

MUSIC KS1 - PARAGRAPH 1 - CONTROLLING SOUNDS

pupils should be taught how to	YEAR 1	YEAR 2
<p>Use voice expressively by</p> <ul style="list-style-type: none">? singing songs? speaking chants? speaking rhymes <p>Play instruments</p> <ul style="list-style-type: none">? untuned? tuned <p>Rehearse with others</p> <p>Perform with others</p>		

MUSIC KS1 - PARAGRAPH 2 - CREATING AND DEVELOPING MUSICAL IDEAS

pupils should be taught how to	YEAR 1	YEAR 2
<p>Create</p> <p>? musical patterns</p> <p>Compose</p> <p>? explore sounds and musical ideas</p> <p>? choose sounds and musical ideas</p> <p>? organise sounds and musical ideas</p>		

MUSIC KS1 - PARAGRAPH 3 - RESPONDING AND REVIEWING

pupils should be taught how to	YEAR 1	YEAR 2
<p>Explore and express ideas and feelings about music using</p> <ul style="list-style-type: none">? Movement? Dance? Expressive language? Musical language <p>Appraise</p> <p>improve own work</p>		

MUSIC KS1 - PARAGRAPH 4 - LISTENING AND APPLYING

pupils should be taught how to	YEAR 1	YEAR 2
<p>Listen with concentration</p> <ul style="list-style-type: none"> ? Internalise ? Recall sounds ? Increase aural memory <p>Identify how combined use of Elements can be used expressively in simple structures</p> <p>How sounds are made in different ways</p> <p>How sounds can be described using given and invented symbols</p> <p>How music is used for particular purposes</p>		

MUSIC KS1 - PARAGRAPH 5 - BREADTH OF STUDY

pupils should be taught through	YEAR 1	YEAR 2
<p>musical activities integrating P/C/A</p> <p>responding to</p> <ul style="list-style-type: none">? musical starting points? non-musical starting points <p>ways of working</p> <ul style="list-style-type: none">? individual? group? class <p>Access to live and recorded music</p> <ul style="list-style-type: none">? different times? different cultures		

MUSIC KS2 - PARAGRAPH 1 - CONTROLLING SOUNDS

pupils should be taught how to	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Sing</p> <ul style="list-style-type: none"> ? unison songs ? 2 Part songs <p>clear diction, pitch, phrase, musical expression</p> <p>play instruments</p> <ul style="list-style-type: none"> ? untuned ? tuned <p>with control and rhythmic accuracy</p> <p>Perform</p> <ul style="list-style-type: none"> ? practise ? rehearse ? present <p>performances with an awareness of the audience</p>				

MUSIC KS2 - PARAGRAPH 2 - CREATING AND DEVELOPING MUSICAL IDEAS

pupils should be taught how to	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Improvise</p> <p>? Develop rhythmic material when performing</p> <p>? Develop melodic material when performing</p> <p>Compose</p> <p>? Explore</p> <p>? Choose</p> <p>? Combine</p> <p>? Organise</p> <p>Musical ideas within musical structures</p>				

MUSIC KS2 - PARAGRAPH 3 - RESPONDING AND REVIEWING

pupils should be taught how to	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Listening</p> <ul style="list-style-type: none"> ? Analyse sounds ? compare sounds <p>explore and explain their ideas and feelings using</p> <ul style="list-style-type: none"> ? movement ? dance ? expressive language ? music vocabulary <p>appraise</p> <ul style="list-style-type: none"> ? improve own work in relation to intended effect <p>improve others' work in relation to intended effect</p>				

MUSIC KS2 - PARAGRAPH 4 - LISTENING AND APPLYING

pupils should be taught how to	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Listen with attention to detail</p> <ul style="list-style-type: none"> ? Internalise ? Recall sounds ? Increase aural memory <p>Identify how combined use of</p> <ul style="list-style-type: none"> ? Elements <p>Can be organised and used to communicate moods and effects</p> <p>Identify how music is</p> <ul style="list-style-type: none"> ? produced in different ways ? described through relevant notations ? invented notations <p>how time and place influence the way music is</p> <ul style="list-style-type: none"> ? created ? performed ? heard <p>Identify contextual influences affecting how music is</p> <ul style="list-style-type: none"> ? Created ? Performed ? heard 				

MUSIC KS2 - PARAGRAPH 5 - BREADTH OF STUDY

pupils should be taught through	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>musical activities integrating P/C/A</p> <p>responding to</p> <ul style="list-style-type: none"> ? musical starting points ? non-musical starting points ? <p>ways of working</p> <ul style="list-style-type: none"> ? individual ? group ? class ? <p>using ICT to</p> <ul style="list-style-type: none"> ? capture sounds ? change sounds ? combine sounds <p>Access to live and recorded music from</p> <ul style="list-style-type: none"> ? different times ? different cultures 				