



# HOUNSLOW MUSIC SERVICE

## Primary Music Framework

### Music Overview

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

The purpose of this document is to support primary schools to design their own school music curriculum. It can be used in conjunction with the possible units of work document. In due course it will be accompanied by an assessment framework.

Although this document has been created by HMS staff, it draws heavily on many existing documents across the country.



# National Curriculum for Music

## Key Stage 1

Pupils should be taught to:

- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- 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 and have the opportunity to progress to the next level of musical excellence.

## Key Stage 2

Pupils should be taught to:

- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- 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 and have the opportunity to progress to the next level of musical excellence.



## Subject content

### Key Stage 1

Pupils should be taught to:

- 1.1 use their voices **expressively and creatively** by singing songs and speaking chants and rhymes.
- 1.2 play tuned and untuned instruments **musically**.
- 1.3 listen **with concentration and understanding** to a range of high-quality live and recorded music.
- 1.4 experiment with, create and combine sounds using the inter-related dimensions of music (formerly elements of music).

### Key Stage 2

Pupils should be taught to:

- 2.1 play and perform, alone and with others, using their voices and instruments, **with increasing accuracy, fluency, control and expression**.
- 2.2 improve and compose music for a range of purposes, using the inter-related dimensions of music.
- 2.3 listen with attention to detail and recall sounds **with increasing aural memory**.
- 2.4 use **and understand** staff and other notations.
- 2.5 appreciate and understand a wide range of high-quality live and recorded music, drawn from different traditions and from great composers and musicians.
- 2.6 develop an understanding of the history of music.

### Developing skills

Skills cannot be acquired and mastered with just one exercise. For effective musical learning to take place, it must be embedded and demonstrated in different ways and at different times through each key stage. The building blocks and elements must continue to be developed in each programme of study.

# Music Progression Map – By Year

		Developing a sense of pulse and rhythm		Adding melody to pulse and rhythm		Developing as a musician	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Building Blocks	Pulse	Keep a steady pulse in a group and be able to pick out two different tempos in music. NC1.3/1.4	Keep a steady pulse alone and with others with a musical accompaniment. Demonstrate at least 2 different time signatures (3/4 & 4/4) NC1.3/1.4	Keep a steady pulse alone and with others, without musical accompaniment; demonstrate 2/4, 3/4 and 4/4, using at least 3 different tempos. NC2.1/2.3	Keep a steady pulse on an instrument in 2/3, 3/4, and 4/4, using different tempi, with other pupils accompanying with an ostinato NC2.1/2.3	Perform at least 3 contrasting tempi, regularly and accurately, on a tuned instrument. NC2.1	Follow directions to change tempo accurately, playing alone and with others. NC2.1/2.3
	Rhythm	Repeat short basic rhythms and perform simple rhythmic ostinatos. NC1.2/1.4	Repeat longer basic rhythms (2 bars or more); perform from notation (using crotchets, quavers and minims) NC1.2/2.1/2.3	Perform longer rhythms (more than 2 bars), using crotchets, quavers, minims and their rests. NC2.1/2.4	Perform pieces with at least 2 simultaneous rhythms; recognise and clap back rhythms using single quaver rests. NC2.1/2.3	Perform pieces using off-beat and dotted rhythms and single quaver rests. NC2.1	Perform pieces which use off-beat and syncopated rhythms in 3 different time signatures and tempi. NC2.1
	Melody (and notation)	Sing back short melodies that use 2 – 3 pitched notes, and develop an understanding of pattern work in music using rhythmic grids. NC1.1/1.2/1.4	Sing back short melodies using at least 3 pitched notes. Perform from musical notation including crotchets and minims. NC1.1/1.2/1.4	Perform and compose, using at least 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests). NC2.1/2.2/2.3/2.4	Perform and compose using 5 pitched notes or 4 chords. NC2.1/2.2/2.3/2.4	Perform and compose using 5 – 8 pitched notes. Capture the work in different formats so it can be recreated. NC2.1/2.2/2.3/2.4	Perform and compose using 8 pitched notes. Capture the work in different formats, including staff notation so it can be recreated. NC2.4
Strands of Learning	Active Listening	Identify musical features in a range of high-quality, live and recorded music; replicate basic rhythms. NC1.3/1.4	Identify changing elements (e.g music gets faster/louder); replicate these differences in a simple performance. NC1.3/1.4	Identify and describe musical features in music from different traditions. Sing or play back simple melodies from the music. NC2.3/2.5/2.6	Compare music from different traditions. Performs music heard aurally that contains 2 parts at the same time. NC2.1/2.3/2.5/2.6	Whilst listening, identify and perform syncopated/off-beat rhythms. Explain why the music uses those rhythms. NC2.2/2.5/2.6	Describe key features in music including; tempo, metre, instrumentation, melody. Understand features of at least 4 different types/genres of music. NC2.1/2.3/2.5/2.6
	Composing and Improvising	Improvise simple rhythms based on given stimuli (e.g. rhythm grids). NC1.4	Repeat longer basic rhythms (2 bars or more) and add imitations and variations of those rhythms. NC1.4	Create basic 3 note tunes and simple rhythms using crotchets, quavers, minims and their rests. NC2.2	Improvise and compose tunes using 5 notes. Create more developed rhythmic patterns (4 bars). NC2.2	Create 4 bar melodies including some off-beat rhythms. Use different tempi and time signatures. NC2.2/2.5/2.6	Improvise and compose longer pieces using up to 8 notes with a variety of rhythms, tempi and time signatures. NC2.2/2.5/2.6
	Performing	Play simple rhythms of untuned percussion instruments and using body percussion. NC1.2	Play longer phrases on untuned percussion instruments and body percussion. NC1.2	Use tuned percussion, melodic instruments and voices to perform melodies and simple rhythms (3 + notes). NC2.1	Perform melodies with 5 notes (or 4 chords) with more complex rhythms on tuned instruments. NC2.1	Perform 5-8 note melodies or developed chord progressions (2+ chords per bar). NC2.1	Perform with confidence and accuracy alone or as part of a group. NC2.1/2.4
	Singing	Sing simple songs in unison, both with and without accompaniment or backing tracks. NC1.1	Sing simple songs in rounds. NC1.1	Sing songs accompanied by ostinatos from the group. NC2.1	Sing pieces in two parts. NC2.1	Sing pieces with a range of at least 8 notes in at least 2 parts. NC2.1	Sing musically, responding to performance directions, e.g. phrasing. Sing more extended harmonic parts. NC2.1/2.4

# Music Progression Map – By Area

Building Blocks				Strands of Learning				
		Pulse	Rhythm	Melody (and notation)	Active Listening	Composing & Improvising	Performing	Singing
Developing a sense of pulse and rhythm	Year 1	Keep a steady pulse in a group and be able to pick out two different tempos in music. NC1.3/1.4	Repeat short basic rhythms and perform simple rhythmic ostinatos. NC1.2/1.4	Sing back short melodies that use 2 – 3 pitched notes, and develop an understanding of pattern work in music using rhythmic grids. NC1.1/1.2/1.4	Identify musical features in a range of high-quality, live and recorded music; replicate basic rhythms. NC1.3/1.4	Improvise simple rhythms based on given stimuli (e.g. rhythm grids). NC1.4	Play simple rhythms of untuned percussion instruments and using body percussion. NC1.2	Sing simple songs in unison, both with and without accompaniment or backing tracks. NC1.1
	Year 2	Keep a steady pulse alone and with others with a musical accompaniment. Demonstrate at least 2 different time signatures (3/4 & 4/4) NC1.3/1.4	Repeat longer basic rhythms (2 bars or more); perform from notation (using crotchets, quavers and minims) NC1.2/2.1/2.3	Sing back short melodies using at least 3 pitched notes. Perform from musical notation including crotchets and minims. NC1.1/1.2/1.4	Identify changing elements (e.g music gets faster/louder); replicate these differences in a simple performance. NC1.3/1.4	Repeat longer basic rhythms (2 bars of more) and add imitations and variations of those rhythms. NC1.4	Play longer phrases on untuned percussion instruments and body percussion. NC1.2	Sing simple songs in rounds. NC1.1
Adding melody to pulse and rhythm	Year 3	Keep a steady pulse alone and with others, without musical accompaniment; demonstrate 2/4, 3/4 and 4/4, using at least 3 different tempos. NC2.1/2.3	Perform longer rhythms (more than 2 bars), using crotchets, quavers, minims and their rests. NC2.1/2.4	Perform and compose, using at least 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests). NC2.1/2.2/2.3/2.4	Identify and describe musical features in music from different traditions. Sing or play back simple melodies from the music. NC2.3/2.5/2.6	Create basic 3 note tunes and simple rhythms using crotchets, quavers, minims and their rests. NC2.2	Use tuned percussion, melodic instruments and voices to perform melodies and simple rhythms (3 + notes). NC2.1	Sing songs accompanied by ostinatos from the group. NC2.1
	Year 4	Keep a steady pulse on an instrument in 2/3, 3/4, and 4/4, using different tempi, with other pupils accompanying with an ostinato NC2.1/2.3	Perform pieces with at least 2 simultaneous rhythms; recognise and clap back rhythms using single quaver rests. NC2.1/2.3	Perform and compose using 5 pitched notes or 4 chords. NC2.1/2.2/2.3/2.4	Compare music from different traditions. Performs music heard aurally that contains 2 parts at the same time. NC2.1/2.3/2.5/2.6	Improvise and compose tunes using 5 notes. Create more developed rhythmic patterns (4 bars). NC2.2	Perform melodies with 5 notes (or 4 chords) with more complex rhythms on tuned instruments. NC2.1	Sing pieces in two parts. NC2.1
Developing as a Musician	Year 5	Perform at least 3 contrasting tempi, regularly and accurately, on a tuned instrument. NC2.1	Perform pieces using off-beat and dotted rhythms and single quaver rests. NC2.1	Perform and compose using 5 – 8 pitched notes. Capture the work in different formats so it can be recreated. NC2.1/2.2/2.3/2.4	Whilst listening, identify and perform syncopated/off-beat rhythms. Explain why the music uses those rhythms. NC2.2/2.5/2.6	Create 4 bar melodies including some off-beat rhythms. Use different tempi and time signatures. NC2.2/2.5/2.6	Perform 5-8 note melodies or developed chord progressions (2+ chords per bar). NC2.1	Sing pieces with a range of at least 8 notes in at least 2 parts. NC2.1
	Year 6	Follow directions to change tempo accurately, playing alone and with others. NC2.1/2.3	Perform pieces which use off-beat and syncopated rhythms in 3 different time signatures and tempi. NC2.1	Perform and compose using 8 pitched notes. Capture the work in different formats, including staff notation so it can be recreated. NC2.4	Describe key features in music including; tempo, metre, instrumentation, melody. Understand features of at least 4 different types/genres of music. NC2.1/2.3/2.5/2.6	Improvise and compose longer pieces using up to 8 notes with a variety of rhythms, tempi and time signatures. NC2.2/2.5/2.6	Perform with confidence and accuracy alone or as part of a group. NC2.1/2.4	Sing musically, responding to performance directions, e.g. phrasing. Sing more extended harmonic parts. NC2.1/2.4