



Wordsworth Music Curriculum

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding	Pupils understand that different instruments are used to provide different sounds, and for different effects. They can say what music makes them think of and respond to it physically.		Pupils understand the ways that sounds can be combined and used expressively. They recognise how the different musical elements are combined and make improvements to their work, commenting on the intended effect		Pupils understand the overall effect of playing with others. They can understand, explain and compile ideas when performing. Ideas are refined by listening and musical preferences or changes in the composition or performance can be justified.	
Singing	S1a: Join in with group singing, building a repertoire of songs. S1b: Use chants and rhymes to build rhythmic capability.	S2a: Sing unison songs with control and simple rounds with an awareness of how the part should fit S2b: Sing with increasing awareness of pitch, demonstrating the shape of the melody	S3a: Maintain parts with support in songs, rounds and part songs S3b: Confidently sing a variety of songs from different genres with accuracy of pitch	S4a: Maintain part in more difficult songs/part songs S4b: Confidently and fluently sing in tune with clear diction, breath control and tone,	S5a: Sing part songs and simple harmony lines with an awareness of how the part fits with others S5b: Sing with increasing understanding of expression	S6a: Sing more complex songs including simple harmony parts S6b: Pupils sing with confidence and expression
Playing	P1a: Can hold and play a range of percussion instruments P1b: Play tuned and untuned instruments experimenting with sounds, timbre and melody P1c: Perform using simple graphic notation	P2a: Can play simple patterns on tuned percussion instruments with increasing control P2b: Play tuned and untuned instruments with a sense of tempo and dynamics P2c: Perform using graphic scores and other simple notations	P3a: Pupils can perform confidently, both on their own and as part of a group, with an understanding of how their part fits with others P3b: Understand the effect of rhythm, pitch and dynamics P3c: Pupils can perform from basic notation, reading rhythms confidently	P4a: Pupils can play using a range of tuned and untuned percussion, showing good rhythmic and melodic control P4b: Demonstrate correct techniques when playing melodic and rhythmic patterns with expression P4c: Pupils can read rhythm notation, with a growing awareness of pitch notation.	P5a: Confidently perform a piece of music as a group, using a range of different instruments, including those learnt outside the classroom. P5b: Performances show a clear awareness of expression and balance P5c: Pupils can read and perform from a range of different notations.	P6a: Maintain own part where appropriate within a group performance. P6b: Pupils can play confidently demonstrating musical quality eg clear starts and ends, phrases, technical accuracy. P6c: Pupils can read and perform from a range of different notations
Improvising	I1: Experiment with tuned and untuned instruments	I2: Experiment with tuned and untuned instruments, improvising with a theme in mind.	I3: Experiment with tuned and untuned instruments, improvising using rhythms and melody	I4: Create and refine musical improvisations using more complex rhythms and melody	I5: Create and refine musical improvisations with awareness of musical structure	I6: Create and refine melodic and rhythmic improvisations showing an awareness of different styles and genres

Composing	<p>C1a: Create and choose sounds in response to given starting points C1b: Create simple representations and short pieces using tuned and untuned percussion. C1c: Use simple symbols to represent sounds</p>	<p>C2a: Create short sequences of sound in response to given starting points C2b: Create simple soundscapes for intended effect C2c: Use simple symbols to represent sounds</p>	<p>C3a: Communicate thoughts, ideas and feelings through simple musical compositions C3b: Create layered compositions and soundscapes using simple rhythmic patterns and melodies C3c: Use musical symbols and notation to record and create compositions</p>	<p>C4a: Create melodic and rhythmic patterns, melodies using voice, instruments and technology C4b: Create layers of sound within musical structures, showing an understanding of how sounds fit together C4c: Use musical symbols and notation to record and create compositions</p>	<p>C5a: Create music which demonstrates an understanding of structure C5b: Select, discuss and refine creative choices C5c: Use different notations to record and create</p>	<p>C6a: Explore, select, combine and manipulate a range of different sounds, including technological to create stylised compositions. C6b: Compose rhythmic and melodic ideas within clear structures C6c: Use different kinds of notations to record and create</p>
Listening	<p>L1a: Listens to a range of live and recorded pieces identifying key instruments. L1b: Identify changes in music and respond with movement L1c: Listens to own performances providing simple constructive comments.</p>	<p>L2a: Listen to a range of high-quality live and recorded music identifying changes in pitch and tempo, leading to understanding the effect of these changes on the piece itself. L2b: Listen to their own compositions and that of others and suggests improvements</p>	<p>L3a: Listen and respond to own and others work offering and accepting feedback and suggestions. L3b: Listen to a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to it eg: what sounds can they hear and what effect do they create.</p>	<p>L4a: Aurally identify, recognise and respond to standard and invented composition. L4b: Offer comments from own and others work and ways to improve, accept feedback and suggestions from others. L4c: When listening to a range of live and recorded music they respond eg: what sounds can they hear and why did the composer use this effect.</p>	<p>L5a: Critique own and others' work offering specific comments, eg explaining the effects of different musical elements and justify opinions L5b: Listen to a range of live and recorded music from different traditions, genres, styles and times, comparing types of music and expressing preference.</p>	<p>L6a: Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, comparing different versions of the same song or musical piece. L6b: Critique own and others' work, offering specific comments and justifying these.</p>