

# Key Stage 1 Year 1 – Guidance



Get Set 4  
Education

## Singing

- Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in: **Senses, Superheroes, Dinosaurs, Carnival of the Animals, Fantasy and Adventure, At the Seaside**
- Begin with simple songs with a very small range, mi-so and then slightly wider. Include pentatonic songs: **Senses, Superpowers, Dinosaurs, Carnival of the Animals, Fantasy and Adventure, At the Seaside**
- Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy: **Dinosaurs, Carnival of the Animals, Fantasy and Adventure, At the Seaside, Senses**



## Listening

- The teaching of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing: **Senses, Superheroes, Dinosaurs, Carnival of the Animals, Fantasy and Adventure, At the Seaside**
- Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups, or provided by other Music Education Hubs partners, which may include local or national ensembles.



## Composing

- Improvise simple vocal chants, using question and answer phrases: **Fantasy and Adventure, At the Seaside, Carnival of the Animals**
- Create musical sound effects and short sequences of sounds in response to stimuli. Combine to make a story, choosing and playing classroom instruments: **Superheroes, Dinosaurs, Carnival of the Animals, Fantasy and Adventure, At the Seaside**
- Understand the difference between creating a rhythm pattern and a pitch pattern: **Fantasy and Adventure, Senses, At the Seaside, Carnival of the Animals, Superheroes**
- Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns: **Senses, Carnival of the Animals, Fantasy and Adventure**
- Use music technology, if available, to capture, change and combine sounds.
- Recognise how graphic notation can represent created sounds. Explore and invent own symbols: **Senses, Dinosaurs, Superheroes, At the Seaside, Carnival of the Animals**



# Key Stage 1 Year 1 – Guidance

## Musicianship

### Pulse/Beat

- Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes: **Dinosaurs, Carnival of the Animals, At the Seaside**
- Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat: **Carnival of the Animals, Fantasy and Adventure, At the Seaside**
- Respond to the pulse in recorded/live music through movement and dance: **Senses, Dinosaurs, Carnival of the Animals, At the Seaside**

### Rhythm

- Perform short copycat rhythm patterns accurately, led by the teacher: **Senses, Carnival of the Animals, Fantasy and Adventure, At the Seaside, Superheroes**
- Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat: **Senses, Carnival of the Animals, At the Seaside**
- Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns: **Senses, Fantasy and Adventure, Superheroes, At the Seaside**

### Pitch

- Listen to sounds in the local school environment, comparing high and low sounds: **Senses, At the Seaside, Superheroes**
- Sing familiar songs in both low and high voices and talk about the difference in sound: **Carnival of the Animals, Superheroes**
- Explore percussion sounds to enhance storytelling: **Superheroes, Dinosaurs, Carnival of the Animals, Fantasy and Adventure, At the Seaside**
- Follow pictures and symbols to guide singing and playing: **Senses, Dinosaurs, At the Seaside, Superheroes, Carnival of the Animals**



# Key Stage 1 Year 2 – Guidance

## Singing

- Sing songs regularly with a pitch range of do-so with increasing vocal control: **Folksongs, Jupiter, Toys, Four Seasons, GFOL, Oceans**
- Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately: **Folksongs, Four Seasons Oceans, GFOL**
- Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause):  
**Folksongs, Jupiter, Toys, Four Seasons, GFOL**



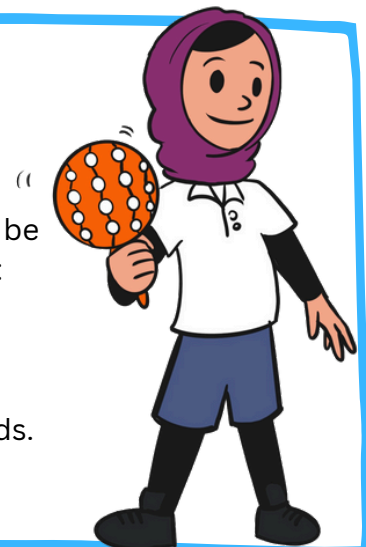
## Listening

- The teaching and learning of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing: **Folksongs, Jupiter, Toys, Four Seasons, GFOL**
- Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups, or performances provided by other Music Education Hubs partners, which may include local or national ensembles.



## Composing

- Create music in response to a non-musical stimulus: **Toys, Four Seasons, Jupiter, GFOL**
- Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation: **Four Seasons, Oceans, Toys, Folksongs**
- Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces: **Toys, Four Seasons, GFOL, Oceans**
- Use music technology, if available, to capture, change and combine sounds.



# Key Stage 1 Year 2 – Guidance

## Musicianship

### Pulse/Beat

- Understand that the speed of the beat can change, creating a faster or slower pace (tempo): **Jupiter, Folksongs, Toys, Folksongs, Oceans**
- Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.: **Jupiter, Toys, Four Seasons, GFOL, Folksongs**
- Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others: **Jupiter, Folksongs**
- Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats: **GFOL, Folksongs, Four Seasons, Toys**
- Identify the beat groupings in familiar music that they sing regularly and listen to: **GFOL, Folksongs**

### Rhythm

- Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion: **Four Seasons, GFOL, Oceans, Toys**
- Create rhythms using word phrases as a starting point: **Four Seasons, GFOL, Oceans, Toys**
- Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests: **Four Seasons, GFOL, Oceans**
- Create and perform their own chanted rhythm patterns with the same stick notation: **Four Seasons, Oceans, GFOL**

### Pitch

- Play a range of singing games based on the cuckoo interval (so-mi) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track: **Four Seasons, GFOL, Toys**
- Sing short phrases independently within a singing game or short song: **Toys, Four Seasons, GFOL**
- Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low): **Folksongs, Jupiter, Four Seasons, Toys**
- Recognise dot notation and match it to 3-note tunes played on tuned percussion: **Toys**



# Key Stage 2 Year 3 – Guidance



Get Set 4  
Education

## Singing

- Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so, tunefully and with expression. Perform forte and piano, loud and soft. **Greek Myths, Stone Age, Castles, In the Garden**
- Perform actions confidently and in time to a range of action songs. Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. **Greek Myths, Stone Age, Castles, In the Garden, Volcanoes**
- Perform as a choir in school assemblies.



## Listening



- The teaching and learning of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. **Greek Myths, Castles, In the Garden, Volcanoes, Mayans**
- Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups, or provided by other Music Education Hubs partners, which may include local or national ensembles.

## Composing

### Improvise

- Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. **Greek Myths, Stone Age Castles, In the Garden, Mayans**
- Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources. **Greek Myths, In the Garden, Castles, Volcanoes, Mayans**





# Key Stage 2 Year 3 – Guidance

## Compose

- Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes. **Greek Myths, Castles, In the Garden, Mayans**
- Compose song accompaniments on untuned percussion using known rhythms and note values. **Greek Myths, Stone Age**

## Performing

- Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets). **Castles, In the Garden, Mayans**
- Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C–D–E/do–re–mi. **In the Garden**
- Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases. **Castles, In the Garden**

## Reading Notation

- Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. **Greek Myths, Stone Age, Castles, In the Garden, Mayans**
- Introduce and understand the differences between crotchets and paired quavers. **Stone Age, Castles, In the Garden, Mayans**
- Apply word chants to rhythms, understanding how to link each syllable to one musical note. **Stone Age, Castles, In the Garden, Mayans**



# Key Stage 2 Year 4 – Guidance



Get Set 4  
Education

## Singing

- Continue to sing a broad range of unison songs with the range of an octave (do-do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). **Ancient China, Jazz, Samba, Words, Words, Words,**
- Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. **Samba, Minimalism**
- Perform a range of songs in school assemblies.



## Listening

- The teaching of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. **Ancient China, Jazz, Samba, Words, Words, Words, Minimalism, Rivers**
- Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups, or provided by other Music Education Hubs partners, which may include local or national ensembles.



## Composing

### Improvise

- Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). **Ancient China, Jazz, Rivers**
- Begin to make compositional decisions about the overall structure of improvisations. **Ancient China, Jazz, Rivers** Continue this process in the composition tasks below.

### Compose

- Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. **Ancient China, Jazz, Minimalism**
- Sing and play these phrases as self-standing compositions. **Ancient China, Jazz, Minimalism**
- Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. **Jazz**



# Key Stage 2 Year 4 – Guidance

- Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. **Ancient China, Jazz, Samba, Words, Words, Words, Rivers, Minimalism**
- Introduce major and minor chords. **Rivers, Words, Words, Words**
- Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work. **Ancient China, Samba, Words, Words, Words**
- Capture and record creative ideas using any of: **Ancient China, Jazz, Samba, Words, Words, Words, Minimalism, Rivers**
  - o graphic symbols
  - o rhythm notation and time signatures
  - o staff notation
  - o technology.

## Performing

### Instrumental Performance

- Develop facility in the basic skills of a selected musical instrument over a sustained learning period. This can be achieved through working closely with your local Music Education Hub who can provide whole-class instrumental teaching programmes.
- Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups. **Ancient China, Jazz, Minimalism, Rivers**
- Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. **Samba, Minimalism, Rivers**
- Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A). **Ancient China, Jazz, Minimalism, Rivers**

### Reading Notation

- Introduce and understand the differences between minims, crotchets, paired quavers and rests. **Ancient China, Jazz, Samba, Minimalism**
- Read and perform pitch notation within a defined range (e.g. C–G/do–so). **Ancient China, Jazz, Minimalism**
- Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. **Samba, Minimalism**





# Key Stage 2 Year 5 – Guidance



Get Set 4  
Education

## Singing

- Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. **Africa, Vikings, Rock and Roll, Animal Kingdom**
- Sing three-part rounds, partner songs, and songs with a verse and a chorus. **Africa, Vikings, Rock and Roll, Animal Kingdom**
- Perform a range of songs in school assemblies and in school performance opportunities.



## Listening

- The teaching of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. **Africa, Vikings, Planets, Rock and Roll, Melodies of Divinity, Animal Kingdom**
- Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups, or provided by other Music Education Hubs partners, which may include local or national ensembles.



## Composing

### Improvise

- Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. **Vikings, Melodies of Divinity, Rock and Roll**
- Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in the composition tasks below. **Animal Kingdom, Vikings, Rock and Roll, Melodies of Divinity**



# Key Stage 2 Year 5 – Guidance

## Compose

- Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.
  - Planets**
- Working in pairs, compose a short ternary piece. **Vikings, Planets, Melodies of Divinity**
- Use chords to compose music to evoke a specific atmosphere, mood or environment. **Animal Kingdom, Planets**
- Capture and record creative ideas using any of: **Africa, Vikings, Planets, Rock and Roll, Melodies of Divinity, Animal Kingdom**
  - o graphic symbols
  - o rhythm notation and time signatures
  - o staff notation
  - o technology.

## Performing

### Instrumental Performance

- Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance.
  - Vikings, Planets, Rock and Roll, Animal Kingdom, Melodies of Divinity**
- Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs. **Animal Kingdom, Rock and Roll**
- Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.
- Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.

### Reading Notation

- Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. **Africa, Vikings, Planets, Rock and Roll, Animal Kingdom**
- Understand the differences between 2/4, 3/4 and 4/4 time signatures. **Animal Kingdom, Planets**
- Read and perform pitch notation within an octave (e.g. C–C'/do–do). **Planets, Rock and Roll, Melodies of Divinity, Animal Kingdom**
- Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. **Vikings**



# Key Stage 2 Year 6 – Guidance



Get Set 4  
Education

## Singing

- Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. **Reggae, WW2, Electricity**
- Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence. **Reggae, WW2**
- Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.



## Listening

- The teaching and learning of music is enriched by developing pupils' knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. **Electricity, WW2, Reggae, Celebrations, Arctic, Bandlab, Garageband**
- Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups, or provided by other Music Education Hubs partners, which may include local or national ensembles.



## Composing

### Improvise

Extend improvisation skills through working in small groups to:

- Create music with multiple sections that include repetition and contrast. **Arctic, Garageband, Bandlab**
- Use chord changes as part of an improvised sequence. **Garageband**
- Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. **Celebrations, Bandlab**



# Key Stage 2 Year 6 – Guidance

## Compose

- Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. **Arctic, Garageband, WW2, Celebrations**
- Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. **Arctic, Garageband**
- Either of these melodies can be enhanced with rhythmic or chordal accompaniment. **Arctic, Garageband, WW2, Celebrations, Bandlab (compose jingles)**
- Compose a ternary piece; **Arctic WW2, Garageband, Bandlab (set structure)**: use available music software/apps to create and record it, discussing how musical contrasts are achieved. **Garageband, Bandlab**

## Performing

### Instrumental Performance

- Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet. **Arctic, WW2, Celebrations**
- Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard. **Arctic, Garageband, WW2, Celebrations, Reggae, Bandlab (share work with multiple layers)**
- Engage with others through ensemble playing with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line. **Reggae, Arctic, WW2, Celebrations**

### Reading Notation

- Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. **Electricity, Arctic, Garageband, WW2, Celebrations, Reggae**
- Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do). **Arctic, Garageband, WW2, Celebrations, Reggae, Bandlab**
- Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. **Electricity, Celebrations**
- Read and play from notation a four-bar phrase, confidently identifying note names and durations. **Electricity, WW2, Celebrations**

