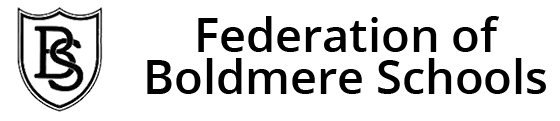
[](https://www.boldmere.bham.sch.uk/)

**National Curriculum:**

**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.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| National Curriculum statement: | **Boldmere Blue Curriculum** | | | | |
| *Year 2* | Year 3 | Year 4 | Year 5 | Year 6 |
| Boldmere Blue vocabulary: | beat, rhythm, pulse, tempo, dynamics, composer, pitch, structure, compose, lyrics | crochets, minims, crotchet rests, duration, timbre, unison | semibreves, canon, stave, expression, piano, forte | quavers, pianissimo, fortissimo, largo, moderato, allegro | semiquavers, crescendo, diminuendo, accelerando, ritardando, polyphonic, monophonic |
|  | **Using voices:** | | | | |
| 1. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. | *Compose sounds using my voice.*  *Explore the sound of my voice by using different pitches and dynamics.* | Sing melodies in **unison** showing an awareness of pitch. | Sing songs in unison and in **canon** with accurate pitch and increasing **expression**. | Sing songs with accurate pitch, controlled breathing and expression. | Sing songs in solo, unison and in parts with clear diction, controlled pitch and breathing, expression and dynamics. |
| **Playing tuned and un-tuned instruments** | | | | |
| *Use percussion and tuned instruments to create and choose sounds.*  *Use simple notes on a tuned instrument to perform simple rhythmic patterns.*  *Keep a steady pulse whilst playing an instrument.* | Play a rhythmical pattern on an instrument clearly (see N.C statement 4 for Y3 notes). | Play a rhythmical melody on an instrument, exploring pitch (see N.C statement 4 for Y4 notes). | Play a rhythmical melody on an instrument clearly, with increasing accuracy and control (see N.C statement 4 for Y5 notes). | Play a rhythmical melody on an instrument clearly, with increasing accuracy, control and expression (see N.C statement 4 for Y6 notes). |
| **Performing with and to others:** | | | | |
| *Perform in a group using my voice and instruments and think about the inter-related dimensions of music that have been taught.*  *Perform to an audience with confidence.*  *Begin to perform solos.* | Beginning to show an awareness of volume and tempo when performing with others. | Adapting volume and tempo when performing with others. | Maintain my own part and be aware of how the different parts fit together. | Consider the audience when performing and how to create a specific effect. |
| 2. Improvise and compose music for a range of purposes using the inter-related dimensions of music:   * pitch * duration * dynamics * tempo * timbre * texture * structure * musical notation | *Compose sounds using my voice.*  *Use percussion and tuned instruments to create and choose sounds.* | Improvise and compose simple rhythms using Y3 notes (N.C statement 4). | Improvise and compose simple rhythms using Y4 notes (N.C statement 4). | Improvise and compose rhythmical melodies using Y5 notes (N.C statement 4) and chords.  Begin to experiment with the structure of compositions by repeating phrases of music. | Improvise and compose rhythmical melodies using Y6 notes (N.C statement 4) and chords.  Compose music with a specific structure, either AB, AABB (binary), or ABA, (ternary).    Improvisations and compositions are created for a purpose (to tell a story or convey an emotion). |
| 3. Listen with attention to detail and recall sounds with increasing aural memory. | *Identify and recognise simple repeated patterns in a piece of music.* | Listen to and repeat simple rhythms with a steady pulse. | Listen to and repeat rhythms with a steady pulse using a rest. | Listen to and repeat rhythms of a greater length with increasing accuracy. | Listen to and repeat rhythms with increasing accuracy, noticing and omitting repeated patterns. |
| 4. Use and understand staff and other musical notations | *Use simple notations to play a beat and begin to create my own notations.* | **Crochets**, **minims** and **crotchet rests**  Recognise that different notes have different **durations**. | Crochets, minims, **semibreves**, stave and crotchet rests  Know the duration of the Y4 notes. | Crochets, minims, semibreves, **quavers** and crotchet rests  Know the duration of the Y5 notes and begin to consider this when performing rhythms. | Crochets, minims, semibreves, quavers, **semiquavers** and crotchet rests  Know the duration of the Y6 notes and apply this when preforming rhythmical melodies on different instruments. |
| 5. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | *Understand that music can create different moods and feelings.*  *Listen to music and talk about how pieces of music make me feel and why.* | Show appreciation for music, discussing likes and dislikes.  Describe a piece of music using musical vocabulary:  - Dynamics – loud, quiet  - Tempo – fast, slow  - **Timbre** – bright, dark | Show appreciation for music, discussing how music makes us feel.  Describe how a piece of music changes throughout using musical vocabulary:  - Dynamics – **piano, forte**  - Tempo – fast, moderate, slow  - Timbre – gentle, harsh | Show appreciation for music, considering how it can be interpreted differently to tell different stories.  Describe and compare pieces of music using musical vocabulary:  - Dynamics – **pianissimo**, **fortissimo**  - Tempo – **largo, moderato, allegro**  - Timbre – warm, light  - Texture – thick, thin | Show appreciation for music by comparing music from different traditions, composers and musicians.  Describe, compare and evaluate pieces of music using musical vocabulary:  - Dynamics – **crescendo**, **diminuendo**  - Tempo – **accelerando**, **ritardando**  - Timbre – rich, shrill  - Texture – **polyphonic**, **monophonic** |
| 6. Develop an understanding of the history of music. |  | Listen and respond to a range of music, placing the music within a historical context. | Listen and respond to a range of music, discussing how music has changed throughout history. | Listen and respond to a range of music from different musicians and composers throughout history, considering how and why music has changed. | Listen to, respond to and compare a range of music from different historical contexts, identifying similarities and differences in the musicality. |