

MUSIC

These documents outline the skills that pupils should be able to demonstrate by the end of their two-year programme.

Key Stage One Pupils should be able to:		
Skills	Responding to music	• Listening with concentration to short pieces of music or excerpts from longer pieces of music. • Engaging with and responding to longer pieces of music. • Coordinating the speed of their movements to match the speed of the music (not the beat). • Confidently moving in time with the beat of the music when modelled. • Beginning to keep movements to the beat of different speeds of music. • Beginning to articulate how a piece of music affects them (e.g. 'It makes me feel sleepy', 'It makes me want to dance', 'It makes me feel happy'). • Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.
	Appraising music	• Identifying some common instruments when listening to music. • Relating sounds in music to real-world experiences (e.g. 'It sounds like squelching mud'). • Recognising simple patterns and repetition in rhythm (e.g. where a rhythm is repeated). • Recognising simple patterns in pitch (e.g. do re mi). • Discussing the tempo of music using the vocabulary of fast and slow. • Discussing the dynamics of the music using the vocabulary of 'loud', 'quiet' and 'silent'. • Talking about the pitch of music, using the vocabulary of 'high' and 'low'. • Sharing their opinion on the music they hear.
	Musical context	• Appreciating music from a wide variety of cultures and historical periods.
Knowledge	Appraising music	• To recognise and name at least three different instruments. • 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. • To know that pitch is the term used to refer to high and low sounds within music. • To know rhythm is a pattern of sounds made up of long and short notes.
	Musical context	• To know that music from different places and times can sound different.

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	Lower Key Stage Two Pupils should be able to:	
Skills	Responding to music	• Listening with attention to detail, focusing on a specific feature of the music (e.g. ‘What do you notice about the pitch?’). • Beginning to explain their responses to music using musical features to support their ideas (e.g. ‘This music makes me feel tense because it is low and slow’)
	Appraising music	• Beginning to identify a wider range of instruments and their role within a piece of music (e.g. a flute playing the melody). • Identifying instruments heard in music from a given selection (e.g. identifying an instrument from a selection of pictures). • Recognising simple patterns that combine rhythm and pitch. • Recognising and discussing how pitch changes (e.g. getting higher, getting lower, stays the same). • Recognising and discussing how speed (tempo) changes (e.g. getting faster or getting slower). • Recognising and discussing how volume (dynamics) change (e.g. getting louder or getting quieter). • Sharing their opinion based on a specific part of the music (e.g. ‘I liked how the music got quieter at the end’). • Using some musical vocabulary when describing music (e.g. ‘The bass line is playing on beat one’).
	Musical context	• Developing understanding of the history of a diverse range of music (e.g. reggae, blues, the music of China and India). • Noticing similarities and differences between music from different time periods or cultures.
Knowledge	Appraising music	• To know that music can be described using musical elements such as pitch, rhythm, tempo and dynamics. • To know that rhythm is created by combining sounds of different durations (e.g. crotchet = 1 beat, minim = 2 beats; long/longer, short/shorter). • To know that contrast in music means using differences (e.g. loud/quiet or fast/slow) to make it more interesting.
	Musical context	• To know that music can be classified or ‘sorted’ in different ways (e.g. genre, culture, historical period, instrument/technique, purpose and mood). • To know that the way music is produced and shared has changed over time (e.g. music technology). • To know that music from different cultures and time periods sound different because of their musical features (e.g. improvised or composed, types of instruments used).

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	Upper Key Stage Two Pupils should be able to:	
Skills	Responding to music	• Listening and noticing relevant details with increasing independence and focusing on a range of musical features. • Explaining their responses to music, using a range of musical features and personal experiences (e.g. 'The fast tempo and loud dynamics make it feel exciting. It reminds me of a football match because it feels energetic').
	Appraising music	• Identifying an increasing range of instruments and sounds and their function within a piece of music (e.g. the strings creating a tip-toe effect). • Describing unknown instruments by relating them to known instruments or using adjectives (e.g. 'It sounds like a flute because it is floaty'). • Considering how the composer uses rhythm and pitch to create a mood. • Beginning to understand how the inter-related dimensions of music work together to create contrast and mood (e.g. 'There's a crescendo and the music is getting faster to build tension'). • Give increasingly critical appraisals of music using appropriate musical vocabulary and referring to specific elements and sections of a piece (e.g. 'I liked how the trumpets played a crescendo in the middle of the piece - it made the music feel more intense'). • Using musical vocabulary when describing music and its effect on the listener (e.g. The crescendo and building rhythm in the pre-chorus create energy and excitement for the listener.)
	Musical context	• Developing an understanding of the history and social context of a diverse range of music, (e.g. samba, rap, the music of some African countries). • Using knowledge of genre and style when talking about music they hear.
Knowledge	Appraising music	• To know that composers choose musical elements (e.g. tempo, dynamics and instrumentation) to create particular effects or moods. • To know a range of instruments and understand the roles they play within a piece of music. • To know that different styles of music follow different structure (e.g. pop music often follows a verse-chorus structure, Western Classical may use a theme and variation structure). • To know that contrast is created by changing elements, such as dynamics, tempo or instruments.
	Musical context	• To know that new musical styles are always developing, often inspired by existing styles (e.g. blues influencing popular music). • To know that advancements in musical technology can lead to new genres of music (e.g. EDM). • To know that music is shaped by historical and social influence (e.g. rap, samba).

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