



Music an introduction

The National Curriculum for Music States that pupils should use their voices expressively and creatively by singing songs and speaking chants and rhymes. They should play tuned and untuned instruments musically and listen with concentration and understanding to a range of high-quality live and recorded music. They should experiment with, create, select and combine sounds using the inter-related dimensions of music.

Pupils should be taught to:

- 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.



Strand (as per NC)	Working towards ARE	ARE (NC)	Beyond ARE
Use of voice expressively and creatively	<p>Sing a melody.</p> <p>Begin to represent sounds with symbols.</p> <p>Attempt to make sounds with the voice.</p> <p>Perform songs beginning to use creativity and expression to create dramatic effect.</p>	<p>Sing with a sense of the shape of a melody.</p> <p>Represent sounds with symbols.</p> <p>To improvise in making sounds with the voice.</p> <p>Perform songs using creativity and expression and create dramatic effect.</p>	<p>Independently represent sounds with written symbols and perform by following the symbols.</p> <p>To improvise in making sounds with the voice for a purpose.</p> <p>Able to use creativity and expression when singing to create dramatic effect showing an awareness of the audience.</p>
Play tuned and untuned instruments	<p>Begin to perform simple patterns and accompaniments keeping to a steady pulse.</p> <p>Explore how sounds can be organised.</p> <p>Begin to understand how to play a musical instrument so that they sound as they should.</p>	<p>Perform simple patterns and accompaniments keeping to a steady pulse.</p> <p>Recognise and explore how sounds can be organised.</p> <p>Respond to starting points that have been given</p> <p>Understand how to control playing a musical instrument so that they sound as they should.</p>	<p>Perform simple patterns and accompaniments keeping to a steady pulse.</p> <p>Recognise and explore how sounds can be organised.</p> <p>Choose and accurately play planned sounds with awareness of intention and effect</p>
Listen with concentration and understanding to a range of high quality live and recorded music	<p>Begin to notice how music can be used to create different moods and ideas</p> <p>Have some ideas about how to improve own composition.</p> <p>Understand that there are different types of instruments.</p>	<p>Notice how music can be used to create different moods and effects and to communicate ideas.</p> <p>Listen and understand how to improve own composition.</p> <p>Sort instruments in to different types.</p>	<p>Discuss how music can be used to create different moods and effects and to communicate ideas.</p> <p>Polish performances and make changes that contribute to the overall musical effect</p> <p>Sort composers in to different genres and instruments in to different types.</p>
Experiment with, create, select and combine sounds using the inter-related dimensions of music.	<p>Begin to order sounds in a beginning, middle and end.</p> <p>Begin to use sounds to achieve an effect.</p> <p>Investigate long and short sounds</p> <p>Begin to explore changes in pitch to communicate an idea.</p>	<p>Choose carefully and order sounds in a beginning, middle and end.</p> <p>Use sounds to achieve an effect. (including use of ICT) Create short musical patterns.</p> <p>Investigate long and short sounds</p> <p>Explore changes in pitch to communicate an idea.</p>	<p>Choose, create and remember melodic patterns and use them to illustrate ideas</p> <p>Use long and short sounds and changes in pitch to communicate an idea.</p>