

Music Curriculum Mapping. National Curriculum & Target Tracker Statements

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • I can concentrate and listen to a piece of music • I can find the pulse by moving my body • I can use musical words and phrases to describe a piece of music • I can name different musical instruments • I can say what I like or dislike about a piece of music and describe how it makes me feel • I can understand that rhythm describes the mixture of long and short sounds which are performed on top of the pulse • I can listen to, copy and repeat a simple rhythm or melody • I can understand that pitch describes how high or low sounds are • I can understand that tempo describes how fast or slow the music is • I can understand that dynamics describe how loud or quiet the music is • I can perform rhymes, raps and songs • I can follow the conductor or band leader • I can understand how to sing musically after 	<ul style="list-style-type: none"> • I can listen to and understand different pieces of high quality live and recorded music • I can find the pulse and internalise it in my head • I can improvise a simple rhythm using different instruments including my voice • I can understand that timbre describes the character or quality of a sound • I can understand that texture describes the layers within the music • I can understand that structure describes how different sections of music are ordered • I can describe a piece of music using musical language • I can confidently perform rhymes, raps and songs • I can understand that the words in a song can affect its melody • I can sing a song in two parts • I can use tuned and untuned classroom percussion to play accompaniments and tunes • I can use tuned and 	<ul style="list-style-type: none"> • I can listen with direction to a range of high quality music • I can confidently recognise a range of musical instruments • I can find the pulse in a songs/music with confidence • I can understand that improvisation is when a composer makes up a tune within boundaries • I can understand that composition is when a composer writes down and records a musical idea • I can sing songs with multiple parts with increasing confidence • I can play and perform in solo or ensemble contexts with confidence • I can understand some formal, written notation which includes crotchets and rests • I can begin to listen to and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> • I can confidently recognise a range of musical instruments and the different sounds they make • I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators • I can use musical language to appraise a piece or style of music • I can copy increasingly challenging rhythms using body percussion and untuned instruments • I can sing as part of an ensemble with confidence and precision • I can understand some formal, written notation which includes minims and quavers • I can listen to and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> • I can compose complex rhythms using my aural memory • I can understand how pulse, rhythm and pitch work together • I can improvise with increasing confidence using my own voice, rhythms and varied pitch • I can sing as part of an ensemble with increasing confidence and precision • I can play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression • I can understand some formal, written notation which includes semibreves and dotted crotchets and their position on a staff • I can develop an increasing understanding of the history and context of music • I can listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> • I can sing as part of an ensemble with full confidence and precision • I can play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression • I can create a simple composition and record it using formal notation • I can develop a deeper understanding of the history and context of music • I can appropriately discuss the dimensions of music and recognise them in music heard • I can listen with attention to detail and recall sounds with increasing aural memory and accuracy • I can appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers and musicians • I can deepen my understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets

warming up, sitting or standing well so that I can project the sounds confidently	untuned classroom percussion to compose and improvise <ul style="list-style-type: none"> • I can play instruments using the correct techniques with respect • I can practise, rehearse and perform music to an audience with confidence • I can experiment with, create, select and combine sounds using the inter-related dimensions of music 				<ul style="list-style-type: none"> • I can improvise and compose music for a range of purposes using the inter-related dimensions of music
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<u>National Curriculum:</u>	Pupils should be taught to: <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play untuned instruments musically • experiment with, create, select and combine sounds • listen with concentration and understanding to a range of high-quality live and recorded music 	Pupils should be taught to: <ul style="list-style-type: none"> • Pupils should be taught to sing and play musically with increasing confidence and control. • develop an understanding of musical composition, organising and manipulating ideas within musical structures • 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 • 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 • listen with attention to detail and recall sounds with increasing aural memory 	Pupils should be taught to: <ul style="list-style-type: none"> • Pupils should be taught to sing and play musically with increasing confidence and control. • Listen with attention to detail and recall sounds with increasing aural memory • develop an understanding of the history of music • sing with increasing confidence and control. reproduce sounds from aural memory • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • 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
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<u>Vocabulary</u>	chant, rhyme, rhythm, pitch, repeat, chorus, pattern, beat, steady pulse, tempo, sound, fast, slow, high, low, tune, melody, symbol	notation, rhythm, structure, rhythmic, melody, metre, dynamic, contrast, timbre, silence, harmony, accompaniment, increase, decrease, phrase,	expression, notations, stave, rounds, variations, rondo, chords, introduction, interlude, composition
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