

Inspire Curriculum Synopses: Music



		Year 3	Year 4	Year 5	Year 6
Duration (Pulse & Rhythm)					
		<p>To be able to play the pulse on a percussion instrument.</p> <p>Develop the ability to internalise a steady pulse (e.g. "sing" short extracts "in your head")</p> <p>To be able to play a simple rhythm on a percussion instrument.</p> <p>Choose and maintain an appropriate pulse</p>	<p>To be able to maintain a simple rhythmic pattern vocally or on an instrument, keeping to the pulse.</p>	<p>To be able to maintain a complex rhythmic pattern vocally or on an instrument.</p>	<p>To be able to maintain ostinati vocally or on an instrument in a polyphonic texture Understand the difference between pulse and rhythm.</p>
Pitch					
		<p>To be able to memorise and perform an extended melody</p>	<p>To be able to maintain a simple melody vocally or on an instrument, keeping to the pulse.</p> <p>To recognise how pitch changes can be used to convey a character, story or image.</p>	<p>To be able to maintain a complex melody vocally or on an instrument</p> <p>Understand, recognise and describe how pitch changes can be used to convey a character, story or image.</p>	<p>To be able to maintain a complex melodic part in a 2-part texture</p>
Dynamics					
		<p>To be able to thoughtfully select appropriate dynamics to create a specific effect/mood/atmosphere</p>	<p>To begin to use the Italian symbols for dynamics in their own compositions</p>	<p>To confidently and appropriately make use of dynamics when composing and performing</p>	<p>To refine the use of dynamics in their own work</p> <p>To be able to describe the use of dynamics in others' work and suggest refinements</p>
Tempo					
		<p>To be able to thoughtfully select appropriate tempi to create a specific effect/mood/atmosphere</p>	<p>To begin to use the Italian symbols for tempi in their own compositions</p>	<p>To confidently and appropriately make use of tempi when composing and performing</p>	<p>To refine the use of tempi in their own work</p> <p>To be able to describe the use of tempi in others' work and suggest refinements</p>
Texture					
		<p>To experiment with layers of sound in their own compositions</p>	<p>Perform individually and in a multi-part texture</p> <p>Compose using more than one layer of sound</p>	<p>Combine several layers of sound with awareness of the combined effect</p>	<p>To be able to maintain a part within a polyphonic texture</p> <p>To know, understand and apply the terms ostinato, polyrhythmic, polyphonic and monophonic to</p>

Inspire Curriculum Synopses: Music (continued)



Timbre					
		<p>To recognise the different instrumental families when listening to a piece of live or recorded music</p> <p>Recognise how instruments can be used to create different moods and effects</p>	<p>To begin to recognise the individual instruments within a family</p> <p>To use instruments to create different moods and effects</p>	<p>To confidently and appropriately make use of different timbres when composing and performing</p>	<p>To accurately name common individual instruments when listening to a piece of music</p> <p>To refine the use of timbres in their own work</p> <p>To be able to describe the use of timbres in others' work and suggest refinements</p>
Structure					
		<p>To choose carefully and order sounds within simple structures</p>	<p>To compose and perform within specific structures (e.g. call and response, ternary form)</p>	<p>To compose and perform using a range of structures and identify these aurally</p>	<p>To compose by developing and organising ideas within musical structures</p>
Performing					
		<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Develop sensitivity in playing/singing (e.g. replicate block dynamics)</p> <p>Play a simple melodic pattern based on a couple of notes</p> <p>Maintain an independent part in a group or as a soloist when singing or playing for example rhythm, ostinato, drone, simple part-singing etc.</p>	<p>Play or sing a complicated melody and maintain it as part of a multi-layered ensemble piece</p> <p>Maintain an independent part in a group or as a soloist when singing or playing, for example when part singing, showing an awareness of how parts fit together.</p>	
Composing and Improvising					
		<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Create simple rhythmic patterns, melodies and accompaniments</p> <p>Create short improvisations, arrangements and compositions from a broad range of given or chosen musical and non-musical stimuli</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Improvise within given or chosen parameters (e.g. structures, using particular scales/notes etc.)</p>	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Improvise confidently vocally and with instruments from a range of given and chosen stimuli</p>

Inspire Curriculum Synopses: Music (continued)

Listening and Appraising					
		<p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Make improvements to their own work, commenting on intended effect</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Make improvements to their own work, commenting on intended effect using appropriate musical vocabulary</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Suggest improvements to their own and others' work, comment on how intentions have been achieved</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>To describe, compare and evaluate different kinds of music using appropriate vocabulary</p> <p>To know the elements of music and to be able to show understanding of these by applying appropriately when describing a piece of music</p>
Technology					
		Explore and develop use of Music Technology to capture, change and combine sounds.	To be able to use a simple device to record a performance	To be able to combine layers of sound using Music Technology software (e.g. Garage Band, Audacity)	To be able to edit and manipulate sounds using Music Technology software (e.g. Garage Band, Audacity)
Vocal Skills					
		<p>To develop an understanding of breathing, posture, phrasing, dynamics and accuracy of pitch</p> <p>To sing in tune with expression</p>	<p>Know how to improve tone production and diction (vocal techniques)</p> <p>To sing within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing</p>	<p>Play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression</p> <p>Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style</p>	
Notation					
		<p>To experience the use of staff notation when composing and performing</p> <p>To be able to recognise crotchet, quaver and minim rhythms</p> <p>To be able to read notation for and clap/tap a 4-beat pattern (e.g. from a flashcard)</p>	To understand how pitch is represented on a staff	To be able to follow a notated melody line as an aid to vocal performance	To develop use of notation with increasing confidence