

Composing

Masters of Melody	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Pupils should be taught to: Experiment with, create, select and combine sounds using the interrelated dimensions of music.		Pupils should be taught to: Improvise and compose music for a range of purposes using the interrelated dimensions of music. Use and understand staff and other musical notations.			
Model Music Curriculum	Pupils should: Improvise simple vocal chants, using question and answer phrases. Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments. Understand the difference between creating a rhythm pattern and a pitch pattern. Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. Use music technology, if available, to capture, change and combine sounds.	Pupils should: Create music in response to a non-musical stimulus. Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. Use music technology, if available, to capture, change and combine sounds.	Pupils should: Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources. Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).	Pupils should: Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (<i>legato</i>) and detached (<i>staccato</i>). Begin to make compositional decisions about the overall structure of improvisations. Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.	Pupils should: Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (<i>fortissimo</i>), very quiet (<i>pianissimo</i>), moderately loud (<i>mezzo forte</i>), and moderately quiet (<i>mezzo piano</i>). Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. Working in pairs, compose a short ternary piece.	Pupils should: Extend improvisation skills through working in small groups to: - Create music with multiple sections that include repetition and contrast. - Use chord changes as part of an improvised sequence. - Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.

Continued on next page →

	Recognise how graphic notation can represent created sounds. Explore and invent own symbols.		Compose song accompaniments on untuned percussion using known rhythms and note values.	Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. Introduce major and minor chords. Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work. Capture and record creative ideas using any of the following: • graphic symbols • rhythm notation and time signatures • staff notation • technology.	Use chords to compose music to evoke a specific atmosphere, mood or environment. Capture and record creative ideas using any of the following: • graphic symbols – rhythm notation and time signatures • staff notation • technology.	Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. Either of these melodies can be enhanced with rhythmic or chordal accompaniment. Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.
--	--	--	--	--	---	---

Performing/Instrumental Performance

Masters of melody	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	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.		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.			
Model Music Curriculum	Pupils should: Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Use body percussion and classroom percussion, playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments to maintain a steady beat. Respond to the pulse in recorded/live music through movement and dance. Perform short copycat rhythm patterns accurately, led by the teacher. Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.	Pupils should: Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others. Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. Identify the beat groupings in familiar music that they sing regularly and listen to.	Pupils should: Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range as a whole class or in small groups. Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.	Pupils should: Develop facility in the basic skills of a selected musical instrument over a sustained learning period. Play and perform melodies following staff notation using a small range as a whole-class or in small groups. Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A). Read and perform pitch notation within a defined range (e.g. C-G/do-so).	Pupils should: Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the Middle C-C'/do-do range. Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs. Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.	Pupils should: Play a melody following staff notation written on one staff and using notes within an octave range (do-do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet. Accompany melodies using block chords or a bass line. Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. Further develop the skills to read and perform pitch notation within an octave (e.g. C-C'/do-do). Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.

Continued on next page →

Perform word-pattern chants; create, retain and perform their own rhythm patterns. Sing familiar songs in both low and high voices and talk about the difference in sound. Explore percussion sounds to enhance storytelling. Follow pictures and symbols to guide singing and playing.	Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Create rhythms using word phrases as a starting point. Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. Create and perform their own chanted rhythm patterns with the same stick notation. Play a range of singing games based on the cuckoo interval (so-do) matching voices accurately, supported by a leader playing the melody. Sing short phrases independently within a singing game or short song. Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low). Recognise dot notation and match it to 3-note tunes played on tuned percussion.	Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.	Read and perform pitch notation within an octave (e.g. C–C'/do–do). Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.	Read and play from notation a four-bar phrase, confidently identifying note names and durations.
---	--	---	---	---

Singing

Masters of Melody	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Pupils should be taught to: Use [their] voices expressively and creatively by singing songs and speaking chants and rhymes.		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.			
Model Music Curriculum	Pupils should: Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. Begin with simple songs with a very small range, 'mi-so' and then slightly wider. Include pentatonic songs. Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy.	Pupils should: Sing songs regularly with a pitch range of 'do-so' with increasing vocal control. Sing songs with a small pitch range, pitching accurately. Know the meaning of dynamics and tempo and be able to demonstrate these when singing by responding to: a) the leader's directions; b) visual symbols.	Pupils should: Sing a widening range of unison songs of varying styles and structures with a pitch range of 'do-so', tunefully and with expression. Perform <i>forte</i> and <i>piano</i> , loud and soft. Perform actions confidently and in time to a range of action songs. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Perform as a choir in school assemblies.	Pupils should: Continue to sing a broad range of unison songs with the range of an octave (e.g. C-C'/do-do) pitching the voice accurately and following directions for getting louder and softer. Sing rounds and partner songs in different time signatures and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. Perform a range of songs in school assemblies.	Pupils should: Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should observe phrasing, accurate pitching and appropriate style. Sing three-part rounds, partner songs and songs with a verse and a chorus. Perform a range of songs in school assemblies and in school performance opportunities.	Pupils should: Sing a broad range of songs including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts - in order to develop greater listening skills, balance between parts and vocal independence. Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.

Listening

Masters of melody	KS1		KS2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Pupils should be taught to: Listen with concentration and understanding to a wide range of high-quality live and recorded music.		Pupils should be taught to: Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality recorded music drawn from different traditions and from great composers and musicians.			
Model Music Curriculum	Pupils should: Recognise and be able to describe differences between two pieces of music. Be able to express simple opinions about a piece of music. Recognise that different instruments playing the same notes have different sounds (timbres). Recognise and be able to respond to the pulse in recorded/live music. Recall and remember short songs, sequences and patterns of sounds. Recognise the difference between high and low sounds and know that this is called the pitch of a sound.	Pupils should: Recognise musical differences within a piece of music. Begin to use musical language when expressing their opinions about a piece of music. Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. Respond independently to pitch changes heard in short melodic phrases, indicating with actions.	Pupils should: Recognise the stylistic features of different genres and styles of music. Use musical vocabulary when identifying stylistic features of different musical genres. Understand typical features of music from a range of global locations and historical periods. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes (e.g. C-D-E/do-re-mi).	Pupils should: Recognise the stylistic features of different genres and styles of music and be able to use musical vocabulary with growing confidence to describe these. Begin to recognise more subtle shifts in music dynamics along with slight changes in tempo. Identify the features typical of different music traditions. Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).	Pupils should: Be able to confidently identify and discuss the stylistic features of a piece of music using a range of musical vocabulary. Be able to use musical vocabulary to compare and contrast pieces of music and critically evaluate music in performance. Understand how and why music has evolved over different time periods. Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.	Pupils should: Be able to make connections between the stylistic features of a piece of music and the historical and social context surrounding its creation, using musical vocabulary to express their ideas. Be able to critically evaluate their own and others' performances using knowledge of the interrelated dimensions of music to enable enhanced performance. Engage with others through ensemble playing with pupils taking on melody or accompaniment roles.

It is worth noting that active listening is an essential skill required to enable progression in music and is interwoven throughout each of the other skill areas of the curriculum. Throughout the course, children will be asked to take part in multiple active listening activities. In order to achieve success in composing, singing and performing, it is necessary for children to develop the skill of listening musically. Children must be exposed to a wide range of musical styles and genres in order to give them the opportunity to do this. Songs should be revisited throughout the course as children's listening skills develop in order to build upon prior learning.