



## The Craylands School S.T.A.R. KS1 Long term subject: Music

<b>Aims</b> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notation</li> </ul>						
<b>Skills</b> <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Early Years	Work will be planned around the following 7 areas of learning: Personal Social and Emotional Development, Physical Development, Communication and Language, Literacy, Mathematics, Understanding of the World and Expressive Arts and Design.					
<b>Year 1</b>	<b>Performing</b>		<b>Composing</b>		<b>Appraising</b>	
Skill	<ul style="list-style-type: none"> <li>Can they use their voice to sing /</li> </ul>		<ul style="list-style-type: none"> <li>Can they make different</li> </ul>		<ul style="list-style-type: none"> <li>Can they respond to different moods in</li> </ul>	

	<p>speak / chant?</p> <ul style="list-style-type: none"> <li>• Do they join in with singing?</li> <li>• Can they use instruments to perform?</li> <li>• Can they clap short rhythmic patterns?</li> <li>• Can they copy sounds?</li> </ul> <p>Challenging:</p> <ul style="list-style-type: none"> <li>• Can they make loud and quiet sounds?</li> <li>• Do they know the chorus keeps being repeated?</li> </ul>	<p>sounds with their voice?</p> <ul style="list-style-type: none"> <li>• Can they make different sounds with instruments?</li> <li>• Can they identify changes in sounds?</li> <li>• Can they change the sound?</li> <li>• Can they repeat (short rhythmic and melodic) patterns?</li> <li>• Can they make a sequence of sounds?</li> <li>• Can they show sounds by using pictures?</li> </ul> <p>Challenging:</p> <ul style="list-style-type: none"> <li>• Can they tell the difference between long and short sounds?</li> <li>• Can they tell the difference between high and low sounds?</li> <li>• Can they give a reason for choosing an instrument?</li> </ul>	<p>music?</p> <ul style="list-style-type: none"> <li>• Can they say how a piece of music makes them feel?</li> <li>• Can they say whether they like or dislike a piece of music?</li> <li>• Can they choose sounds to represent different things?</li> <li>• Can they recognise repeated patterns?</li> <li>• Can they follow instructions about when to play or sing?</li> </ul> <p>Challenging:</p> <ul style="list-style-type: none"> <li>• Can they tell the difference between a fast / slow tempo?</li> <li>• Can they tell the difference between loud and quiet sounds?</li> <li>• Can they identify two types of sound happening at the same time?</li> </ul>
<b>Year 2</b>	<b>Performing</b>	<b>Composing</b>	<b>Appraising</b>
Skill	<ul style="list-style-type: none"> <li>• Do they sing and follow the melody (tune)?</li> <li>• Do they sing accurately at a given pitch?</li> <li>• Can they perform simple</li> </ul>	<ul style="list-style-type: none"> <li>• Can they order sounds to create a beginning, middle and end?</li> <li>• Can they create music in response to</li> </ul>	<ul style="list-style-type: none"> <li>• Can they improve their own work?</li> <li>• Can they listen out for particular things when listening to music?</li> </ul> <p>Challenging:</p>

	<p>patterns and accompaniments keeping a steady pulse?</p> <ul style="list-style-type: none"> <li>• Can they perform with others?</li> <li>• Can they play simple rhythmic patterns on an instrument?</li> <li>• Can they sing / clap a pulse increasing or decreasing the tempo?</li> </ul> <p>Challenging:</p> <ul style="list-style-type: none"> <li>• Can they sing / play rhythmic patterns in contrasting tempo, keeping to the pulse?</li> </ul>	<p>different starting points?</p> <ul style="list-style-type: none"> <li>• Can they choose sounds which create an effect?</li> <li>• Can they use symbols to represent sounds?</li> <li>• Can they make connections between notations and musical sounds?</li> </ul> <p>Challenging:</p> <ul style="list-style-type: none"> <li>• Can they use simple structures in a piece of music?</li> <li>• Do they know that phrases are where we breathe in a song?</li> </ul>	<ul style="list-style-type: none"> <li>• Do they recognise sounds that move by steps and by leaps?</li> </ul>
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## The Craylands School S.T.A.R. KS2 Long term subject: Music

### Aims

- 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notation

### Skills

- 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 interrelated 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

### Knowledge

- 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

<b>Year 3</b>	<b>Performing</b>	<b>Composing</b>	<b>Appraising</b>
Skill	<ul style="list-style-type: none"> <li>Do they sing in tune with expression?</li> <li>Do they control their voice when singing?</li> <li>Can they play clear notes on instruments?</li> </ul> <p>Challenging:</p> <ul style="list-style-type: none"> <li>Can they work with a partner to create a piece of music with more than one instrument?</li> </ul>	<ul style="list-style-type: none"> <li>Can they use different elements in their composition?</li> <li>Can they create repeated patterns with different instruments?</li> <li>Can they compose melodies and songs?</li> <li>Can they create accompaniments for tunes?</li> <li>Can they combine different sounds to create a specific mood or feeling?</li> </ul> <p>Challenging:</p> <ul style="list-style-type: none"> <li>Do they understand metre in 2 and 3 beats – then 4 and 5?</li> <li>Do they understand how the use of tempo can provide contrast in a piece of music?</li> </ul>	<ul style="list-style-type: none"> <li>Can they improve their work, explaining how it has been improved?</li> <li>Can they use musical vocabulary to describe a piece of music and compositions?</li> <li>Can they use musical words to describe what they like and dislike?</li> <li>Can they recognise the work of at least one famous composer or significant artist?</li> </ul> <p>Challenging:</p> <ul style="list-style-type: none"> <li>Can they tell whether a change is gradual or sudden?</li> <li>Can they identify repetitions, contrasts and variations?</li> </ul>
<b>Year 4</b>	<b>Performing</b>	<b>Composing</b>	<b>Appraisal</b>
Skills	<ul style="list-style-type: none"> <li>Can they perform a simple part rhythmically?</li> <li>Can they sing songs from memory with accurate pitch?</li> <li>Can they improvise using repeated patterns?</li> </ul> <p>Challenging:</p> <ul style="list-style-type: none"> <li>Can they use selected pitches</li> </ul>	<ul style="list-style-type: none"> <li>Can they use notations to record and interpret sequences of pitches?</li> <li>Can they use standard notation?</li> <li>Can they use notations to record compositions in a small group or on their own?</li> <li>Can they use their notation in</li> </ul>	<ul style="list-style-type: none"> <li>Can they explain the place of silence and explain what effect it has?</li> <li>Can they start to identify the character of a piece of music?</li> <li>Can they describe and identify the different purposes of music?</li> <li>Can they begin to identify with</li> </ul>

	simultaneously to produce simple harmony?	a performance?  Challenging: <ul style="list-style-type: none"> <li>• Can they explore and use sets of pitches – 4 or 5 note scales?</li> <li>• Can they show how they can use dynamics to provide contrast?</li> </ul>	the style of work of a composer or significant artist?  Challenge: <ul style="list-style-type: none"> <li>• Can they identify how a change in timbre can change the effect of a piece of music?</li> </ul>			
<b>Year 5</b>	<b>Performing</b>		<b>Composing</b>		<b>Appraising</b>	
Link to STAR						
Skills	<ul style="list-style-type: none"> <li>• Do they breathe in the correct place when singing?</li> <li>• Can they sing and use their understanding of meaning to add expression?</li> <li>• Can they maintain their part whilst others are performing their part?</li> <li>• Can they perform ‘by ear’ and from simple notations?</li> <li>• Can they improvise within a group using melodic and rhythmic phrases?</li> <li>• Can they recognise and use basic structural forms – rounds, variations, rondo form?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they change sounds or organise them differently to change the effect?</li> <li>• Can they compose music which meets specific criteria?</li> <li>• Can they use their notation to record groups of pitches (chords)?</li> <li>• Can they use a music diary to record aspects of the composition process?</li> <li>• Can they choose the most appropriate tempo for a piece of music?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they describe, compare and evaluate music using musical vocabulary?</li> <li>• Can they explain why they think their work is successful or unsuccessful?</li> <li>• Can they suggest improvements to their own or others’ work?</li> <li>• Can they choose the most appropriate tempo for a piece of music?</li> <li>• Can they contrast the work of famous composers / significant artists and show preferences?</li> </ul>	<p>Challenging:</p> <ul style="list-style-type: none"> <li>• Do they understand the relation between pulse and syncopated patterns?</li> </ul>	<p>Challenging:</p> <ul style="list-style-type: none"> <li>• Can they explain how tempo changes the character of</li> </ul>	

	<ul style="list-style-type: none"> <li>• Can they use pitches simultaneously to produce harmony by building up simple chords?</li> <li>• Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they identify and use how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?</li> </ul>	<p>music?</p> <ul style="list-style-type: none"> <li>• Can they identify where a gradual change in dynamics has helped to shape a phrase of music?</li> </ul>
<b>Year 6</b>	<b>Performing</b>	<b>Composing</b>	<b>Appraising</b>
Link to STAR			
Skills	<ul style="list-style-type: none"> <li>• Can they sing a harmony part confidently and effectively?</li> <li>• Can they perform parts from memory?</li> <li>• Can they perform using notations?</li> <li>• Can they take the lead in a performance?</li> <li>• Can they take on a solo part?</li> <li>• Can they provide rhythmic support?</li> </ul> <p>Challenging:</p> <ul style="list-style-type: none"> <li>• Can they perform a piece of music which contains two or more distinct melodic or rhythmic parts, knowing how the parts will fit together?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use a variety of different musical devices in their compositions - including melody, rhythm and chords?</li> <li>• Do they recognise that different forms of notation serve different purposes?</li> <li>• Can they use different forms of notation?</li> <li>• Can they combine groups of beats?</li> </ul> <p>Challenging:</p> <ul style="list-style-type: none"> <li>• Can they show how a small change of tempo can make a piece of music more effective?</li> <li>• Do they use the full range of chromatic phrases to build up</li> </ul>	<ul style="list-style-type: none"> <li>• Can they refine and improve their work?</li> <li>• Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created?</li> <li>• Can they analyse features within different pieces of music?</li> <li>• Can they compare and contrast the impact that different composers / artists from different times would have had on the people of the time?</li> </ul> <p>Challenging:</p> <ul style="list-style-type: none"> <li>• Can they appraise the</li> </ul>

		chords, melodic lines and bass lines?	introductions, interludes and endings for songs and compositions they have created?
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