



St. James' Church of England Primary Academy

MUSIC SKILLS

Aim	<p>We want all children to leave St James' able to:</p> <ul style="list-style-type: none"> ● 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 ● 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 inter-related dimensions such as: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. 		
National Curriculum Areas of Study	<p>KS1: Pupils should be taught to:</p> <ul style="list-style-type: none"> ● use their voices expressively and creatively by singing songs and speaking chants and rhymes ● play tuned and untuned instruments musically ● listen with concentration and understanding to a range of high-quality live and recorded music ● experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p>KS2 Pupils should be taught to:</p> <ul style="list-style-type: none"> ● 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 inter-related 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 ● develop an understanding of the history of music. 	
Strands of musical learning	By end of KS1	By end of Lower KS2	By end of Upper KS2
Listen and Appraise	<ul style="list-style-type: none"> ● To listen to a variety of music from different styles, traditions and times. Start to recognise / identify very simple style indicators and different instruments used. ● To start to find and internalise the pulse using movement ● To start using correct but basic musical language to describe the music you are listening to and your feelings towards it 	<ul style="list-style-type: none"> ● To listen with increasing concentration to a variety of music from different styles, traditions and times, and begin to place the music in its historical context ● When listening to this music, find and internalise the pulse using movement ● To continue to use correct musical language to describe the music you are listening to and your feelings towards it 	<ul style="list-style-type: none"> ● Listen with concentration to a variety of music from different styles, traditions and times and place the music in its historical context. Securely / confidently recognise / identify different style indicators and different instruments and their sounds ● To listen to the music, and internalise the pulse using movement

	<ul style="list-style-type: none"> ● To begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to ● To discuss other simple dimensions of music (pulse, rhythm, pitch, tempo, dynamics) and how they fit into the music you are listening to. 	<ul style="list-style-type: none"> ● To listen, with respect, to other people's ideas and feelings towards the music you have listened ● To discuss other dimensions of music and how they fit into the music you are listening to ● To understand how pulse, rhythm, pitch and also tempo, dynamics, timbre, texture and structure fit into the music we listen to. 	<ul style="list-style-type: none"> ● To understand the pulse and its role as the foundation of music ● To use correct musical language to describe the music you are listening to and your feelings towards it ● To listen, comment on and discuss with confidence, ideas together as a group ● To appropriately and confidently discuss other dimensions of music and how they fit into the music you are listening to.
Singing	<ul style="list-style-type: none"> ● To understand the importance of working together in an ensemble or as part of a group ● To understand the importance of and why we warm up our voices, the importance of good posture, breathing in phrases (sentences) and projecting our voices ● To sing songs and melodies and begin to consider how the melody and words should be interpreted ● To sing in tune within a limited pitch range, and perform with a good sense of pulse and rhythm ● To learn how to join in and stop as appropriate – learn how to follow a leader / conductor. 	<ul style="list-style-type: none"> ● To understand the importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so ● To understand the importance of, and the reason why we warm up our voices, the importance of good posture, breathing in phrases (sentences) and projecting our voices ● To sing songs and melodies and start to consider how the melody and words should be interpreted ● To sing in tune within a limited pitch range, and perform with a stronger / more secure sense of pulse and rhythm ● To join in and stop as appropriate - follow the leader / conductor confidently 	<ul style="list-style-type: none"> ● To sing in an ensemble with the aim of producing a round sound, clear diction, control of pitch and a musical understanding of how parts fit together ● To understand the importance of warming up our voices, good posture, breathing and projecting voices. Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts ● To have a greater understanding of melody, words and their importance and how to interpret a song musically ● To sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone ● To understand the workings of an ensemble / choir, how everything fits together ● To demonstrate musical quality ● To maintain an independent part in a small group.
Improvisation and Composition	<ul style="list-style-type: none"> ● To create your own simple melodies within the context of the song that is being learnt ● To improvise using simple patterns. To move beyond composing using two notes, increasing to three notes if appropriate ● To record the composition in any way appropriate 	<ul style="list-style-type: none"> ● To begin to create your own more complex tunes and melodies within the context of the song that is being learnt ● To deepen understanding through activity and knowledge about improvisation ● To improvise simple melodies on your own 	<ul style="list-style-type: none"> ● To confidently create your own melodies within the context of the song that is being learnt ● To understand that when you improvise, you make up your own tune or rhythm within boundaries and that is not written down or notated

	<ul style="list-style-type: none"> ● To musically demonstrate a simple understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo) ● To begin to recognise / identify the awareness of a link between shape and pitch using graphic notations. 	<ul style="list-style-type: none"> ● To start to choose, combine and organise patterns and musical ideas within musical structures, and do this with understanding as part of a group or with your whole class ● To record the composition in any way that is appropriate ● To musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context eg getting louder (dynamics), softer (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo) ● To begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations. 	<ul style="list-style-type: none"> ● To understand what musical improvisation means. Improvise and perform in solo and ensemble contexts, use quality not quantity of notes ● To start to choose, combine and organise patterns and musical ideas within musical structures and do this with understanding ● To move beyond composing using two notes, increasing to three notes then five if appropriate ● To use voice, sounds, technology and instruments in creative ways. Record the composition in any way appropriate ● To continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate within this context of creating and making music eg getting louder (dynamics), quieter (dynamics), higher (pitch), lower (pitch), faster (tempo), slower (tempo) ● To describe the quality of sounds and how they are made (timbre) ● To recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using graphic notations.
<p>Perform and share</p>	<ul style="list-style-type: none"> ● To explore and create music using classroom percussion, tuned and un-tuned, to play melodies, tunes and accompaniments and to improvise and compose simple melodies ● To play and move between differentiated parts with a sound-before-symbol approach, according to ability ● To play together in a band or ensemble ● To learn to treat each instrument with respect and start to use the correct techniques to play them 	<ul style="list-style-type: none"> ● To continue to explore and create music using classroom percussion, tuned and un-tuned, to play melodies, tunes and accompaniments, and to improvise and compose ● To continue to play and move between differentiated parts with a sound-before-symbol approach, according to ability ● To continue to experience playing together in a band or ensemble. Join in and stop as appropriate 	<ul style="list-style-type: none"> ● To play melodies, tunes and accompaniments and to improvise and compose. To introduce djembe and music technology. ● To play differentiated parts with a sound-before-symbol approach or using the notated scores ● To choose parts according to ability and play them musically ● To play easy and medium parts by ear (without reading notation) or play the easy and medium parts with notation as an extension activity or if appropriate

	<ul style="list-style-type: none"> ● To play hand held percussion tuned and untuned instruments ● To begin to recognise and musically demonstrate awareness of a link between shape and pitch graphic notations. ● To practise, rehearse and present performances with awareness of an audience. ● To watch a recording and/or discuss the performance. 	<ul style="list-style-type: none"> ● To learn to treat each instrument with respect and use the correct techniques to play them ● To play the recorders ● To begin to recognise / identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and foundations of notations. ● To perform with an understanding of an integrated approach ● To practise, rehearse and present performances with awareness of an audience. Appreciate that performance can influence how music is presented ● To watch a recording and/or discuss the performance. Offer respectful comments and feedback about and from others. 	<ul style="list-style-type: none"> ● To play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression and maintaining an appropriate pulse ● To continue to treat each instrument with respect and use the correct techniques to play them ● To build on understanding the basics and foundations of formal notation. ● To work together as part of an ensemble / band, adding some direction and ideas ● To play tuned and/or un-tuned instruments with further control and rhythmic accuracy and with realised progression ● To improvise and play back compositions using more complex patterns confidently as part of a performance ● To practise, rehearse and present performances with more understanding and awareness of an audience and their needs ● To understand that performance can influence how music is presented ● To communicate ideas, thoughts and feelings through musical demonstration, language and movement, and other art forms, giving simple justifications of reasons for responses ● To watch a recording and/or discuss the performance. Offer constructive comments about own and others' work and ways to improve; accept feedback and suggestions from others.
--	---	---	--