



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, and includes reference to the recently published non-statutory Model Music Curriculum (26th March 2021).

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

Music is a skills based subject and must be engaged with and taught practically. We demonstrate this through the spiral of learning, adding to musical concepts throughout the curriculum but ensuring previous knowledge and skills continue to be developed. 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.

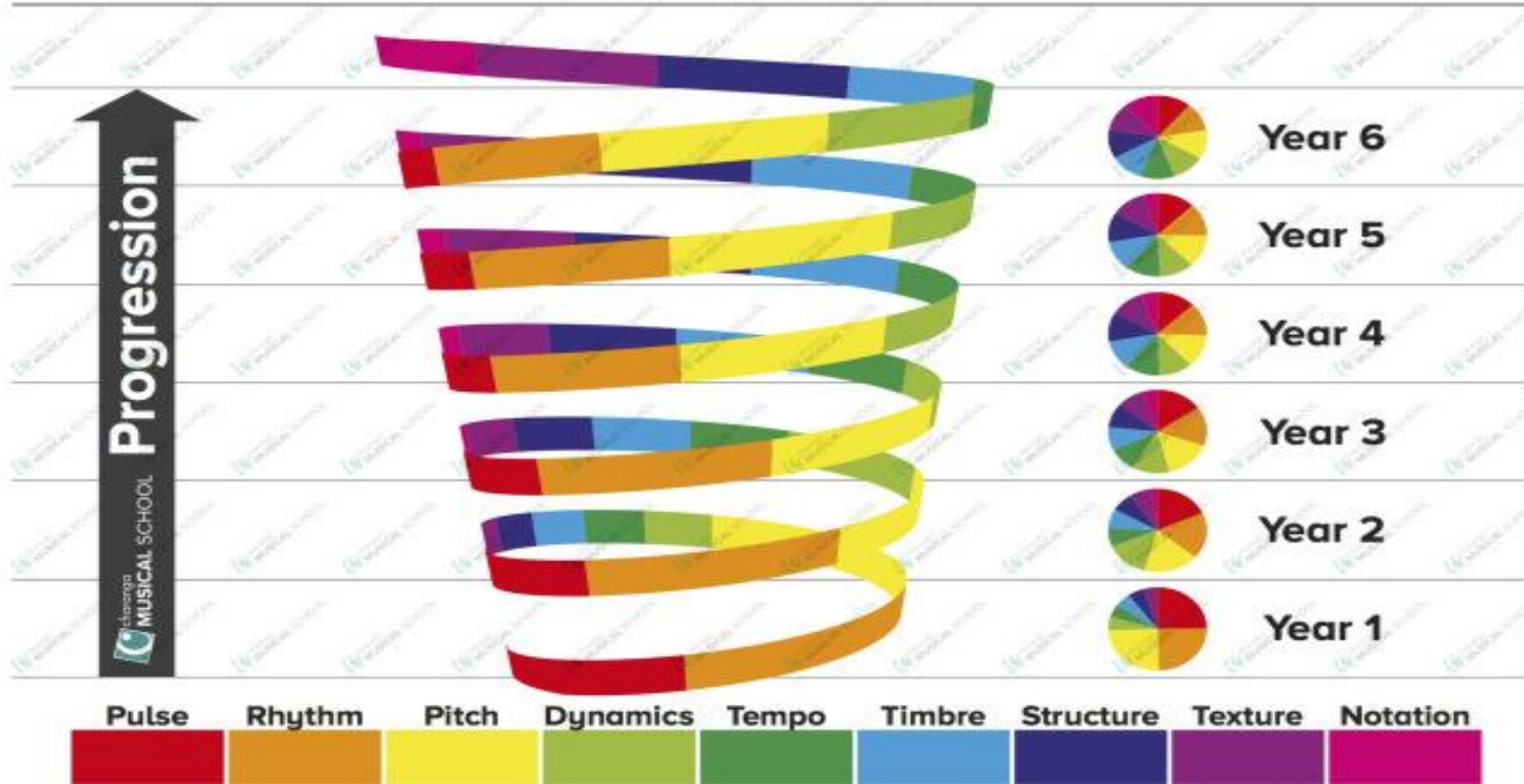
The Interrelated Dimensions of Music

Progression through Charanga Musical School

Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral of musical learning.



This is not a scheme of work, rather an underpinning foundation that planning can be built upon. The examples in the year-by-year guide are a way to unpack some of the thinking behind the progress map but a lot more must be done to allow pupils to develop musical knowledge.

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

Mapping the non-statutory model music curriculum (MMC) against the HMS curriculum framework

		Year 1	MMC mapping
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	<ul style="list-style-type: none"> Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Use body percussion and classroom percussion playing repeated rhythm patterns (7stinato) and short, pitched patterns on tuned instruments to maintain a steady beat. Respond to the pulse in recorded/live music through movement and dance.
	Rhythm	Repeat short basic rhythms and perform simple rhythmic ostinatos. NC1.2/1.4	<ul style="list-style-type: none"> Perform short copycat rhythm patterns accurately, led by the teacher. Perform short repeating rhythm patterns (7stinato) while keeping in time with a steady beat. Perform word-pattern chants; create, retain, and perform their own rhythm patterns
	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	<ul style="list-style-type: none"> Listen to sounds in the local school environment, comparing high and low sounds. Sing familiar songs in both low and high voices and talk about the difference in sound. Explore percussion sounds to enhance storytelling. Follow pictures and symbols to guide singing and playing.
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	<ul style="list-style-type: none"> Improvise simple vocal chants, using question and answer phrases. Create musical sound effects and short sequences of sounds in response to stimuli. Combine to make a story, choosing and playing classroom instruments or sound-makers. Understand the difference between creating a rhythm pattern and a pitch pattern. Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns. Use music technology, if available, to capture, change and combine sounds. Recognise how graphic notation can represent created sounds. Pupils explore and invent own symbols. Sing simple songs, chants, and rhymes from memory. Sing collectively and at the same pitch. Start with a very small range > mi-so (3rd) > slightly wider range. Include pentatonic songs. Pupils sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy. Respond to simple visual directions and counting in.
	Composing and Improvising	Improvise simple rhythms based on given stimuli (e.g., rhythm grids). NC1.4	
	Performing	Play simple rhythms of untuned percussion instruments and using body percussion. NC1.2	
	Singing	Sing simple songs in unison, both with and without accompaniment or backing tracks. NC1.1	

		Year 2	MMC mapping
Building Blocks	Pulse	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	<ul style="list-style-type: none"> Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others. Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. Identify the beat groupings in familiar music that they sing regularly and listen to.
	Rhythm	Repeat longer basic rhythms (2 bars or more); perform from notation (using crotchets, quavers and minims) NC1.2/2.1/2.3	<ul style="list-style-type: none"> Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Create rhythms using word phrases as a starting point. Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers, and crotchets rests. Create and perform their own chanted rhythm patterns with the same stick notation
	Melody (and notation)	Sing back short melodies using at least 3 pitched notes. Perform from musical notation including crotchets and minims. NC1.1/1.2/1.4	<ul style="list-style-type: none"> Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track. Sing short phrases independently within a singing game or short song. Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g., stand up/sit down, hands high/hands low). Recognise dot notation and match it to 3-note tunes played on tuned percussion.

Strands of Learning	Active Listening	Identify changing elements (e.g. music gets faster/louder); replicate these differences in a simple performance. NC1.3/1.4	<ul style="list-style-type: none"> • Create music in response to a non-musical stimulus. • Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. • Use music technology, if available, to capture, change and combine sounds. • Sing songs regularly with a pitch range of do-so (5th) with increasing vocal control. • Sing songs with a small pitch range, pitching accurately. • Know the meaning of dynamics and tempo. • Be able to demonstrate these when singing by responding to the music leader's directions and visual symbols (e.g., crescendo, decrescendo, pause).
	Composing and Improvising	Repeat longer basic rhythms (2 bars of more) and add imitations and variations of those rhythms. NC1.4	
	Performing	Play longer phrases on untuned percussion instruments and body percussion. NC1.2	
	Singing	Sing simple songs in rounds. NC1.1	
		Year 3	MMC mapping
Building Blocks	Pulse	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	<p>Compose</p> <ul style="list-style-type: none"> • Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). • Compose song accompaniments on untuned percussion using known rhythms and note values. <p>Improvise</p> <ul style="list-style-type: none"> • Become more skilled in improvising (in a range of contexts) inventing short 'on-the-spot' responses using a limited note-range. • Structure musical ideas (e.g., using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g., stories, verse, images (paintings and photographs) and musical sources. • Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g., Middle C–E/do–mi) as a whole class or in small groups (e.g., trios and quartets). • Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi: • Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast, and slow. Extend to question-and-answer phrases. • Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. • Perform forte and piano. • Perform actions confidently and in time to a range of action songs. • Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Perform as a choir in school assemblies.
	Rhythm	Perform longer rhythms (more than 2 bars), using crotchets, quavers, minims and their rests. NC2.1/2.4	
	Melody (and notation)	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	
Strands of Learning	Active Listening	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	
	Composing and Improvising	Create basic 3 note tunes and simple rhythms using crotchets, quavers, minims and their rests. NC2.2	
	Performing	Use tuned percussion, melodic instruments and voices to perform melodies and simple rhythms (3 + notes). NC2.1	
	Singing	Sing songs accompanied by ostinatos from the group. NC2.1	
Indicative musical features <ul style="list-style-type: none"> ➤ Rhythm, Metre and Tempo – Downbeats, fast (allegro), slow (adagio), pulse, beat ➤ Pitch and Melody – High, low, rising, falling; pitch range do–so ➤ Structure and Form – Call and response; question phrase, answer phrase, echo, ostinato ➤ Harmony – Drone ➤ Texture – Unison, layered, solo ➤ Dynamics and Articulation – Loud (forte), quiet (piano) ➤ Instruments and Playing Techniques – Instruments used in Foundation Listening 			

		Year 4	MMC mapping
Building Blocks	Pulse	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	<ul style="list-style-type: none"> Develop facility in the basic skills of a selected musical instrument over a sustained learning period. Play and perform melodies following staff notation using a small range (e.g., Middle C–G/do–so) as a whole-class or in small groups. Perform in two or more parts (e.g., melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. Copy short melodic phrases including those using the pentatonic scale (e.g., C, D, E, G, A). Introduce and understand the differences between minims, crotchets, paired quavers, and rests. Read and perform pitch notation within a defined range (e.g., C–G/do–so). Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. <p>Crotchets, Paired quavers, Minims, Rests, getting faster (accelerando), getting slower (rallentando), Fast (allegro), slow (adagio), Stave, lines and spaces, clef, reading dot notation - do–me Range of a 3rd, Loud (forte), Quiet (piano), Getting louder (crescendo), Getting softer (decrescendo)</p> <ul style="list-style-type: none"> Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). Begin to make compositional decisions about the overall structure of improvisations. Continue this process in the composition tasks below. Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. Arrange individual notation cards of known note values (i.e., minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. Introduce major and minor chords. Include instruments played in whole class/group/individual teaching to expand the scope and range of the sound palette available for composition work. Capture and record creative ideas using any of: <ul style="list-style-type: none"> graphic symbols rhythm notation and time signatures staff notation technology. Continue to sing a broad range of unison songs with the range of an octave (do–do), pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). Sing rounds and partner songs in different time signatures (2, 3 and 4 time). Begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. Perform a range of songs in school assemblies.
	Rhythm	Perform pieces with at least 2 simultaneous rhythms; recognise and clap back rhythms using single quaver rests. NC2.1/2.3	
	Melody (and notation)	Perform and compose using 5 pitched notes or 4 chords. NC2.1/2.2/2.3/2.4	
Strands of Learning	Active Listening	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	
	Composing and Improvising	Improvise and compose tunes using 5 notes. Create more developed rhythmic patterns (4 bars). NC2.2	
	Performing	Perform melodies with 5 notes (or 4 chords) with more complex rhythms on tuned instruments. NC2.1	
	Singing	Sing pieces in two parts. NC2.1	
Indicative musical features			
<ul style="list-style-type: none"> ➤ Rhythm, Metre and Tempo - Getting faster (accelerando), Getting slower (rallentando), Bar, metre ➤ Pitch and Melody - Pentatonic scale, major and minor tonality, pitch range do–do ➤ Structure and Form - Rounds and partner songs, repetition, contrast ➤ Harmony - Static, moving ➤ Texture - Duet, melody, and accompaniment ➤ Dynamics and Articulation - Getting louder (crescendo), getting softer (decrescendo); legato (smooth), staccato (detached) ➤ Instruments and Playing Techniques - Instruments used in Foundation Listening including playing techniques 			

		Year 5	MMC mapping
Building Blocks	Pulse	Perform at least 3 contrasting tempi, regularly and accurately, on a tuned instrument. NC2.1	<ul style="list-style-type: none"> Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers, and semiquavers. Understand the differences between 2/4-, 3/4- and 4/4-time signatures. Read and perform pitch notation within an octave (e.g., C–C'/do–do). Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. Crotchets, Paired quavers, Minims, Rests, Semibreves, Semiquavers, Time signatures 2/4, 3/4 and 4/4, getting faster (accelerando), getting slower (rallentando), Fast (allegro), slow (adagio), Stave, lines and spaces, clef, reading dot notation - do–me Range of a 3rd, Loud (forte), Quiet (piano), Getting louder (crescendo), Getting softer (decrescendo). Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in the composition tasks below. Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. Working in pairs, compose a short ternary piece. Use chords to compose music to evoke a specific atmosphere, mood or environment. For example, La Mer by Debussy and The River Flows In You by Yiruma both evoke images of water. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book. Capture and record creative ideas using any of: <ul style="list-style-type: none"> graphic symbols rhythm notation and time signatures staff notation technology. Play melodies on tuned percussion, melodic instruments, or keyboards, following staff notation written on one stave and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance. Understand how triads are formed, and play them on tuned percussion, melodic instruments, or keyboards. Perform simple, chordal accompaniments to familiar songs. Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. Include observing phrasing, accurate pitching and appropriate style. Sing three-part rounds, partner songs, and songs with a verse and a chorus. Perform a range of songs in school assemblies and in school performance opportunities.
	Rhythm	Perform pieces using off-beat and dotted rhythms and single quaver rests. NC2.1	
	Melody (and notation)	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	
Strands of Learning	Active Listening	Whilst listening, identify and perform syncopated/off-beat rhythms. Explain why the music uses those rhythms. NC2.2/2.5/2.6	
	Composing and Improvising	Create 4 bar melodies including some off-beat rhythms. Use different tempi and time signatures. NC2.2/2.5/2.6	
	Performing	Perform 5-8 note melodies or developed chord progressions (2+ chords per bar). NC2.1	
	Singing	Sing pieces with a range of at least 8 notes in at least 2 parts. NC2.1	
Indicative musical features			
<ul style="list-style-type: none"> ➤ Rhythm, Metre and Tempo - Simple time, compound time, syncopation ➤ Pitch and Melody - Full diatonic scale in different keys ➤ Structure and Form - Ternary form, verse and chorus form, music with multiple sections ➤ Harmony - Triads, chord progressions ➤ Texture - Music in 3 parts, music in 4 parts ➤ Dynamics and Articulation - Wider range of dynamics including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet) ➤ Instruments and Playing Techniques - Instruments used in Foundation Listening including playing techniques and effects, for example pizzicato (e.g., mysterious) and tremolo (e.g., dark and expectant) 			

		Year 6	MMC mapping
Building Blocks	Pulse	Follow directions to change tempo accurately, playing alone and with others. NC2.1/2.3	<ul style="list-style-type: none"> • Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. • Further develop the skills to read and perform pitch notation within an octave (e.g., C–C/ do–do). • Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. • Read and play from notation a four-bar phrase, confidently identifying note names and durations. <p>Extend improvisation skills through working in small groups to:</p> <ul style="list-style-type: none"> • Create music with multiple sections that include repetition and contrast. • Use chord changes as part of an improvised sequence. • Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. • Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g., C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. • Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. • Either of these melodies can be enhanced with rhythmic or chordal accompaniment. • Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved. • Play a melody following staff notation written on one staff and using notes within an octave range (do–do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet. • Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard. • Engage with others through ensemble playing (e.g., school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line. • Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. • Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group in order to develop greater listening skills, balance between parts and vocal independence. • Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.
	Rhythm	Perform pieces which use off-beat and syncopated rhythms in 3 different time signatures and tempi. NC2.1	
	Melody (and notation)	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	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 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	Perform with confidence and accuracy alone or as part of a group. NC2.1/2.4	
	Singing	Sing musically, responding to performance directions, e.g., phrasing. Sing more extended harmonic parts. NC2.1/2.4	
Indicative musical features			
<ul style="list-style-type: none"> ➤ Rhythm, Metre and Tempo - Simple time, compound time, syncopation ➤ Pitch and Melody - Full diatonic scale in different keys ➤ Structure and Form - Ternary form, verse and chorus form, music with multiple sections ➤ Harmony - Triads, chord progressions ➤ Texture - Music in 3 parts, music in 4 parts ➤ Dynamics and Articulation - Wider range of dynamics including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet) ➤ Instruments and Playing Techniques - Instruments used in Foundation Listening including playing techniques and effects, for example pizzicato (e.g., mysterious) and tremolo (e.g., dark and expectant) 			