



LincolnCarlton
·ACADEMY·

The Music Curriculum

September 2025 – July 2026

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Intent</p> | <p style="text-align: center;"><i>“Music is a universal language that embodies one of the highest forms of creativity.”</i></p> <p>Music is fundamental to our humanity and civilization. We believe that every child deserves the opportunity to engage with music of all styles and from all cultures, in order to develop their own musical journey. The intention of our music curriculum is first and foremost to help children to feel that they are musical, and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.</p> <p>Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision-making, and presentation and performance skills. These skills are vital to children’s development as learners and have a wider application in their general lives outside and beyond school.</p> |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Implementation</p> | <p>Our Music Curriculum takes a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:</p> <ul style="list-style-type: none"> ● Listening and evaluating ● Creating sound ● Notation ● Improvising and composing ● Performing <p>Each five-lesson unit combines these strands within a cross-curricular topic designed to capture pupils’ imagination and encourage them to explore music enthusiastically. Over the course of the curriculum, children will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control. They will learn to recognise, demonstrate and name the interrelated dimensions of music - pitch, duration, tempo, timbre, structure, texture and dynamics - and use these expressively in their own improvisations and compositions.</p> <p>Our Progression of knowledge and skills shows the skills that are taught within each year group and how these skills develop to ensure that attainment targets are securely met by the end of each key stage. We follow a spiral curriculum model where previous skills and knowledge are returned to and built upon. Children progress in terms of tackling more complex tasks and doing more simple tasks better, as well as developing understanding and knowledge of the history of music, staff, and other musical notations, the interrelated dimensions of music and more.</p> <p>In each lesson, pupils will actively participate in musical activities drawn from a range of styles and traditions, developing their musical skills and their understanding of how music works. Lessons incorporate a range of teaching strategies from independent tasks, paired and group work as well as improvisation and teacher-led performances. Lessons are ‘hands-on’ and incorporate movement and dance elements, as well as making cross curricular links with other areas of learning. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.</p> <p>Strong subject knowledge is vital for staff to be able to deliver a highly effective and robust music curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support ongoing CPD, aiding teachers in their own acquisition of musical skills and knowledge. Further CPD opportunities can also be found via webinars with our music subject specialists. Kapow has been created with the understanding that many teachers do not feel confident delivering the music curriculum and every effort has been made to ensure that they feel supported to deliver lessons of a high standard that ensure pupil progression.</p> <p>Every opportunity is used to revisit the fundamental knowledge that children need for the next stage of their learning journey. This includes using singing assembly to revisit the dynamics of music.</p> <p>We also enrich our music curriculum by providing opportunities for:</p> <ul style="list-style-type: none"> ● Children to learn to play another instrument of their choice through paid lessons (keyboard, guitar, ukulele, drums, LMS). ● Children to sing in a choir and in a range of different performances and class assemblies. ● Children to sing at least once a week as a whole school. ● Children to sing regularly in their classroom. ● Children listen to live music during assemblies |

Impact

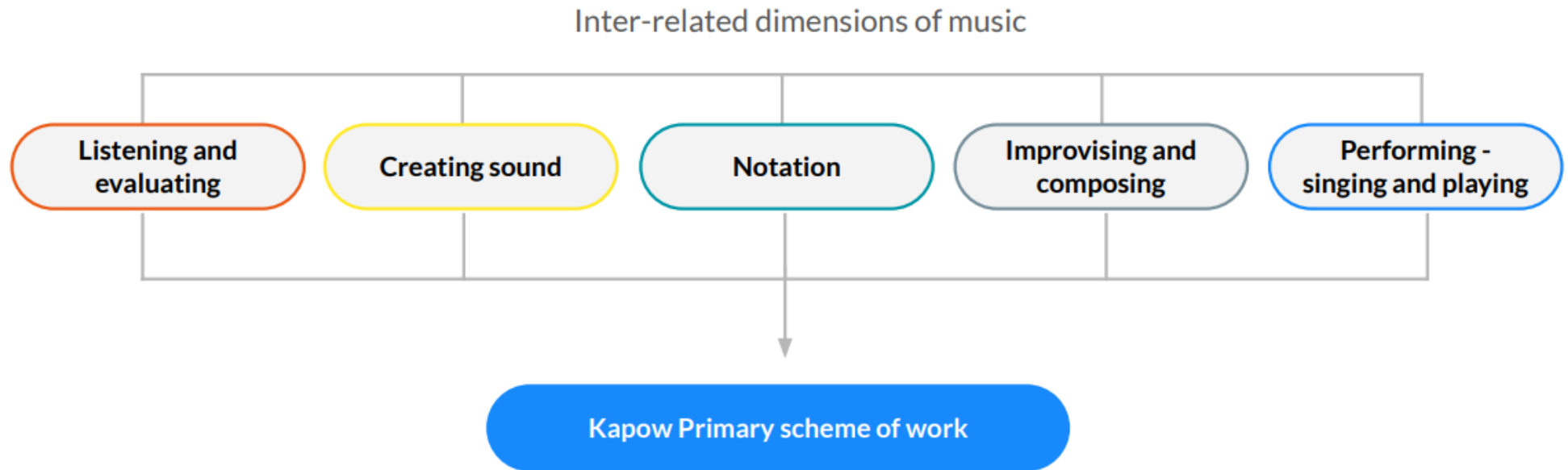
The impact of the curriculum is constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives and at the end of each unit there is often a performance element where teachers can make a summative assessment of pupils' learning. Knowledge organisers for each unit support pupils by providing a highly visual record of the key learning from the unit, encouraging recall of practical skills, key knowledge and vocabulary.

After the implementation of our music curriculum, pupils should leave primary school equipped with a range of skills to enable them to succeed in their secondary education and to be able to enjoy and appreciate music throughout their lives. The expected impact is that children will:

- Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school.
- Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social, and historical contexts in which it is developed.
- Understand the various ways in which music can be written down to support performing and composing activities.
- Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences.
- Meet the end of key stage expectations outlined in the National curriculum for Music.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|---|-------------------------------------|---|--|--|--|
| EYFS | Exploring Sounds | Celebration Music | Music and Movement | Musical Stories | Transport | Big Band |
| Year 1 | Keeping pulse Theme: My Favourite Things | Tempo Theme: Snail and Mouse | Dynamics Theme: The seaside | Sound Patterns Theme: Fairy Tales | Pitch Theme: Superheroes | Musical Symbols Theme: Under the Sea |
| Year 2 | Fundamentals in Music 1 | Call and Response Theme: Animals | Instruments: Story Telling | Contrasting Dynamics Theme: Space | Structures in Music Theme: Myths and Legends | Pitch Theme: Musical Me |
| Year 3 | Fundamentals in Music for Year 3 | | Creating compositions in response to an animation Theme: Mountains | Developing Singing Technique Theme: The Vikings | Whole class xylophone lessons Theme: South Africa | Pentatonic melodies and composition Theme: Chinese New Year |
| Year 4 | Fundamentals in Music for Year 4 | | Body and Tuned Percussion Theme: Rainforests | Rock and Roll | Samba, carnival sounds and instruments | Adapting and transposing motifs Theme: The Romans |
| Year 5 | Fundamentals in Music for Year 5 | | Composition to represent the festival of colour | Blues | South and West Africa | Composition Notation Theme: Ancient Egypt |
| Year 6 | Fundamentals in Music for Year 6 | | Dynamics, Pitch and Texture Theme: Fingal's Cave | Film Music | Theme and Variations Theme: Pop Art | Composing and performing a leaver's song |

How is the Music scheme of work organised?



Inter-related dimensions of music

The inter-related dimensions of music are:

- Pitch
- Duration (including pulse and rhythm)
- Dynamics
- Tempo
- Timbre
- Texture
- Structure
- Appropriate musical notation



The inter-related dimensions, often known as the building blocks of music, are integral to all strands of our scheme of work.

To clearly demonstrate their presence throughout, we colour code these foundational elements in pink across all strands in the Progression of knowledge and skills document.

| | EYFS | EYFS- Development matters | Year 1 | Year 2 | National curriculum end of Key Stage 1 |
|--|---|--|--|--|--|
| Listening and responding to music | <p>Listening appropriately to someone leading a short musical phrase, song or rhyme.</p> <p>Exploring spontaneous movement with different parts of their body in response to music.</p> <p>Expressing different spontaneous emotional reactions to music, (smiling, movement, body language).</p> <p>Using artwork or creative play as a way of expressing feelings and responses to music.</p> | <p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. | <p>Listening with concentration to short pieces of music or excerpts from longer pieces of music.</p> <p>Engaging with and responding to longer pieces of music.</p> | | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music. |
| | | | <p>Coordinating the speed of their movements to match the speed of the music (not the beat).</p> <p>Beginning to move in time with the beat of the music.</p> <p>Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy)</p> | <p>Confidently moving in time with the beat of the music when modelled.</p> <p>Beginning to keep movements to the beat of different speeds of music.</p> <p>Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.</p> | |
| Analysing | <p>Identifying and imitating sounds from a variety of music.</p> <p>Considering whether background music and sound effects can enhance storytelling.</p> | | <p>Identifying some common instruments when listening to music.</p> <p>Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud).</p> <p>Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated).</p> <p>Recognising simple patterns and repetition in pitch (e.g. do re mi).</p> <p>Talking about the tempo of music using the vocabulary of fast and slow.</p> <p>Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent.</p> <p>Talking about the pitch of music, using the vocabulary of high and low.</p> | | |

| | EYFS | EYFS- Development matters | Year 1 | Year 2 | National curriculum end of Key Stage 1 |
|---|--|---|--|--------|---|
| Evaluating | Showing preferences for certain music or sounds. | Children in reception will be learning to: <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. | Stating what they enjoyed about their peers' performances. Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent. | | Pupils should be taught to: <ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music. |
| Cultural and historical awareness of music | Listening to music from a wide variety of cultures and historical periods. | | Appreciating music from a wide variety of cultures and historical periods. | | |
| | To recognise and name at least two instruments from Groups A and B. | | To recognise and name the following instruments: up to three instruments from Group A and B. To know that sections of music can be described as fast or slow and the meaning of these terms. To know that sections of music can be described as loud, quiet or silent and the meaning of these terms. To know that sounds within music can be described as high or low sounds and the meaning of these terms. | | |

| | Year 3 | Year 4 | Year 5 | Year 6 | National curriculum end of Key Stage 2 |
|--|--|---|---|---|---|
| Listening and responding to music | Explaining their preferences for a piece of music using musical vocabulary. | | Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. | | Pupils should be taught to: <ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. |
| Analysing | <p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</p> <p>Understanding that music from different parts of the world has different features.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p> | <p>Recognising the use and development of motifs in music.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p> | <p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).</p> <p>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> | <p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> | |

| | Year 3 | Year 4 | Year 5 | Year 6 | National curriculum end of Key Stage 2 |
|---|--|---|--|---|---|
| Evaluating | Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. | Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. | Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. | Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. | Pupils should be taught to: <ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. |
| Cultural and historical awareness of music | Understanding that music from different times has different features. | Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. | Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. | Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. | |

| | EYFS | EYFS- Development matters | Year 1 | Year 2 | National curriculum end of Key Stage 1 |
|---------------------|---|--|---|--|--|
| Singing repertoire* | Singing short, rhythmic rhymes and songs. | <p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. | <p>Singing simple songs, chants and rhymes from memory.</p> <p>Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower.</p> | <p>Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together).</p> | <p>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. |
| | <p>Using both speaking and singing voices.</p> <p>Unconsciously beginning to sing to the pulse of a song.</p> <p>Exploring vowel sounds through call and response activities.</p> | | <p>Competently singing songs with a very small pitch range (two notes that are different but close together).</p> | | |
| Singing technique | <p>Using both speaking and singing voices.</p> <p>Unconsciously beginning to sing to the pulse of a song.</p> <p>Exploring vowel sounds through call and response activities.</p> | <p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. | <p>Breathing at appropriate times when singing.</p> | <p>Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together).</p> | <p>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. |
| | | | <p>Exploring changing their singing voice in different ways.</p> <p>Singing a range of call and response chants, attempting to match the pitch and tempo they hear.</p> | | |

| | EYFS | EYFS- Development matters | Year 1 | Year 2 | National curriculum end of Key Stage 1 |
|--------------------|--|---|--|--------|--|
| Instruments | <p>Exploring different ways of making sound with everyday objects and instruments. (Groups A, B and C.)</p> <p>Exploring different ways of holding a range of instruments. (Groups A, B and C.)</p> <p>Starting to show a preference for a dominant hand when playing instruments. (Groups A, B and C.)</p> <p>Using instruments expressively to music. (Group B.)</p> <p>Using instruments to begin to follow a beat, with guidance. (Group A.)</p> | <p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> Explore and engage in music making and dance, performing solo or in groups. | <p>Developing an awareness of how sound is affected by the way an instrument is held. (Groups A, B and C.)</p> <p>Developing an awareness of how dynamics are affected by the force with which an instrument is played. (Groups A, B and C.)</p> <p>Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. (Group A.)</p> <p>Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.)</p> <p>Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.)</p> <p>Starting to understand how to produce different sounds on pitched instruments. (Group C.)</p> | | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Play tuned and untuned instruments musically. |
| Posture | <p>Finding a comfortable static position when playing instruments or singing.</p> | | <p>Maintaining a comfortable position when sitting or standing to sing and play instruments.</p> | | |

| | EYFS | EYFS- Development matters | Year 1 | Year 2 | National curriculum end of Key Stage 1 | |
|-------------------------------|---|---|---|--|--|--|
| Understanding notation | N/A | The Development Matters Non-statutory curriculum guidance has no statements related to notation of music. | Reading different types of notation by moving eyes from left to right as sound occurs. To know that notation is read from left to right. | | The National curriculum attainment targets for Key Stage 1 do not refer to music notation. | |
| Representing pitch | Developing an awareness of high and low through pictorial representations of sound. | | To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. | Recognising pitch patterns using dots. | | Using a simplified version of a stave (only three lines) to notate known musical phrases (of two pitches). |
| Representing rhythm | Developing an awareness of how simple marks or objects can show single beats and single beat rests. | | Using pictorial representations to stay in time with the pulse when singing or playing. Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests). Beginning to read simple rhythmic patterns which include two half beats (quavers). To know that pictorial representations of rhythm show sounds and rests. | | | |

Please note: **Notation** is now its own strand in our curriculum, and the Key Stage 1 content has been updated to introduce musical notation more gradually. This will help pupils understand notation as a way to communicate pitch and duration of notes before they start learning more about staff notation in Key Stage 2.

| | Year 3 | Year 4 | Year 5 | Year 6 | National curriculum end of Key Stage 2 |
|--------------------------------------|--|---|--|---|---|
| Understanding notation | To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. | To know that 'performance directions' are words added to music notation to tell the performers how to play. | To know that simple pictures can be used to represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. | To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. To know that chord progressions are represented in music by Roman numerals. | Pupils should be taught to: <ul style="list-style-type: none"> Use and understand staff and other musical notations. |
| Representing pitch and rhythm | Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology. | Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions. | Using staff notation to record rhythms and melodies. | Recording own composition using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music. Performing with accuracy and fluency from graphic and staff notation and from their own notation. | |

| | EYFS | EYFS- Development matters | Year 1 | Year 2 | National curriculum end of key stage 1 |
|--------------------------------------|--|---|---|--|---|
| Stimulus and purpose | Exploring and imitating sounds from their environment and in response to events in stories. | <p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Explore and engage in music making and dance, performing solo or in groups. | Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. | | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Experiment with, create, select and combine sounds using the interrelated dimensions of music. |
| Improvising | Exploring and imitating sounds. | | Improvising simple question and answer phrases, using untuned percussion or voices. | | |
| Creating and selecting sounds | <p>Experimenting with creating sound in different ways using instruments, body percussion and voices.</p> <p>Selecting classroom objects to use as instruments.</p> <p>Selecting sounds that make them feel a certain way or remind them of something.</p> | | <p>Experimenting with creating different sounds using a single instrument.</p> <p>Experimenting with creating loud, soft, high and low sounds.</p> <p>Selecting objects and/or instruments to create sounds to represent a given idea or character.</p> | <p>Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument.</p> <p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> | |
| Sequencing | Playing sounds at the relevant point in a storytelling. | | Playing and combining sounds under the direction of a leader (the teacher). | Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. | |

| | Year 3 | Year 4 | Year 5 | Year 6 | National curriculum end of Key Stage 2 |
|--------------------------------------|---|---|---|---|---|
| Stimulus and purpose | Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). | Composing a coherent piece of music in a given style with voices, bodies and instruments. | Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). | Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Improvise and compose music for a range of purposes using the interrelated dimensions of music |
| Improvising | Beginning to improvise musically within a given style using their voice. | Beginning to improvise musically within a given style using an instrument. | Improvising coherently within a given style. | Improvising coherently and creatively within a given style, incorporating given features. | |
| Creating and selecting sounds | Suggesting and implementing improvements to their own work, using musical vocabulary. | Developing melodies using rhythmic variation, transposition, inversion, and looping. | <p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Suggesting and demonstrating improvements to own and others' work.</p> | <p>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Constructively critique their own and others' work, using musical vocabulary.</p> | |
| Sequencing | Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). | Creating a piece of music with at least four different layers and a clear structure. | Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. | Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. | |

| | EYFS | EYFS- Development matters | Year 1 | Year 2 | National curriculum end of Key Stage 1 |
|---|---|---|---|---|--|
| Understanding and evaluating performance | Beginning to say what they liked about others' performances. | Children in reception will be learning to: <ul style="list-style-type: none"> • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. | Offering positive feedback on others' performances. | | Pupils should be taught to: <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. |
| Awareness of music | N/A | | Starting to maintain a steady beat throughout short singing performances. | | |
| Awareness of self | Facing the audience when performing. Spontaneously expressing feelings around performing. | | Keeping head raised when singing. Keeping instruments still until their part in the performance. | Standing or sitting appropriately when performing or waiting to perform. Beginning to acknowledge their own feelings around performance. | |
| Awareness of others | Performing actively as part of a group. Demonstrating being a good audience member, by looking, listening and maintaining attention. | | Performing actively as part of a group; keeping in time with the beat. Showing awareness of leader particularly when starting or ending a piece. | Performing actively as a group, clearly keeping in time with the beat. Following a leader to start and end a piece appropriately. | |

| | Year 3 | Year 4 | Year 5 | Year 6 | National curriculum end of Key Stage 2 |
|---|--|---|---|---|--|
| Understanding and evaluating performance | Offering constructive feedback on others' performances. | | Using musical vocabulary to offer constructive and precise feedback on others' performances. | | Pupils should be taught to: <ul style="list-style-type: none"> • Sing and play musically with increasing confidence and control. • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. |
| Awareness of music | Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. | <p>Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>Playing syncopated rhythms with accuracy, control and fluency.</p> | <p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>Playing a simple chord progression with accuracy and fluency.</p> | <p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>Performing by following a conductor's cues and directions.</p> | |
| Awareness of self and others | Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. | Singing and playing in time with peers with accuracy and awareness of their part in the group performance. | Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. | <p>Working 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>Performing a solo or taking a leadership role within a performance.</p> | |

