sequence of sounds without help and perform.

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Year 2	Use their voices expressively and creatively by singing songs and speaking chants and rhymes	<p>sing a variety of songs with more accuracy of pitch</p> <p>echo short sung melodic phrases</p> <p>identify if pitch is getting higher/lower/staying the same</p> <p>sing words clearly and breathing at the end of phrases</p> <p>convey the mood or meaning of the song</p> <p>follow a leader (teacher) starting and stopping together</p> <p>sing with a sense of control of dynamics [volume] and tempo [speed]</p> <p>demonstrate some confidence in performing as a group and as an individual</p>	•
	Play tuned and untuned instruments musically	<p>Play with control:</p> <p>a) maintaining steady beat b) getting faster or slower c) getting louder or quieter</p> <p>Perform a repeated two note melodic ostinato to accompany a song (two different notes played in repeated pattern CD CDC CD CDC)</p> <p>Perform a rhythm accompaniment to a song</p> <p>Perform a sequence of sounds using a graphic score (eg pictures)</p> <p>Work and perform in smaller groups</p> <p>Follow a leader (teacher) starting and stopping together</p> <p>Demonstrate some confidence in performing as a group and as an individual</p>	
	Listen with concentration and understanding to a range of high-quality live and recorded music.	<p>Listening and appraising Listen with increased concentration</p> <p>Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds</p> <p>Recognise how sounds are made – tapping, rattling, scraping, blowing etc</p> <p>Identify different qualities of sound such as smooth, scratchy, clicking, ringing (timbre)</p> <p>Recognise and respond to different changes of speed (tempo)/volume (dynamics) and pitch</p> <p>Respond through movement/dance to different musical characteristics and moods (angrily, sadly, cheerfully, daintily etc)</p> <p>Recognise and respond to the mood of a piece of music. Begin to use music terminology when describing how the mood is created (i.e. the mood is sad because the music is played very slowly and quietly)</p>	
	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	<p>Create short melodic phrases</p> <p>Create short repeated rhythmic patterns (ostinati)</p> <p>Explore rhythm patterns from words (coca-cola, sausages etc)</p> <p>Create a piece of music that has a beginning, middle and end (structure)</p> <p>Create a piece of music that has long and short sounds, and/or changes in tempo (speed), timbre(tone), dynamics, changes in pitch (higher and lower) in small groups</p> <p>Explore and create music that conveys different moods</p> <p>Explore ways in which sounds are made (<i>tapped, blown, scraped, shaken</i>), and can be changed</p> <p>Know how sounds can be manipulated to convey different effects and moods</p>	

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Year 3	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressions	<p>Using their voices: Sing songs in a variety of styles with confidence, singing an increasing number from memory</p> <p>Show increasing accuracy of pitch(high and low sounds) and awareness of the shape of a melody.</p> <p>Imitate increasingly longer phrases with accuracy</p> <p>Understand that posture, breathing and diction are important.</p> <p>Demonstrate an awareness of character or style in performance.</p> <p>Chant or sing a round in two parts</p> <p>Sing songs with a recognised structure (verse and chorus/ call and response)</p> <p>Using instruments: Keep a steady beat on an instrument in a group or individually</p> <p>Maintain a rhythmic or melodic ostinato (repeated pattern) simultaneously with a different ostinato and/or steady beat</p> <p>Use tuned percussion with increasing confidence</p> <p>Copy a short melodic phrase by ear on a pitched instrument (eg xylophone, trumpet, violin)</p> <p>Follow simple hand directions from a leader</p> <p>Perform with an awareness of others</p> <p>Combine musical sounds with narrative and movement</p> <p>Perform a composed piece to a friendly audience, as a member of a group or class</p>	•
	Improvise and compose music for a range of purposes using the inter-related dimensions of music	<p>Explore: Longer – shorter / faster -slower / higher - lower / louder - quieter sounds on tuned and untuned percussion and voices; Pitch notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them); Symbols to represent sound (graphic scores / traditional notation)</p> <p>The sounds of different instruments – (timbre) and how they can represent pictures/ stories/ moods; The different sounds (timbres) that one instrument can make; How the musical elements can be combined to compose descriptive music</p> <p>Compose: Words and actions to go with songs; A simple rhythmic accompaniment to go with a song, using ostinato patterns; Music that has a recognisable structure; beginning, middle and end or verse/chorus; Music that tells a story, paints a picture or creates a mood; Music that uses repetition / echo</p>	
	Listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	<p>Listen with concentration to longer pieces / extracts of music</p> <p>Listen to live/recorded extracts of different kinds of music and identify where appropriate: a steady beat / no steady beat; a specific rhythm pattern or event; the speed (tempo) of the music; the volume (dynamics); the melody</p> <p>Identify common characteristics</p> <p>Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar drums etc)</p> <p>Identify repetition in music ie a song with a chorus</p> <p>Recognise wooden, metal, skin percussion instruments and begin to know their names</p> <p>Listen to their own compositions and use musical language to describe what happens in them</p>	
	Use and understand staff and other musical notations	Play using symbols including graphic and / or simple traditional notation	
	Develop an understanding of the history of music	<p>Know that there have been different periods of musical composition (eg modern, jazz, baroque etc) and some of the features of these periods of music.</p> <p>Understand how technology has changed and influenced styles of music (eg gramophones, CD's, digital music players)</p>	

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Year 4	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressions	<p>Using their voices: Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody</p> <p>Sing songs showing musical expression (phrasing, changes of tempo (speed), dynamics (loud and quiet); reflecting the mood and character of the song and its context)</p> <p>Sing two/three part rounds with more confidence and increasing pitch accuracy</p> <p>Sing confidently as part of a small group or solo being aware of posture and good diction.</p> <p>Copy short phrases and be able to sing up and down in step independently.</p> <p>Using instruments: Maintain two or more different ostinato (repeated patterns) patterns in a small instrumental group against a steady beat</p> <p>Play music that includes rests (silence)</p> <p>Use tuned percussion instruments with increasing confidence to accompany songs and improvise</p> <p>Play by ear – find known phrases or short melodies using tuned instruments</p> <p>Combine instrumental playing with narrative and movement</p> <p>Follow a leader, stopping / starting, playing faster/ slower and louder / quieter.</p> <p>Perform to an audience of adults, an assembly or other classes with increasing confidence.</p>		
	Improvise and compose music for a range of purposes using the inter-related dimensions of music	<p>Explore: Sounds to create particular effects; Rhythm patterns in music from different times and places; The pentatonic scale (5 notes within an octave eg CEGAB or DFGAB); Pitched notes that move by steps and/ or leaps to make short phrases/melodies; Music that describes feelings or moods using 'tense' or 'calm' sounds using dynamics (loud, soft), different tempos (speeds), different timbres (sounds)etc; Combining and controlling sounds to achieve a desired effect; Music that incorporates effective silences (rests); Different groupings of beats (metre of 2/3)</p> <p>Compose: A simple rhythmic accompaniment to a song using ostinato (repeated) patterns and drones(sustained note); A simple melody from a selected group of notes (i.e. a pentatonic scale)-using 5 notes; Music that has a recognisable structure; A piece of music that reflects images/ and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect</p>		
	Listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	<p>Recognise aurally the range of percussion (tuned and untuned) used in school and some individual orchestral instruments taught in school.</p> <p>Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language (the tempo, dynamics, metre, texture, timbre)</p> <p>Recognise music from different times and countries identifying key elements that give it its unique sound.</p> <p>Identify repeated rhythmic or melodic phrases in live or recorded music</p> <p>Identify whether a song has a verse/chorus or call and response structure</p> <p>Identify the use of metre in 2 or 3 in a piece of recorded or live music (2 or 3 beats in a bar)</p> <p>Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings.</p>		
	Use and understand staff and other musical notations	Read and play from some conventional music symbols		
	Develop an understanding of the history of music	<p>Identify some of the features of different periods of musical composition (eg modern, jazz, baroque etc)</p> <p>Understand how technological development has changed how music sounds.</p>		

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Year 5

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressions

Using their voices: Sing confidently in a wide variety of styles with expression
Communicate the meaning and mood of the song
Maintain own part in a round
Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion
Using instruments: Perform on a range of instruments in mixed groups to an audience, with confidence
Continue to play by ear on pitched instruments, extending the length of phrases, melodies played.
Perform with sensitivity to different dynamics, tempo
Maintain a rhythmic or melodic accompaniment to a song
Maintain own part on a pitched instrument in a small ensemble
Perform own compositions to an audience

Improvise and compose music for a range of purposes using the inter-related dimensions of music

Explore: Chords / harmony – concord and discord; Scales, such as pentatonic (5 notes); Texture created by layering rhythmic and/or melodic ostinatos; Developing ideas, using musical devices such as repetition, question and answer, ostinato (repeating pattern); Characteristics of various styles, for example, Blues, Rap, Gospel, Folk, African **etc**; Improvising in a variety of styles
Compose / Arrange: (Always considering the musical elements) Create own simple songs reflecting the meaning of the words
Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment
Arrange a song for class performance with an appropriate pitched and unpitched accompaniment
Refine own compositions after discussion
Use a range of symbols (conventional or graphic) to record compositions.
Use ICT (computers/ipads/tablets/MP3 recorders etc) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions

Listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation
Identify and discuss 'what happens when' within simple musical structures
Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music
Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences
Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions
Use musical vocabulary and knowledge to help identify areas for development or refinement when composing

Use and understand staff and other musical notations

Play using symbols including graphic and / or simple traditional notation
Independently recognise rhythmic notation.
Have an awareness between the relationship between pitch and staff notation.

Develop an understanding of the history of music

Listen to music from at least two contrasting periods and identify features of that musical genre.
Explain how technology has influenced musical development.

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Year 6

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressions	<p>Using their voices: Sing confidently in a wide variety of styles with expression; Communicate the meaning and mood of the song</p> <p>Sing a simple second part of a two part song with confidence; Maintain own part in a round; Perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion</p> <p>Using instruments: Perform on a range of instruments in mixed groups to an audience, with confidence</p> <p>Read and play with confidence from conventional or graphic notation</p> <p>Continue to play by ear on pitched instruments, extending the length of phrases, melodies played.</p> <p>Perform with sensitivity to different dynamics, tempo</p> <p>Lead/conduct a group of instrumental performers</p> <p>Maintain a rhythmic or melodic accompaniment to a song</p> <p>Maintain own part on a pitched instrument in a small ensemble</p> <p>Perform own compositions to an audience</p>
Improvise and compose music for a range of purposes using the inter-related dimensions of music	<p>Explore: Chords / harmony – concord and discord; Scales, such as pentatonic, rag, blues; Texture created by layering rhythmic and/or melodic ostinatos; Developing ideas, using musical devices such as repetition, question and answer, ostinato; Characteristics of various styles, for example, Blues, Rap, Gospel, Folk, African etc; Improvising in a variety of styles</p> <p>Compose / Arrange: (Always considering the musical elements) Create own simple songs reflecting the meaning of the words</p> <p>Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment</p> <p>Arrange a song for class performance with an appropriate pitched and unpitched accompaniment</p> <p>Refine own compositions after discussion</p> <p>Use a range of symbols (conventional or graphic) to record compositions.</p> <p>Use ICT (computers/ipads/tablets/MP3 recorders etc) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions</p>
Listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	<p>Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation</p> <p>Identify and discuss 'what happens when' within simple musical structures</p> <p>Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music</p> <p>Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences</p> <p>Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions</p> <p>Use musical vocabulary and knowledge to help identify areas for development or refinement when composing</p>
Use and understand staff and other musical notations	<p>Read and play from some conventional music symbols</p> <p>Use standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p>Use simple staff notation to record my work.</p> <p>Name and play (FACE EGBD)</p>
Develop an understanding of the history of music	<p>Listen to music from at least two contrasting periods and identify features of that musical genre.</p> <p>Explain how technology has influenced musical development.</p> <p>Make links between historical events and musical development eg the type of music listen to during WW1 and WW2</p>

Overarching Principles...Honesty Empathy Aspiration Respect Teamwork

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