

# Malvern Primary School– Music Curriculum



	Nursery	Reception
Listening and Appraising	<p>I can imitate movement in response to music.</p> <p>I am beginning to move rhythmically.</p>	<p>I can move rhythmically to music.</p> <p>I can explore lyrics by suggesting appropriate actions.</p>
Perform	<p>I can learn and sing five nursery rhymes each term.</p> <p>With adult guidance I can maintain my role within a group performance.</p> <p>I can move to music and follow instruction to perform actions.</p> <p>I can participate in performances to a small audience.</p> <p>When prompted I can stop and start playing an instrument.</p>	<p>I can learn and sing five nursery rhymes each term.</p> <p>I can perform songs, rhymes, poems and stories.</p> <p>I can maintain my role within a group performance.</p> <p>I can participate in performances to a audience.</p> <p>I can stop and start playing at the right time.</p>
Compose	<p>I can tap out simple repeated rhythms.</p> <p>I can use instruments to make sounds: drum, tambourine.</p> <p>I am exploring how clapping can make a beat.</p>	<p>I can remember and copy a pattern of sound.</p> <p>I can use instruments to make sounds: drum, tambourine, maracas, triangle.</p> <p>I can create my own beat by using parts of my body.</p> <p>I can select classroom objects to use as instrument.</p>
Vocabulary	<p>Sing, perform, drum, tambourine, listen, clap, beat, dance, music.</p>	<p>Sing, perform, drum, tambourine, listen, change, beat, dance, music, clap, stamping, fast, slow, loud, quiet, instrument</p>

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	Year 1	Year 2
Listening and Appraising	<p>I can recognise and understand the difference between <b>pulse</b> and <b>rhythm</b>.</p> <p>I can listen to and repeat short, simple <b>rhythmic patterns</b>.</p> <p>I can understand that different types of sounds are called <b>timbres</b>.</p> <p>I can recognise basic changes in <b>tempo</b>, <b>dynamics</b> and <b>pitch</b>.</p> <p>I can describe the mood of music listened to, both verbally and through movement.</p> <p>I can describe the differences between two pieces of music.</p> <p>I can express a basic opinion about music (like/dislike).</p>	<p>I can recognise <b>timbre</b> changes (e.g. a different instrument or voice) in music listened to.</p> <p>I can recognise structural <b>features</b> (e.g. the chorus in a song) in music listened to.</p> <p>I can begin to use <b>musical vocabulary</b> to describe music.</p> <p>I can identify melodies that move in steps.</p> <p>I can listen to and repeat a short, simple <b>melody</b> by ear.</p> <p>I can suggest improvements to their own and others' work.</p>
Perform	<p>I can use their voice expressively to speak and chant.</p> <p>I can sing short songs from memory, maintaining the overall <b>melody</b> and keeping in time.</p> <p>I can maintain the <b>pulse</b> (play on the beat) using hands, tuned and un-tuned instruments.</p> <p>I can copy back short <b>rhythmic and melodic phrases</b> on <b>percussion instruments</b>.</p> <p>I can respond to simple musical instructions such as <b>tempo and dynamic changes</b> as part of a class performance.</p> <p>I can perform from <b>graphic notation</b>.</p>	<p>I can use their voice expressively when singing, including the use of basic <b>dynamics</b>.</p> <p>I can sing short songs from memory, with <b>melodic</b> and <b>rhythmic</b> accuracy.</p> <p>I can copy longer <b>rhythmic patterns</b> on <b>un-tuned percussion</b> instruments, keeping a steady <b>pulse</b>.</p> <p>I can perform expressively using <b>dynamics</b> and <b>timbre</b> to alter sounds as appropriate.</p> <p>I can sing back short <b>melodic patterns</b> by ear and play short <b>melodies</b> from <b>letter notation</b>.</p>
Compose	<p>I can select and create short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>I can combine instrumental and vocal sounds.</p> <p>I can create simple <b>melodies</b> using a few notes.</p> <p>I can choose <b>dynamics</b>, <b>tempo</b> and <b>timbre</b> for a piece of music.</p> <p>I can create a simple <b>graphic score</b> to represent a composition.</p> <p>I can begin to make improvements to their work as suggested by the teacher.</p>	<p>I can select and create longer sequences of appropriate sounds with voice or instruments to represent a given idea or character.</p> <p>I can successfully combine and layer several instrumental and vocal patterns.</p> <p>I can create simple <b>melodies</b> from 5 or more notes.</p> <p>I can choose appropriate <b>dynamics</b>, <b>tempo</b> and <b>timbre</b> for a piece of music.</p> <p>I can use letter name and <b>graphic notation</b> to represent the details of their composition.</p> <p>I can begin to suggest improvements to their own work.</p>
Vocabulary	<p><b>Pulse</b> - The steady beat of a piece of music. We often clap, march or dance in time to the pulse.</p> <p><b>Rhythm</b> - The pattern or timing of sounds. We can make a rhythm using short and/or long sounds. Both tuned and un-tuned instruments can make rhythms.</p> <p><b>Timbre</b> - The different sounds made by different instruments/ voices.</p> <p><b>Tempo</b> - How fast or slow music is.</p> <p><b>Dynamics</b> - How loud or quiet music is.</p> <p><b>Pitch</b> - How high or low notes are. Tuned instruments can create different pitches.</p> <p><b>Melody</b> - Notes played one after another to create a tune or song.</p> <p><b>Structure</b> - How a piece of music is arranged into different sections.</p> <p><b>Notation</b> - How music is written down: this includes <b>Graphic Notation</b> (pictures/ symbols/ words), <b>Letter Notation</b> (letters representing notes) or <b>Staff Notation</b> (notes written on a staff).</p> <p><b>Percussion</b> - Musical instruments that use hitting or shaking to make sounds.</p> <p>This includes <b>body percussion</b> (clapping, stamping, scraping...) <b>un-tuned percussion</b> (wood-blocks, drums, shakers...) and <b>tuned percussion</b> (xylophone, Boomwhackers...etc).</p>	

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	Year 3	Year 4
Listening and Appraising	<p>I can discuss the <b>stylistic features</b> of different genres, styles and traditions of music (from different parts of the world and different times) using <b>musical vocabulary</b>.</p> <p>I can recognise and discuss changes within a piece of music using <b>musical vocabulary</b>.</p> <p>I can describe the <b>timbre, dynamic, and textural details</b> of a piece of music, both verbally, and through movement.</p> <p>I can begin to show an awareness of <b>meter</b>.</p>	<p>I can recognise and discuss the <b>stylistic features</b> of different <b>genres, styles and traditions</b> of music (music from different parts of the world, and different times) using <b>musical vocabulary</b>.</p> <p>I can recognise the use and development of <b>motifs</b> in music.</p> <p>I can identify gradual <b>dynamic and tempo changes</b> within a piece of music.</p> <p>I can use musical vocabulary to discuss the purpose of a piece of music.</p>
Perform	<p>I can sing songs in a variety of <b>musical styles</b> with accuracy and control, demonstrating developing vocal technique.</p> <p>I can sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>I can perform from basic <b>stave notation</b>, incorporating <b>rhythm and pitch</b> and be able to identify these symbols using musical terminology.</p>	<p>I can sing longer songs in a variety of <b>musical styles</b> from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle <b>dynamic changes</b>.</p> <p>I can sing and play in time with peers, with accuracy and awareness of their part in the group performance.</p> <p>I can perform from basic <b>stave notation</b>, incorporating <b>rhythm and pitch</b> and identifying the symbols used.</p> <p>I can play <b>melodies</b> on tuned instruments with accuracy and control, developing instrumental technique.</p> <p>I can play <b>syncopated rhythms</b> with accuracy, control and fluency.</p> <p>I can play simple <b>chord</b> sequences.</p>
Compose	<p>I can compose a piece of music in a given <b>style</b> with voices and instruments.</p> <p>I can combine <b>melodies</b> and <b>rhythms</b> to compose a multi-layered composition.</p> <p>I can use <b>letter and rhythmic notation (graphic or stave)</b>, and key musical vocabulary to label and record their compositions.</p> <p>I can suggest and implement improvements to their own work, using musical vocabulary.</p>	<p>I can compose a coherent piece of music in a given <b>style</b> with voices, bodies and instruments.</p> <p>I can begin to <b>improvise</b> musically within a given <b>style</b>.</p> <p>I can develop <b>melodies</b> using <b>rhythmic</b> variation and looping.</p> <p>I can create a piece of music with at least four different layers and a clear <b>structure</b>.</p> <p>I can use <b>letter, graphic and rhythmic notation</b> and key musical vocabulary to label and record their compositions.</p> <p>I can suggest improvements to others work, using musical vocabulary.</p>
Vocabulary	<p>See y1/2 Vocabulary for: <b>Pulse, Rhythm, Tempo, Pitch, Timbre, Structure, Melody, Percussion</b></p> <p><b>Chord</b> - Notes played together to create harmony. May also be played as '<b>broken chords</b>', in which the notes in a chord are played one after another.</p> <p><b>Dynamic changes</b> - Music becoming louder (<b>crescendo</b>) or quieter (<b>decrescendo</b>).</p> <p><b>Improvise</b> - Create or perform music spontaneously, without preparation.</p> <p><b>Meter</b> - How beats/ rhythms are organised into bars, to form a time signature.</p> <p><b>Motif</b> - A short music phrase that is important in a piece of music, often repeated.</p> <p><b>Notation</b> - How music is written down: this includes <b>Graphic Notation</b> (pictures/ symbols/words), <b>Letter Notation</b> (letters representing notes) or <b>Stave Notation</b> (notes on a <b>stave</b>).</p> <p><b>Stave</b> - 5 horizontal lines: each line/ gap represents a different pitch. Musical notes (e.g. crotchets) are written on the stave to represent both rhythm and pitch.</p> <p><b>Styles/Genres of Music</b> e.g. Blues, Classical, Country, Folk, Dance, Jazz, Hip hop, Pop, Opera, Rock, Soul, Reggae, World...etc.</p> <p><b>Syncopated Rhythms</b> put beats in usual places. They will often not play in time with the pulse (the downbeat), and place rests where beats would normally be expected to go.</p>	

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	Year 5	Year 6
Listening and Appraising	<p>I can recognise and discuss the <b>stylistic features</b> of different <b>genres, styles and traditions</b> of music using <b>musical vocabulary</b>, explaining how these have developed over time.</p> <p>I can describe how specific musical elements, if changed, can effect the overall sound of a piece of music.</p> <p>I can describe different purposes of music in history.</p> <p>I can represent the features of a piece of music using <b>graphic notation</b>, and colours, justifying their choices with reference to musical vocabulary.</p> <p>I can compare, discuss and evaluate music using detailed musical vocabulary.</p>	<p>I can discuss musical eras, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>I can recognise and confidently discuss the <b>stylistic features</b> of music and relate it to other aspects of the Arts (e.g. pop art, film music).</p> <p>I can represent changes in <b>pitch, dynamics</b> and <b>texture</b> using <b>graphic notation</b>, justifying their choices with reference to musical vocabulary.</p> <p>I can use musical vocabulary correctly to describe and evaluate the features of a piece of music.</p> <p>I can evaluate how the venue, occasion and purpose affects the way a piece of music sounds.</p>
Perform	<p>I can sing in two or more parts, in a variety of <b>musical styles</b> from memory, with some accuracy, fluency, control and expression.</p> <p>I can work as a group to perform a piece of music, adjusting <b>dynamics</b> and <b>pitch</b> according to <b>notation</b>, keeping in time with others and communicating with the group.</p> <p>I can perform on instruments in an <b>ensemble</b> with two or more parts.</p> <p>I can perform with accuracy and fluency from <b>graphic, letter and simple staff notation</b>.</p> <p>I can play a simple <b>chord progression</b> with accuracy and fluency.</p>	<p>I can sing songs in two or more parts, in a variety of <b>musical styles</b> from memory, with increased accuracy, fluency, control and expression.</p> <p>I can work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</p> <p>I can perform a solo or take a leadership role within a performance.</p> <p>I can perform with accuracy and fluency from <b>graphic and stave notation</b>.</p> <p>I can perform by following a conductor's cues and directions.</p>
Compose	<p>I can compose a piece of music from a given stimulus with voice, body and instruments.</p> <p>I can improvise coherently within a given <b>style</b>.</p> <p>I can combine rhythmic patterns (<b>ostinato</b>) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p>I can use <b>stave notation</b> to record <b>rhythms</b> and <b>melodies</b>.</p> <p>I can select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>I can suggest and demonstrate improvements to own and others' work.</p>	<p>I can <b>improvise</b> coherently and creatively within a given <b>style</b>, incorporating given features.</p> <p>I can compose a multi-layered piece of music from a given stimulus with voices, bodies and instruments.</p> <p>I can compose an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</p> <p>I can develop <b>melodies</b> using rhythmic variation, <b>transposition</b> and changes in <b>dynamics, pitch</b> and <b>texture</b>.</p> <p>I can record own composition using appropriate forms of <b>notation</b> and/or technology.</p> <p>I can constructively critique their own and others' work, using musical vocabulary.</p>
Vocabulary	<p>See y1/2 Vocabulary for: <b>Pulse, Rhythm, Tempo, Pitch, Timbre, Structure, Melody, Percussion.</b></p> <p>See y3/4 Vocabulary for: <b>Chord, Dynamic Changes, Improvise, Meter, Motif, Styles/ Genres of Music, Syncopated Rhythms.</b></p> <p><b>Notation</b> - How music is written down: this includes <b>Graphic Notation</b> (pictures/ symbols/ words), <b>Letter Notation</b> (letters representing notes) or <b>Stave Notation</b> (notes on a <b>stave</b>).</p> <p><b>Stave</b> - 5 horizontal lines: each line/ gap represents a different pitch. Musical notes (e.g. crotchets) are written on the stave to represent both rhythm and pitch.</p> <p><b>Ostinato</b>: A musical phrase that 'obstinately' repeats throughout a piece of music. This could be a melody, bassline or rhythm.</p> <p><b>Transposition</b>: Moving a group of notes up/ down in pitch. A piece of music may be entirely transposed into a new key, or a musical phrase may be repeated at a transposed pitch.</p>	