



## Strand 1: Musicianship



|               | <b>Curriculum Skills and Elements</b>   | <b>Key Learning</b><br>The children will learn:  | <b>National Curriculum</b><br>The National Curriculum for Music says that pupils should be taught to: |
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| <b>Year 1</b> | Listening<br>Finding a steady beat<br>Copy-back<br>Improvisation<br>Singing<br><br>Pulse/beat<br>Rhythm<br>Pitch<br>Tempo<br>Dynamics | <ul style="list-style-type: none"> <li>• How to move in time with a steady beat/pulse.</li> <li>• To copy back simple long and short rhythms with clapping.</li> <li>• To copy back singing simple high and low patterns.</li> <li>• To understand and demonstrate the difference between pulse, rhythm and pitch.</li> </ul>  | Experiment with, create, select and combine sounds using the interrelated dimensions of music.        |
| <b>Year 2</b> | Listening<br>Finding a steady beat<br>Copy-back<br>Improvisation<br>Singing<br><br>Pulse/beat<br>Rhythm<br>Pitch<br>Tempo<br>Dynamics | <ul style="list-style-type: none"> <li>• To move in time and keep a steady beat together</li> <li>• To create their own rhythmic and melodic patterns</li> <li>• To understand the difference between creating a rhythm pattern and a pitch pattern.</li> <li>• Continue to copy back simple rhythmic patterns using long and short.</li> <li>• Continue to copy back simple melodic patterns using high and low.</li> <li>• To sing short phrases independently</li> <li>• Continue to learn to watch and follow a steady beat.</li> <li>• Begin to understand that the speed of the beat can change, creating a faster or slower pace (tempo)</li> </ul> | Experiment with, create, select and combine sounds using the interrelated dimensions of music.        |

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|               |   | <ul style="list-style-type: none"> <li>• To play copy-back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion</li> <li>• To create rhythms using word phrases as a starting point.</li> <li>• To recognise long and short sounds, matching them to syllables and movements</li> </ul>  |   |
| <b>Year 3</b> | <p>Listening<br/>Finding and keeping a steady beat<br/>Copy back<br/>Improvisation<br/>Singing<br/>Playing instruments<br/>Reading notation</p> <p>Pulse/beat<br/>Rhythm<br/>Pitch<br/>Tempo<br/>Dynamics</p> | <p>The beginnings of formal notation, linking sounds to symbols and that music has its own language. Start learning about basic music theory: ● Staves ● Lines and spaces ● Clefs ● Crotchets ● Minims ● Paired quavers Introduce and understand the differences between crotchets and paired quavers.</p> <ul style="list-style-type: none"> <li>• To play and sing in the time signatures of 2/4, 3/4 and 4/4.</li> <li>• To copy back and improvise with rhythmic patterns using minims, crotchets, quavers and their rests.</li> <li>• To recognise and move in time with the beat</li> <li>• Begin to recognise (by ear and from notation): minims, crotchets, quavers and their rests.</li> <li>• To identify the names of some pitched notes on a stave.</li> <li>• To identify if a song is major or minor</li> <li>• To internalise, keep and move in time with a steady beat in 4/4, 3/4 and 2/4 time.</li> <li>• To create rhythms using word phrases as a starting point</li> <li>• To recognise long and short sounds and match them to syllables and movements.</li> </ul> | <p>Use and understand staff and other musical notations.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> |
| <b>Year 4</b> | <p>Listening<br/>Finding and keeping a steady beat<br/>Copy back</p>  | <p>The beginnings of formal notation, linking sound to symbol. That music has its own language. Start learning about basic music theory: ● Staves ● Lines and spaces ● Clefs ● Crotchets ● Minims ●</p>  | <p>Use and understand staff and other musical notations.</p>  |

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|                      | <p>Improvisation<br/>Singing<br/>Playing instruments<br/>Reading notation</p> <p>Pulse/beat<br/>Rhythm<br/>Pitch<br/>Tempo<br/>Dynamics</p>   | <p>Paired quavers Introduce and understand the differences between crotchets and paired quavers.</p> <ul style="list-style-type: none"> <li>• To play and sing in the time signatures of 2/4, 3/4 and 4/4.</li> <li>• To copy back and improvise with rhythmic patterns using minims, crotchets, quavers and their equivalent rests.</li> <li>• To internalise, keep and move in time with a steady beat in 4/4, 3/4 and 2/4 time.</li> <li>• To begin to recognise (by ear and from notation): minims, crotchets, quavers and their rests.</li> <li>• To identify the names of some pitched notes on a stave.</li> <li>• To create rhythms using word phrases as a starting point.</li> <li>• To recognise long sounds and short sounds, and match them to syllables and movements.</li> <li>• To listen and copy more complex rhythmic patterns, by ear or from notation.</li> <li>• To copy back more complex melodic patterns.</li> </ul> | <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>  |
| <p><b>Year 5</b></p> | <p>Listening<br/>Finding and keeping a steady beat<br/>Copy back<br/>Improvisation<br/>Singing<br/>Playing instruments<br/>Reading notation</p> <p>Pulse/beat<br/>Rhythm<br/>Pitch<br/>Tempo<br/>Dynamics</p> | <ul style="list-style-type: none"> <li>• To find and keep a steady beat.</li> <li>• To listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</li> <li>• To copy back various melodic patterns.</li> </ul>   | <p>Use and understand staff and other musical notations.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> |

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| <b>Year 6</b> | <p>Listening<br/>         Finding and keeping a steady beat<br/>         Copy back<br/>         Improvisation<br/>         Singing<br/>         Playing instruments<br/>         Reading notation</p> <p>Pulse/beat<br/>         Rhythm<br/>         Pitch<br/>         Tempo<br/>         Dynamics</p> | <ul style="list-style-type: none"> <li>• To use body percussion, instruments and voices.</li> <li>• The key centres of C major, G major, D major, A minor and D minor.</li> <li>• The time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8.</li> <li>• To find and keep a steady beat.</li> <li>• To listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</li> </ul> | <p>Use and understand staff and other musical notations.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> |
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