

Key Curriculum Outcomes for Pre-School

Sing a song with a recognizable tune

Experiment with using untuned instruments in different ways

Listen to a range of composed music

<b>Dimensions:</b>	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pitch	Explore and respond to high and low sounds.	Explore, respond to and recognise high, middle and low sounds.	Respond to, recognise and identify higher and lower sounds and the general shape of melodies. Begin to recognise steps, leaps and repeated notes.	Identify steps, leaps and repeated notes in melodies and begin to explore different scale patterns e.g. pentatonic.	Identify melodic shape and explore different scale patterns including pentatonic, major and minor	Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music.	Explore, recognise and identify a range of different scale patterns including pentatonic, major and minor and could extend to: raga, chromatic, modes, and how they influence music.
Duration	Explore and respond to long and short sounds and recognise the steady beat in music heard and performed.	Explore, respond to and recognise patterns of long and short sounds and to steady beats in music heard and performed.	Respond to, recognise and distinguish between steady beat and rhythm pattern and how they fit together.	Identify how rhythm patterns fit to a steady beat and begin to understand 2, 3 and 4 metre.	Identify and understand how rhythm patterns fit to a steady beat using 2, 3 and 4 metre.	Identify and begin to understand more complex rhythm patterns and metres including counting in 8 and possibly 6.	Identify and understand more complex rhythm patterns and metres counting in 8 and 6 and possibly 5 and 7.
Dynamics	Explore, respond to and recognise loud, quiet and silence.	Explore, respond to, recognise and identify loud, moderate, quiet and silence.	Respond to, recognise and identify getting louder and quieter.	Identify, use and understand getting louder and quieter in finer gradations.	Explore how to use dynamics for expressive effect.	Understand how a wide range of dynamics can be used and manipulated for expressive effect.	Understand how a wide range of dynamics can be precisely used and

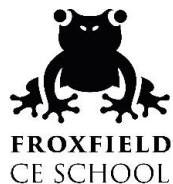
							manipulated for expressive effect.
Tempo	Explore, respond to and recognise fast and slow.	Explore, respond to, recognise and identify fast, moderate and slow.	Respond to, recognise and identify getting faster and slower	Identify, use and understand getting faster and slower in finer gradations.	Explore how to use tempi for expressive effect.	Understand how a wide range of tempi can be used and manipulated for expressive effect.	Understand how a wide range of tempi can be precisely used and manipulated for expressive effect.
Timbre	Explore, use and respond to a range of sounds and sound-makers including vocal sound.	Use and identify families of school percussion instruments, their sound properties and explore how they could be played. Use and identify vocal sounds and explore how they could be used.	Identify and choose the way sounds are made and can be used.	Identify families of non-percussion instruments and the way they are played; extend the use of voices and percussion instruments.	Identify voice types and a wider range of non-percussion instruments by family and name: further extend the use of voices and percussion instruments.	Identify instruments within families and different instrumental / vocal combinations; refine use of voices and percussion instruments.	Identify voices / instruments within families and their role in a wider range of ensembles; refine the use of voices and percussion instruments with intended impact Texture.
Texture	Explore and respond to one sound and many sounds	Explore, respond to and recognise solo sounds and layers of sounds.	Respond to and begin to recognise and use different layers including simple accompaniments.	Identify the use and purpose of different layers in music heard, created and performed.	Identify and use different types of texture including solo, unison, ostinato parts and simple harmony e.g. drone, melodic ostinato parts.	Extend the use of simple harmony to include consonant and dissonant clusters of notes and simple chords as accompaniments.	Use a range of harmonic devices with greater awareness and understanding in different musical contexts.
Structure	Explore and respond to sequences of events and stories,	Explore, respond to and recognise simple structures including openings and endings (AB),	Respond to, recognise and identify a range of repetition and contrast	Develop understanding of conventional structures including binary (AB) and	Develop understanding of extended conventional structures including Rondo (ABACADA) and	Explore and use a wider range of developmental structures (e.g. ABA, Rondo, 12 bar blues,	Use a broader range of developmental structures and expressive structures.(see year 5)

## Music Progression

	distinguish between same and different.	beginning-middle-end, echoes and responses.	structures including Q and A, verse and chorus, ABA	ternary (ABA), introductions and codas. Explore the use of simple ostinato (short repeated patterns)	identify the more subtle development of musical ideas – similar but not the same for example simple theme and variations. Further develop use of ostinato.	theme and variations) and expressive structures e.g. Leitmotif.	
<b>Skills:</b> Singing	Explore and use vocal sounds, talking and singing voice in response to character and / or mood. Chant and sing familiar rhymes and songs or sections of songs from memory.	Explore and use vocal sounds, chant and sing rhymes and songs illustrating character and / or mood building rhythmic and melodic memory.	Explore and use vocal tones, chant and sing a wider variety of rhymes and songs with an awareness of character and/ or mood. Use simple vocal patterns as accompaniments.	Explore the use of the voice as an instrument, chant and sing with developing expression and awareness in simple layers, including rounds and partner songs.	Use the voice as an instrument, chant and sing expressively in layers including more complex rounds and partner songs.	Extend imaginative vocal use, chant and sing in layers including simple part songs with expressive interpretation and awareness of style.	Further extend imaginative vocal use, chant and sing in balanced parts with expressive interpretation and awareness of style.
Playing	Explore and use a range of sounds including body sounds, other sound makers and classroom percussion beginning to develop control and accuracy.	Explore and use an increased range of sounds (including body sounds) beginning to use correct percussion techniques and showing awareness of the use of the dominant hand.	Demonstrate accuracy and control of correct technique on a range of untuned and tuned percussion instruments. Begin to play with musical intent.	Develop instrumental skills and techniques and use them to play with increased accuracy and growing musicality	Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality.	Demonstrate accurate and fluent instrumental skills and use them to perform with musical awareness.	Demonstrate precise and confident instrumental skills and use them to perform with musical awareness.

## Music Progression

Rehearsing & performing	Sing and play individually and in a group, starting and stopping together and following simple directions.	Sing and play in time and follow a range of simple directions including ideas about how to improve	Sing and play in time and follow a wider range of simple directions, develop awareness of why and how to improve.	Recognise why and when to improve and start to develop basic individual and group rehearsal skills.	Recognise which improvements need to be made and use individual and group rehearsal skills.	Recognise which refinements need to be made and explore a range of different rehearsal strategies.	Recognise which refinements need to be made and know how to make them.
Notating	Respond to and recognise musical ideas represented and communicated through 3D objects, picture cues, signs and symbols including those illustrating the musical dimensions.	Respond to and recognise signs, symbols and other basic graphic notation including those illustrating the musical dimensions.	Respond to, identify and use symbols and other graphic notation illustrating the musical dimensions including representations of rhythm and pitch.	Identify and use a range of graphic notation including basic rhythm and pitch notation. Introduce basic stave notation.	Understand and use detailed graphic notation. Use basic stave notation.	Understand, select and use a range of notation for specific purposes including detailed graphic notation and core stave notation.	Understand, select and use a range of notation for specific purposes including precise graphic notation and stave notation.
Listening & responding	Explore, enjoy and respond to sounds from different sources and musical moods, features and changes and how music makes you feel.	Explore, respond to, recognise and identify sounds from different sources and musical moods, features and changes/ contrasts and how music makes you feel.	Respond to, identify, and distinguish between sounds and music in different contexts. Begin to consider how music illustrates the composer's ideas.	Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider how music illustrates the composer's ideas	Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically.	Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify why and how the composer has used key features / devices.	Respond to, identify, compare and contrast music with an awareness of the music's context and purpose. Understand and identify the composer's intent and how this was achieved.



## Music Progression

Describing & discussing	Talk about sounds and music and think about how they make you feel. Begin to use key words relating to the dimensions.	Think and talk about sounds and music and how they make you feel. Use key words relating to the dimensions.	Think and talk about what you hear, begin to explore the ideas behind the music and how they make you feel. Use key words relating to the dimensions.	Describe, discuss and start to share opinions about what you hear, the impact of the music and the composers ideas and choices using a growing musical vocabulary	Describe, discuss and share opinions about what you hear, the context / purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary.	Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical use of key features / devices using a musical vocabulary.	Discuss and share informed opinions about what you hear commenting on the context / purpose and impact of the music. Consider the composer's musical intent and how it was achieved using a fluent musical vocabulary.
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