



Music Intent

SINGING:

- Singing milestones will be covered during weekly singing sessions and through singing for productions in KS1 and Year 5 and 6.
- Listening, Appreciation and understanding will also be covered in singing as the children will listen to a range of music as they come in and leave the hall.

Themed Arts weeks will always follow the structure of composing, notation and performance.

Aspect	By the end of Year 2 (KS1)
Listening	<ul style="list-style-type: none"> • Listen to a piece of music, identifying if is fast or slow, happy or sad • Describe how an instrument has been used to represent a sound or an object (e.g. a flute for a bird or a drum for thunder) begin to recall sounds.
Composing	<ul style="list-style-type: none"> • Make sounds in different ways, including hitting, blowing and shaking. • Carefully choose instruments to combine layers of sound, showing awareness of the combined effect
Vocabulary	<ul style="list-style-type: none"> • Talk about the songs/pieces of music they enjoy. • Describe basic elements of a piece of music (e.g. pace, volume, emotion)
Performing	<ul style="list-style-type: none"> • Perform with awareness of others (e.g. take turns in a performance and sing/play with peers) • Use own voice in different ways (e.g. singing, speaking and chanting)
Singing	<ul style="list-style-type: none"> • Sing with a sense of shape and melody. • Use own voice in different ways including loud or soft and sing simple repeated phrases.
Pulse and rhythm	<ul style="list-style-type: none"> • Copy a simple rhythm by clapping or using percussion. • Identify the difference between rhythm and pulse.
Notation	<ul style="list-style-type: none"> • Begin to represent sounds with drawings. • Follow a simple piece of written rhythmic notation.
Appreciation and understanding	<ul style="list-style-type: none"> • State what they like or dislike about a piece of music. • Explain what they like or dislike about a piece of music and why.



Aspect	By the end of Year 4 (Lower KS2)
Listening	<ul style="list-style-type: none"> Recognise changes in the music using words like “pitch” (high/low), “timbre” (sound quality), “dynamics” (loud or soft” and “tempo”(fast or slow). Describe how a piece of music makes them feel, making an attempt to explain why. Recall sounds with increasing aural memory.
Composing	<ul style="list-style-type: none"> Use standard and invented symbols to represent sounds. Shape composition, considering dynamics, timbre and tempo
Vocabulary	<ul style="list-style-type: none"> Use relevant musical vocabulary (eg. Pitch, rhythm, pulse and tempo) when talking about the elements of music within a piece. Describe, compare and evaluate different kinds of music, using appropriate musical vocabulary.
Performing	<ul style="list-style-type: none"> Perform own part with increased control or accuracy when singing or playing both tuned and untuned instruments Perform significant parts from memory and from notation, either on a musical instrument or vocally.
Singing	<ul style="list-style-type: none"> Sing songs confidently both solo and in groups Maintain a simple part within an ensemble.
Pulse and rhythm	<ul style="list-style-type: none"> Create and repeat extended rhythmic patterns, vocally or by using clapping. Create and repeat extended rhythmic patterns, using a range of percussion and tuned instruments.
Notation	<ul style="list-style-type: none"> Use written symbols both standard and invented to represent sounds. Follow a basic melody line, using standard notation.
Appreciation and understanding	<ul style="list-style-type: none"> Compare and contrast two pieces of music on the same theme. Listen to music from different periods of history Appreciate and listen to music drawn from different traditions, cultures and composers.



Aspect	By the end of Year 6 (Upper KS2)
Listening	<ul style="list-style-type: none"> • Explain how different musical elements (pitch, tempo, melody, rhythm and dynamics) have been used to create mood and effects • Identify and explore the relationship between sounds and how different meanings can be expressed through sounds and music.
Composing	<ul style="list-style-type: none"> • Improvise and notate musical phrases to develop compositions. • Compose a piece of music based on a theme (e.g. a film or a special event)
Vocabulary	<ul style="list-style-type: none"> • Use musical vocabulary to explain some of the reasons why a piece of music might have been composed • Describe how music can be used to create expressive effects and convey emotion
Performing	<ul style="list-style-type: none"> • Maintain own part in a performance with confidence, accuracy and an awareness of what others are playing • Take the lead in performances and provide suggestions to others
Singing	<ul style="list-style-type: none"> • Maintain a more complex part within an ensemble (e.g. sing in a round or use harmony) • Identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performers
Pulse and rhythm	<ul style="list-style-type: none"> • Create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of notes and intervals) • Create complex rhythmic patterns, using a variety of instrumentation with an awareness of timbre (quality of sound) and duration (length of notes and intervals)
Notation	<ul style="list-style-type: none"> • Perform from simple notation on tuned/untuned instruments • Recognise/use conventional and unconventional notation when composing.
Appreciation and understanding	<ul style="list-style-type: none"> • Appreciate and understand high quality music, both live and recorded. Recognise and describe music and musical instruments from different periods in history • Listen to and comment on the work of musicians and composers indicating own preferences. Explain the influence of historical events on music.