



At Briary School, we believe that the role of the Arts is not just to promote creativity within each and every child; we recognise the power that music, art and drama can have in nurturing a child’s self-confidence, individuality and expression of their emotions.

By offering children a rich and diverse music curriculum, we know we will be developing children who have the perseverance to keep practicing their craft; kind and caring pupils who can work collaboratively with each other and are not afraid to take on new experiences with confidence in their own ability to try their best.

We are fortunate to have a specialist music teacher to teach and inspire our older children in playing specific instruments. Our children will have the opportunity to listen to and critique a wide range of music in music lessons, lessons in other subjects and assemblies. We are also lucky enough to have peripatetic music teachers offering a wide range of instruments to learn either individually or in small groups, and our choir have several opportunities a year to perform in front of an audience, including collaborating with other local schools.

Pupils at Briary will become confident musicians and singers and will enjoy listening to and evaluating a wide range of musical genres.

Skills	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	Sing action songs, nursery rhymes. Feel the beat. Sing songs fast/slow. Sing action songs staying silent for a particular action. Memorise simple songs.	Keep a steady beat whilst singing a simple song. Sing a song loudly and quietly. Sing songs with verse and chorus.	Echo games/patterns on two notes. Match the shape of a tune showing pitch.	Sing songs from memory with accurate pitch and in tune. Show control in voice and pronounce the words in a song clearly (diction).	Sing in tune, breathe well, pronounce words, change pitch and dynamics (volume).	Show control, phrasing and expression in singing. Hold part in a round (pitch/structure).	Sing or play from memory with confidence. Take turns to lead a group.
Playing	Explore sounds of instruments. Handle appropriately selected instruments with control. Exploration of sound sources /sort sounds. Explore different techniques for playing instruments. Introduce names of instruments and sounds they make.	Explore sound qualities of musical instruments. Play instruments starting and stopping with a conductor. Accompany a song with un-tuned instruments. Introduction to glockenspiel/xylophone and playing specific notes.	Explore a range of instruments in musical question and answer games. Control playing an instrument to keep a steady beat-rhythm. Learn to play the ocarina.	Play notes on instruments clearly and including steps/ leaps in pitch. Improvise (including call and response) within a group using 1 or 2 notes	Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture). Improvise within a group using more than 2 notes.	Improvise on own with increasing aural memory.	Play more complex instrumental parts. Improvise using 5 notes of the pentatonic scale.



<p>Listening</p>	<p>Recognition of sounds in the classroom. Recognise a friend's voice. Recognise and distinguish between sounds in the environment. Recognition of fast/slow/loud/quiet sounds and silence.</p>	<p>Recognise moods in music – happy/sad/fast/slow/loud/quiet Respond through movement to the mood/character of a piece of music.</p>	<p>Listen for steady beat in music and move accordingly. Listen to sound and copy accurately. Match same sounds.</p>	<p>Internalise the pulse in music. Know the difference between pulse and rhythm. Start to use musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure. Use these words to identify where music works well/ needs improving.</p>	<p>Know how pulse stays the same but rhythm changes in a piece of music. Listen to several layers of sound (texture) and talk about the effect on mood and feelings. Use more musical dimensions vocabulary to describe music– duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. Identify orchestral family timbres. Identify cyclic patterns.</p>	<p>Know how pulse, rhythm and pitch fit together. Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo). Use these words to identify strengths and weaknesses in own and others' music</p>	<p>Know how the other dimensions of music are sprinkled through songs and pieces of music. Use musical vocabulary confidently to describe music. Work out how harmonies are used and how drones and melodic ostinati (riffs) are used to accompany singing. Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions. Refine and improve own/ others' work</p>
<p>Composing</p>	<p>Children invent body sounds. Put sounds into families. Make a pattern with sounds. Explore sounds in school environment. Explore untuned percussion to represent familiar pictures.</p>	<p>Explore sounds in school environment- long/short/loud/quiet. Create sound picture. Sequence sounds to create pattern/composition. Describe/accompany a story/poem using musical sounds/patterns.</p>	<p>Explore pitched instruments in their composition.</p>	<p>Compose and perform melodies using two or three notes. Use sound to create abstract effects (including using ICT). Create/ improvise repeated patterns (ostinati) with a range of instruments. Effectively choose, order, combine and control sounds (texture/ structure).</p>	<p>Compose and perform melodies using three or four notes. Make creative use of the way sounds can be changed, organised and controlled (including ICT). Create accompaniments for tunes using drones or melodic ostinati (riffs). Create (dotted) rhythmic patterns with awareness of timbre and duration.</p>	<p>Compose and perform melodies using four or five notes. Use a variety of different musical devices including melody, rhythms and chords. Record own compositions. Create own songs (raps- structure). Identify where to place emphasis and accents in a song to create effects (duration).</p>	<p>Compose and perform melodies using five or more notes. Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea. Create music reflecting given intentions and record using standard notation. Use ICT to organise musical ideas (where appropriate).</p>



							(Combine all musical dimensions).
Performing	Copy teacher's patterns. Play rhythm games e.g. switch. Take on role of leader in variety of games. Clap their own pattern to each other/whole class. Perform songs as a whole class.	Perform as an individual in a group piece. Respond to hand signals for loud and quiet.	Accompany a song in performance.	Maintain a simple part within an ensemble.	Perform with control and awareness of what others are singing/ playing. Know that sense of occasion affects performance	Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it.	Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing. Compose and perform melodies using five or more notes.
Musical Notation	Children respond to visual symbols by starting and stopping.	Children decide on the symbols for sound in sound stories. Using symbols write down ideas as a pattern. Create and use symbols to show dynamics (loud/quiet).	Use different symbols for different instruments.	Use musical dimensions together to compose music. Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration). Play with a sound then-symbol approach. Use silence for effect and know symbol for a rest (duration).	Combine sounds expressively (all dimensions). Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests).	Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/structure). Read/ work out the musical staff (notes as Year 4).	Use increased aural memory to recall sounds accurately. Use knowledge of musical dimensions to know how to best combine them. Know and use standard musical notation to perform and record own music (adding dotted quavers). Use different venues and occasions to vary performances. (Combining all musical dimensions).