

Music Masters

Curriculum Framework



Guidance for Flagship Schools

We want schools to be well-informed about our curriculum and confident to play their part in supporting its delivery. This resource has been created to provide schools with:

- The Curriculum Framework for musicianship and instrumental learning from Reception to Y6, including how this relates to the EYFS statutory framework and the National Curriculum for Music in KS1 and 2;
- Resources for Schools to help class teachers and teaching assistants be involved in the Schools Programme.

The Curriculum Framework

What is the Curriculum Framework?

The Music Masters Curriculum Framework supports the teaching of the Music Masters Schools Programme by providing a foundation for progression in musical learning. Music Masters teachers will use this as a basis for planning musicianship and instrumental lessons that are tailored to meet the needs of individual students and cohorts in each Flagship School.

The Curriculum Framework is more about standardising skills development than standardising approach. Music Masters teachers bring a wealth of individual expertise and creativity to their role, and this resource celebrates that by giving teachers the freedom to choose their own approaches to teaching the skills.

Although the framework sets out skills by year group, Music Masters teachers will continue to use their own professional judgement about at what stage students are ready for new skills to be introduced. This includes determining the best approach and timescale for starting instrumental learning in KS1.

The Musicianship Frameworks

The aim of musicianship teaching is to enable all students to develop as musicians. This involves not only developing skills that are directly relevant to instrumental learning, such as aural, rhythmic and notation skills, but also developing broader musical skills, such as singing, improvisation and composition.

The Reception Musicianship Framework outlines the development of musical skills through weekly musicianship sessions that explore song, rhythm, rhyme and movement. These sessions prepare students for beginning to learn an instrument in Year 1.

Musicianship teaching in KS2 enables all students to continue to develop as musicians, regardless of whether students are continuing to learn a string instrument, investing in them a lifelong love of music and preparing them to engage in music beyond primary school in whatever way they choose.

Musicianship teaching covers all requirements for National Curriculum music, including supporting those students who do not continue with their string instrument to experience instrumental learning on classroom percussion instruments. Its delivery by expert musicians, strong focus on the development of musical skills, and links to the wider Music Masters Schools Programme mean that every child has an enhanced experience of music at primary school.

Appendix 1: [Reception Musicianship Framework Learning Objectives](#)

Appendix 2: [KS2 Musicianship Framework Learning Objectives](#)

The Violin and Cello Frameworks

Violin and Cello Frameworks for Years 1 to 6 map out the development of instrumental skills across the primary age range, as well as supporting the wider development of musicianship skills.

Appendix 3: [Y1-6 Violin Framework Learning Objectives](#)

Appendix 4: [Y1-6 Cello Framework Learning Objectives](#)

Resources for Schools

These resources have been designed to help class teachers and teaching assistants be involved in the Schools Programme.

- [How can KS2 class teachers and teaching assistants support in musicianship lessons taught by the Music Masters teacher?](#)
- [How can KS2 class teachers and teaching assistants support outside of Music Masters musicianship lessons?](#)
- [How can KS1 class teachers and teaching assistants support instrumental learners outside of lessons?](#)

How can class teachers and teaching assistants support in musicianship lessons taught by the Music Masters teacher?

Be present in the lesson each week to learn alongside your students.

Join in! Seeing you engaging in musical activities sends a strong message to students that music is important.

Mention any links that arise between music and other curriculum areas (e.g. if you are learning a song from a country you've been learning about in class).

Make video or audio recordings of any songs/activities that you could perhaps revisit yourself in class time.

Support students' engagement in lessons by praising those who are doing well or trying hard.

Implement the class's normal system for rewards during music lessons.

Share any particular class routines that may be useful to the Music Masters teacher, e.g. how the class lines up, how you manage transitions between activities, etc.

Share any relevant information about SEND, behaviour etc with the Music Masters teacher. Although it is very helpful to know this in September, ongoing communication throughout the year is really valuable too.

If you are unsure how you can support the learning any point, just ask the Music Masters teacher. They will be more than happy to find ways for you to be involved and will really value your input.

How can class teachers and teaching assistants support outside of Music Masters musicianship lessons?

To achieve the aim of all students receiving one hour per week of music (for which both the Model Music Curriculum and the National Plan for Music Education advocate), in some Flagship Schools the class teachers deliver additional music outside of the Music Masters musicianship lessons.

Levels of confidence in teaching music can vary among class teachers, and some teachers may worry that they are unable to replicate what the Music Masters teacher does. But it is important to note that we do not expect class teachers to replicate what the Music Masters teacher does. We recognise that both parties bring different expertise to the process – highly developed musical skills in the case of the Music Masters teacher, and highly developed teaching skills in the case of the class teacher. Class teachers do not need to be music experts, because they are teaching experts, and with the right tools they can lead really effective musical learning.

The key to supporting class teachers in delivering music is having the development of skills at the heart of the lesson plan, so that class teachers can clearly understand the purpose of each activity and the learning they are trying to achieve. As such, templates have been created for musicianship teachers to provide additional planning for class teachers to work from outside of the Music Masters lessons, with two options depending on how the timetable operates in each school:

- A Lesson Plan template for planning an entire lesson (starter, main activities, plenary)
- An Activity Bank template for planning short activities that class teachers can dip into when they have gaps in the day, e.g. if assembly finishes early, or if they are waiting for the hall to be free

Music Masters Flagship Schools Programme

Musicianship: Lesson Plan



School	
Year Group	
Term	
Week	

Learning objectives (from the Music Masters Curriculum Framework)

Activities		Links to resources
Starter		
Main		
Plenary		

Music Masters Flagship Schools Programme

Musicianship: Activity Bank



School	
Year Group	
Term	

Name of activity:		Time needed:	
Learning objective	Description	Resources	

Name of activity:		Time needed:	
Learning objective	Description	Resources	

Name of activity:		Time needed:	
Learning objective	Description	Resources	

Name of activity:		Time needed:	
Learning objective	Description	Resources	

How can KS1 class teachers and teaching assistants support instrumental learners outside of lessons?

Although class teachers and teaching assistants are not present in KS1 instrumental lessons, they can still support their students' musical learning outside of the lesson by discussing their achievements and celebrating their successes. The prompts below provide starting points for conversations. This might be approached as a whole class when filling time between transitions, or one-to-one conversations. Either way, showing students that you have an interest in their musical learning is extremely powerful.

KS1 Violin Talking Points

Year 1 Violin

Ask your students...

- To name the parts of the violin (perhaps looking at a photo online)
- To name the strings on the violin (G, D, A and E) and show you the action for each string (hands on lap (G), tummy (D), face (A), head (E))
- To show you their bow holds (can be done with a pencil!)
- To clap some of the rhythms they have learnt
- To sing some of the songs they have sung

Year 2 Violin

Ask your students...

- To teach you the finger numbers
- Which strings they have used the fingers on
- Which strings they have used the bow on
- To clap some of the rhythms they have learnt
- To sing some of the songs they have sung
- What pieces they have enjoyed playing

KS1 Cello Talking Points

Year 1 Cello

Ask your students...

- To name the parts of the cello (perhaps looking at a photo online)
- To name the strings on the cello (C, G, D, and A) and show you the action for each string (hands on feet (C), lap (G), shoulders (D), head (A))
- To show you their bow holds (can be done with a pencil!)
- To clap some of the rhythms they have learnt
- To sing some of the songs they have sung

Year 2 Cello

Ask your students...

- To teach you the finger numbers
- Which strings they have used the fingers on
- Which strings they have used the bow on
- To clap some of the rhythms they have learnt
- To sing some of the songs they have sung
- What pieces they have enjoyed playing

Appendices

Reception Musicianship

This gives an overview of what students will learn in Reception musicianship lessons together with how this covers the EYFS Statutory Framework areas of learning and development.

Music is taught in the Early Years through song, rhythm, rhyme and movement. Weekly musicianship sessions prepare students for beginning to learn an instrument in Year 1.

The learning here is not set out term by term, giving the Music Masters teacher flexibility to progress at a rate appropriate to each cohort.

	Throughout the year	EYFS Statutory Framework						
		Communication and language	Physical Development	Personal, social and emotional development	Literacy	Mathematics	Understanding the world	Expressive arts and design
Singing	🎵 Join in with simple songs, chants and rhymes	✓	✓	✓	✓		✓	✓
	🎵 Use different voice types including speaking, whispering, loud (but not shouting) and thinking voices	✓	✓	✓				✓
	🎵 Find and develop their singing voice	✓	✓	✓				✓
	🎵 Sing songs using the pentatonic scale built using the following progression: so-mi/la-so-mi/mi-re-do, only moving on to the next pattern when students can sing in tune with a good tone quality	✓		✓	✓	✓		✓
	🎵 Sing simple echo songs led by the teacher	✓		✓	✓		✓	✓
	🎵 Develop a bank of songs that they can sing from memory, often through understanding and recognising repeating patterns	✓		✓	✓	✓	✓	✓
	🎵 Understand the importance of warming up their voice and being aware of their bodies when singing and making music		✓	✓				✓
	🎵 Listen to and match (vocally) a pitch sung or played by somebody else			✓				✓
Playing	🎵 Recognise and play a range of pitched and unpitched instruments from around the world (subject to resources in each school), encouraging fine motor skills and coordination and exploring sound	✓	✓	✓			✓	✓

	 Perform or play as a team or in small groups, using eye contact and aural cues to guide and being aware of their space, balance and coordination	✓	✓	✓			✓	✓
	 Become confident in volunteering for a solo, or suggesting a song, game or activity	✓		✓				✓
Musical terminology and understanding	 Recognise note values including ta (crotchet) and ti-ti (quavers) and sh (crotchet rest), and understand how they fit within a bar of music	✓		✓	✓	✓		✓
	 Use body sol-fa for so-mi, la-so-mi and mi-re-do patterns	✓		✓				✓
	 Influence the dynamic range of a song or piece to make it louder or softer, often using verbal and/or physical instructions to indicate dynamic change to another student/the group	✓	✓	✓				✓
	 Manipulate a song or played piece of music to make it faster or slower, often using verbal and/or physical instructions to indicate tempo change to another student/the group	✓	✓	✓				✓
	 Understand the concept of simple phrasing through walking and movement		✓	✓				✓
Rhythm and pulse	 Respond physically in time and with rhythm to played or recorded music		✓	✓				✓
	 Understand the concept of pulse and maintain a pulse during spoken, sung and played musical activities, using their whole body and instruments		✓	✓		✓		✓
	 Recognise and recreate the Suzuki Twinkle Rhythms (Everybody down up, run pony run pony, fatter than a caterpillar) when played on an instrument or clapped	✓	✓	✓	✓			✓
Improvising and composing	 Improvise sung responses to a sung question or compose new words within a song	✓		✓	✓			✓
	 Improvise simple rhythms with voice, on the body or on instruments		✓	✓	✓			✓
	 Understand, manipulate and create simple pictorial rhythmic scores			✓		✓		✓
Listening and reflecting	 Respond to sung and spoken instructions vocally or physically	✓	✓	✓				✓

	🎵 Develop active listening skills and patience by listening to recorded and performed pieces of music, or listening to other students singing or playing			✓			✓	✓
	🎵 Respond to music freely through dance or movement or through song or play		✓	✓			✓	✓
	🎵 Recognise repeated sounds and sound patterns			✓		✓		✓
	🎵 Distinguish between high and low, loud and soft, and fast and slow			✓				✓
	🎵 Explore and share their ideas, thoughts, feelings and emotions on music.	✓		✓	✓		✓	✓

Social, Moral, Spiritual and Cultural Development

As well as developing the musical skills outlined above, students will also:

- Be introduced to genres of music from around the world, learning about the music's context and the people who may have written, performed and used this music
- Increase their sense of leadership and responsibility and build confidence through taking the role of the leader in simple songs and games

Year 3 Musicianship

This gives an overview of what students will learn in Year 3 musicianship lessons together with how this covers the National Curriculum subject content for music at KS2.

Prior learning: The Year 3 Musicianship Framework builds on the instrumental programme at KS1. It provides opportunity for all Year 3 students to develop their musical skills, regardless of whether they continue to play a string instrument. Familiar teaching strategies such as sol-fa and rhythmic notation are continued as students further develop their skills in singing, playing classroom percussion instruments, improvising and composing, with links made to the instrumental programme to support those who are continuing on that path.

	Autumn Term	Spring Term	Summer Term	KS2 National Curriculum
Singing	 Sing songs in unison and 2 or 3 parts, such as canons, partner songs and countermelodies, developing an awareness of how different parts fit together	 Continue to sing with good posture that promotes breath control, developing stamina over longer phrases  Sing with expression, conveying the overall mood of the song	 Sing songs in major and minor keys with a range of up to an octave, with accurate tuning and an even tone quality throughout an increasing range  Sing songs with gradual changes of dynamics, maintaining a good tone quality	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Playing	 Use instruments to accompany their singing  Copy back longer rhythmic and melodic patterns (with a wider range of notes) performed by the teacher or another student	 Copy back longer rhythmic and melodic patterns (with a wider range of notes) performed by the teacher or another student  Play simple melodic patterns on tuned percussion using a limited range of notes  Use instruments to accompany their singing	 Play a variety of classroom percussion instruments, both tuned and untuned, developing control and quality of sound  Play with others in unison and in simple parts, keeping in time  Perform with expression, beginning to identify the mood of pieces and convey this in their playing  Perform with a sense of occasion, developing confidence as a performer	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

			 Develop confidence in performing in school assemblies or concerts	
Musical terminology and understanding	 Perform rhythmic patterns from notation (including crotchets, quavers, semiquavers, crotchet rests, minims, and dotted crotchets)	 Perform rhythmic patterns from notation (including crotchets, quavers, semiquavers, crotchet rests, minims, and dotted crotchets)  Perform simple melodies from staff notation on tuned percussion	 Perform simple melodies from staff notation on tuned percussion	Use and understand staff and other musical notations
Rhythm and pulse	 Perform rhythms on untuned percussion instruments or body percussion, keeping in time with a pulse	 Perform rhythms on untuned percussion instruments or body percussion, keeping in time with a pulse	 Perform rhythms on untuned percussion instruments or body percussion, keeping in time with a pulse	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Improvising and composing	 Improvise within a given structure (e.g. a section within one of their pieces/songs) using a given scale/set of notes/rhythmic device  Compose longer melodies using familiar rhythms and notes	 Improvise within a given structure (e.g. a section within one of their pieces/songs) using a given scale/set of notes/rhythmic device	 Compose longer melodies using familiar rhythms and notes  Explore structure in their compositions through repetition and contrast	Improvise and compose music for a range of purposes using the inter-related dimensions of music
Listening and reflecting	 Actively listen to a variety of music from different genres and	 Actively listen to a variety of music from different genres and	 Actively listen to a variety of music from different genres and	Listen with attention to detail and recall sounds

	traditions, including a diverse range of composers and performers  Identify and answer questions about the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary  Reflect on their playing and singing and begin to identify how to improve aspects of their performance	traditions, including a diverse range of composers and performers  Identify the structure of music they hear (e.g. repeated sections)	traditions, including a diverse range of composers and performers  Recognise the tonality of a piece as either major or minor  Reflect on their playing and singing and begin to identify how to improve aspects of their performance	with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.
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Social, Moral, Spiritual and Cultural Development

As well as developing the musical skills outlined above, students will also:

- Handle instruments safely and respectfully
- Perform within the local community
- Work together as a team with their peers, showing support and consideration
- Continue to purposefully engage with music outside of school where possible, e.g. by singing, or listening to music
- Build confidence and responsibility through leading an activity or performance without the teacher playing
- Learn effectively with teachers and peers in music lessons
- Maintain a respectful relationship with their music teachers
- Develop respect and understanding of other cultures and traditions through music
- Perceive music as an important part of their life in and out of school

Year 4 Musicianship

This gives an overview of what students will learn in Year 4 musicianship lessons together with how this covers the National Curriculum subject content for music at KS2.

Prior learning: The Year 4 Musicianship Framework builds on all previous years of the programme and enables all students to continue to develop as musicians. Skills in singing, playing classroom percussion instruments, improvising and composing continue to be developed, with links made to the instrumental programme to support those who are on that path.

	Autumn Term	Spring Term	Summer Term	KS2 National Curriculum
Singing	🎵 Sing songs with a wider range of dynamics, maintaining a good tone quality 🎵 Continue to sing with good posture that promotes breath control, developing stamina over longer pieces 🎵 Sing with expression, conveying the meaning of the words	🎵 Sing songs in a variety of keys with a range of an octave or more, with accurate tuning and an even tone quality throughout an increasing range 🎵 Develop control of diction, paying particular attention to the endings of words 🎵 Sing with expression, conveying the meaning of the words	🎵 Sing songs in unison and 2 or 3 parts, such as canons, partner songs and simple harmonies, demonstrating an awareness of balance	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Playing	🎵 Play a variety of classroom percussion instruments, both tuned and untuned, further developing control and quality of sound 🎵 🎸 Play pieces in multiple parts, listening to and responding to others 🎵 🎸 Perform with a sense of occasion, developing confidence as a performer	🎵 Play in a mixed ensemble of classroom percussion instruments and string instruments 🎵 Play melodic patterns on tuned percussion using a wider range of notes	🎵 🎸 Copy back melodic patterns based on known scales performed by the teacher or another student 🎵 🎸 Perform with expression, starting to develop their own interpretations of repertoire by following guidance from their teacher and making some decisions about tempo, dynamics, phrasing etc.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Musical terminology and understanding	 Develop fluency in reading rhythmic patterns from notation using crotchets, quavers, semiquavers, crotchet rests, minims, and dotted crotchets	 Perform melodies of up to a fifth from staff notation on tuned percussion	 Develop fluency in reading rhythmic patterns from notation using crotchets, quavers, semiquavers, crotchet rests, minims, and dotted crotchets	Use and understand staff and other musical notations
Rhythm and pulse	 Perform and layer rhythms on untuned percussion instruments or body percussion, keeping in time	 Perform and layer rhythms on untuned percussion instruments or body percussion, keeping in time	 Perform and layer rhythms on untuned percussion instruments or body percussion, keeping in time	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Improvising and composing	 Improvise a series of rhythmic or melodic phrases for others to copy or improvise answers to	 Compose longer melodies in simple structures such as binary (AB) or ternary (ABA)	 Make decisions about dynamics and tempo when composing  Explore texture and timbre by combining different sounds when composing (e.g. combining different classroom instruments or classroom and string instruments)	Improvise and compose music for a range of purposes using the inter-related dimensions of music

Listening and reflecting	 Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers  Discuss the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary	 Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers  Discuss the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary	 Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers  Discuss the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary  Reflect on their playing and singing and identify how to improve aspects of their performance	Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.
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Social, Moral, Spiritual and Cultural Development

As well as developing the musical skills outlined above, students will also:

- Handle instruments safely and respectfully
- Perform within the local community
- Work together as a team with their peers, showing support and consideration
- Continue to purposefully engage with music outside of school where possible, e.g. by singing, or listening to music
- Build confidence and responsibility through leading an activity or performance without the teacher playing
- Learn effectively with teachers and peers in music lessons
- Maintain a respectful relationship with their music teachers
- Develop respect and understanding of other cultures and traditions through music
- Perceive music as an important part of their life in and out of school

Year 5 Musicianship

This gives an overview of what students will learn in Year 5 musicianship lessons together with how this covers the National Curriculum subject content for music at KS2.

Prior learning: The Year 5 Musicianship Framework builds on all previous years of the programme and enables all students to continue to develop as musicians. Skills in singing, playing classroom percussion instruments, improvising and composing continue to be developed, with links made to the instrumental programme to support those who are on that path.

	Autumn Term	Spring Term	Summer Term	KS2 National Curriculum
Singing	 Sing songs in unison and in multiple parts, such as canons, partner songs and harmonies, listening and responding to others	 Further develop control of diction, focusing on clear beginnings and endings of words  Sing with expression, creating different moods within a song	 Sing with greater control of changing dynamics  Sing songs in a variety of keys with a range of an octave or more, maintaining accurate tuning and good tone quality over longer phrases	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Playing	 Play melodies and chords on tuned percussion  Copy back melodic patterns in a variety of keys and time signatures performed by the teacher or another student	 Play classroom percussion instruments in a mixed ensemble with string players	 Play a variety of classroom percussion instruments, both tuned and untuned, further developing control and quality of sound  Perform with a sense of occasion with increasing confidence	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Musical terminology and understanding	 Perform melodies of up to an octave from staff notation on tuned percussion	 Develop fluency in reading rhythmic patterns from notation using crotchets, quavers, semiquavers, crotchet rests, minims, and dotted crotchets	 Develop fluency in reading rhythmic patterns from notation using crotchets, quavers, semiquavers, crotchet rests, minims, and dotted crotchets	Use and understand staff and other musical notations

Rhythm and pulse	 Layer rhythms in two parts in 2/4, 3/4 and 4/4 by clapping/performing with body percussion/playing untuned percussion instruments while others perform a different part	 Layer rhythms in two parts in 2/4, 3/4 and 4/4 by clapping/performing with body percussion/playing untuned percussion instruments while others perform a different part	 Layer rhythms in two parts in 2/4, 3/4 and 4/4 by clapping/performing with body percussion/playing untuned percussion instruments while others perform a different part	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Improvising and composing	 Improvise in the style of a piece they are learning, using appropriate scales/modes/rhythms from that genre	 Compose pieces within the style of a piece of music that they have learnt or listened to, developing their understanding of how the elements/interrelated dimensions of music are used in that style  Notate their compositions and invite other students to learn to play them  Use music technology for composition as appropriate, e.g. making audio recordings of their work or using score writing software to notate their compositions	 Improvise in the style of a piece they are learning, using appropriate scales/modes/rhythms from that genre  Compose pieces within the style of a piece of music that they have learnt or listened to, developing their understanding of how the elements/interrelated dimensions of music are used in that style	Improvise and compose music for a range of purposes using the inter-related dimensions of music

Listening and reflecting	 Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers  Discuss the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary	 Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers  Discuss the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary	 Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers  Discuss the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary  Reflect on their playing and singing and identify how to improve aspects of their performance	Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.
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Social, Moral, Spiritual and Cultural Development

As well as developing the musical skills outlined above, students will also:

- Handle instruments safely and respectfully
- Perform within the local community
- Work together as a team with their peers, showing support and consideration
- Continue to purposefully engage with music outside of school where possible, e.g. by singing, listening to music, or making music with others
- Build confidence and responsibility through leading an activity or performance without the teacher playing
- Learn effectively with teachers and peers in music lessons
- Maintain a respectful relationship with their music teachers
- Develop respect and understanding of other cultures and traditions through music
- Value music as an important part of their life in and out of school, both now and in the future

Year 6 Musicianship

This gives an overview of what students will learn in Year 6 musicianship lessons together with how this covers the National Curriculum subject content for music at KS2.

Prior learning: The Year 6 Musicianship Framework builds on all previous years of the programme and enables all students to continue to develop as musicians. Skills in singing, playing classroom percussion instruments, improvising and composing continue to be developed, with links made to the instrumental programme to support those who are on that path.

	Autumn Term	Spring Term	Summer Term	KS2 National Curriculum
Singing	🎵 Sing with expression, contributing to collective decisions about how to shape a performance 🎵 Sing with confidence and control incorporating a variety of dynamics and dynamic changes	🎵 Sing songs in unison and in multiple parts, such as canons, partner songs and harmonies, with greater independence 🎵 Sing with clear and confident diction	🎵 Sing songs in a variety of keys with a range of an octave or more, maintaining accurate tuning and good tone quality throughout more challenging repertoire	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Playing	🎵 Continue to develop appropriate technique on a wide range of classroom percussion instruments 🎵 Perform melodies and accompaniments, increasing their fluency in notation reading	🎵 🎸 Copy back melodic patterns in a variety of keys and time signatures performed by the teacher or another student, matching dynamics and phrasing	🎵 🎸 Demonstrate an awareness of others when playing in an ensemble, watching and following the leader or conductor and leading the group or a part within the ensemble themselves where appropriate 🎵 🎸 Evaluate and learn from their performances to an audience	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Musical terminology and understanding	🎵 Develop fluency in reading rhythmic patterns from notation using more complicated time signatures such as 6/8 and 5/4	🎵 Develop fluency in reading rhythmic patterns from notation using more complicated time signatures such as 6/8 and 5/4	🎵 Perform more complex melodies and accompaniments from staff notation	Use and understand staff and other musical notations

Rhythm and pulse	 Layer more complex rhythms in two parts in 2/4, 3/4 and 4/4 by clapping/performing with body percussion/playing untuned percussion instruments or body percussion while others perform a different part, including syncopation	 Layer more complex rhythms in two parts in 2/4, 3/4 and 4/4 by clapping/performing with body percussion/playing untuned percussion instruments or body percussion while others perform a different part, including syncopation	 Layer more complex rhythms in two parts in 2/4, 3/4 and 4/4 by clapping/performing with body percussion/playing untuned percussion instruments or body percussion while others perform a different part, including syncopation	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Improvising and composing	  Use music technology for composition as appropriate, e.g. making audio recordings of their work, using score writing software to notate their compositions, or using a Digital Audio Workstation to create a backing track	  Improvise in a variety of styles taken from pieces they are learning, using appropriate scales/modes/rhythms/musical devices from that genre	  Compose pieces for a specific purpose, e.g. for a celebration or ceremony, manipulating the elements/interrelated dimensions of music to create their intended effect	Improvise and compose music for a range of purposes using the inter-related dimensions of music
Listening and reflecting	  Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers   Discuss the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary   Reflect on their playing and singing and identify how to improve specific aspects of their performance	  Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers   Discuss the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary   Reflect on their playing and singing and identify how to improve specific aspects of their performance	  Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers   Discuss the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary   Reflect on their playing and singing and identify how to improve specific aspects of their performance	Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.

Social, Moral, Spiritual and Cultural Development

As well as developing the musical skills outlined above, students will also:

- Handle instruments safely and respectfully
- Perform within the local community
- Work together as a team with their peers, showing support and consideration
- Continue to purposefully engage with music outside of school where possible, e.g. by singing, listening to music, or making music with others
- Build confidence and responsibility through leading an activity or performance without the teacher playing
- Learn effectively with teachers and peers in music lessons
- Maintain a respectful relationship with their music teachers
- Develop respect and understanding of other cultures and traditions through music
- Value music as an important part of their life in and out of school, both now and in the future

Year 1 Violin Framework

This gives an overview of what students will learn in Year 1 together with how this covers the National Curriculum subject content for music at KS1.

Prior learning: The Year 1 Violin Framework builds on the musicianship teaching that students have had in Reception. Skills continue to be developed in singing, playing, musical terminology and understanding, rhythm and pulse, improvising and composing, and listening and reflecting. When the violin is introduced students learn how to hold it, how to hold the bow, and how to play the rhythms they have already learnt in musicianship lessons on the violin.

	Autumn Term	Spring Term	Summer Term	KS1 National Curriculum
Singing	🎵 Sing simple songs in unison using the pentatonic scale do-re-mi-so-la with accurate tuning 🎵 Sing with good posture when standing or sitting that allows them to breathe freely (tall tummies and relaxed shoulders; feet apart when standing)	🎵 Sing simple echo songs led by the teacher 🎵 Understand the importance of warming up their voice 🎵 Develop aural awareness of pieces to be played on the violin by singing repertoire before it is played on the instrument	🎵 Sing simple songs in 2-part canon 🎵 Develop aural awareness of pieces to be played on the violin by singing repertoire before it is played on the instrument	Use their voices expressively and creatively by singing songs and speaking chants and rhymes
Playing	🎵 Know the names of the parts of the violin, how to handle it, and how to care for it 🎵 Know how to hold the instrument in rest position and playing position 🎵 Develop good posture and hold of the instrument 🎵 Develop a good bow hold 🎵 Pluck the open strings	🎵 Play with the bow on the E string, using the Suzuki rhythms that have first been introduced without the instrument 🎵 Develop good posture and hold of the instrument 🎵 Develop a good bow hold 🎵 Begin to develop control of the bow 🎵 Play in unison with others, keeping in time with them and with	🎵 Play with the bow on the E string, using the Suzuki rhythms that have first been introduced without the instrument 🎵 Move the left hand from the body of the violin (crocodile snap) towards the neck of the violin (waterfall) in preparation for using fingers on the fingerboard 🎵 Learn the left-hand finger numbers 1, 2, 3 and 4	Play tuned and untuned instruments musically

		backing tracks or live accompaniments  Anticipate their entry into a piece following a piano or counted introduction, breathing before they begin to play	 Begin using fingers 1, 2 and 3 on the E string  Copy back simple rhythmic and melodic patterns with a limited range of notes performed by the teacher, using their instrument or voice  Play with the bow on the A string, using the Suzuki rhythms that have first been introduced without the instrument and practised on the E string  Begin using fingers 1, 2 and 3 on the A string, if appropriate  Perform with a sense of occasion, learning how to walk on stage, stand/sit, and bow	
Musical terminology and understanding	 Recognise and say the note values ta (crotchet), ti-ti (quavers), tika-tika (semiquavers), sh (crotchet rest), and ta-a (minims)  Put different rhythms together to make a 4-beat pattern and clap them or play them on the violin, e.g. ta, tika-tika, sh, ta  Know the names of each of the strings on the violin and how to display them on their body to help with understanding of pitch	 Know the names of each of the strings on the violin and how to display them on their body to help with understanding of pitch  Become familiar with the stave, treble clef, and the position of the strings on the stave	 Become familiar with the stave, treble clef, and the position of the strings on the stave  Understand where the sol-fa scale sits on the stave	Experiment with, create, select and combine sounds using the inter-related dimensions of music

	 Understand the relationship between 'do' and 'so' and how this relates to the strings			
Rhythm and pulse	 Understand the difference between pulse and rhythm  Understand and clap or soap the following Suzuki rhythms, taught aurally: Everybody down up, run pony run pony, fatter than a caterpillar, long long, mustard and custard, and pineapple pineapple	 Perform actions in time to the pulse when singing or listening to music  Understand and clap or soap the following Suzuki rhythms, taught aurally: Everybody down up, run pony run pony, fatter than a caterpillar, long long, mustard and custard, and pineapple pineapple  Copy back the above Suzuki rhythms by clapping or playing on their violins	 Understand and clap or soap the following Suzuki rhythms, taught aurally: Everybody down up, run pony run pony, fatter than a caterpillar, long long, mustard and custard, and pineapple pineapple  Play the Suzuki rhythms to a set pulse or backing track	Experiment with, create, select and combine sounds using the inter-related dimensions of music
Improvising and composing	 Improvise simple rhythmic patterns for others to copy, using voice or body percussion	 Improvise simple rhythmic patterns on an open string	 Compose simple 4-beat rhythmic patterns using familiar rhythms (ta, ti-ti, tika-tika and ta-a), and play them on an open string	Experiment with, create, select and combine sounds using the inter-related dimensions of music

Listening and reflecting	 Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers  Respond physically to music heard by tapping the pulse or matching movements to the character of the music	 Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers  Identify and respond to contrasts in dynamics (loud/quiet) and tempo (fast/slow)  Develop their understanding of the wider orchestral and musical sound world through listening to and recalling a variety of instruments	 Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers  Talk about the character and mood of the music they listen to  Begin to talk about what they have done well in their music lessons	Listen with concentration and understanding to a range of high-quality live and recorded music
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Social, Moral, Spiritual and Cultural Development

As well as developing the musical skills outlined above, students will also:

- Take responsibility for the safety and care of their instrument
- Perform within the school
- Work together with as a team with their peers, showing support and consideration
- Begin to purposefully engage with music outside of school where possible, e.g. by practising their instrument, singing, or listening to music
- Build confidence and responsibility through leading an activity or performance without the teacher playing
- Learn effectively with parents, teachers, and peers in music lessons
- Develop a respectful relationship with their music teachers
- Understand the concept of ‘musician’ as a career or hobby

Year 2 Violin Framework

This gives an overview of what students will learn in Year 2 together with how this covers the National Curriculum subject content for music at KS1.

Prior learning: The Year 2 Violin Framework builds on the initial year of violin lessons in Year 1. Students develop their left-hand and right-hand technique and learn to play a wider range of notes. They continue to develop their skills in rhythm and pulse and their understanding of musical notation, and develop their skills in improvising and composing on the instrument.

	Autumn Term	Spring Term	Summer Term	KS1 National Curriculum
Singing	🎵 Sing songs in unison using the major scale do-re-mi-fa-so-la-ti-do, with accurate tuning 🎵 Continue to sing with good posture that promotes breath control when standing or sitting (tall tummies and relaxed shoulders; feet apart when standing) 🎵 Continue to develop aural awareness of pieces to be played on the violin by singing repertoire before it is played on the instrument	🎵 Sing simple echo and call and response songs with one group of students singing the call and another group of students singing the response 🎵 Sing both loud and quiet with good tone quality 🎵 Continue to develop aural awareness of pieces to be played on the violin by singing repertoire before it is played on the instrument	🎵 Sing songs in 2-part canon 🎵 Continue to develop aural awareness of pieces to be played on the violin by singing repertoire before it is played on the instrument	Use their voices expressively and creatively by singing songs and speaking chants and rhymes
Playing	🎵 Continue to develop good posture and hold of the instrument, maintaining this when the use of left-hand fingers is introduced 🎵 Learn the left-hand finger numbers 1, 2, 3 and 4 🎵 Use fingers 1, 2 and 3 on the E string	🎵 Play pieces using the bow on the A and E strings 🎵 Develop left-hand technique, focusing on finger placement on the fingerboard with accuracy and increasing speed and introducing independent fingers (as opposed to block fingers) 🎵 Copy back simple rhythmic and melodic patterns (with a limited	🎵 Play with a good bow hold, developing control, including starting pieces with up bows and doing retakes (or 'circles') 🎵 Play using the bow on all strings, including simple string crossings 🎵 Play the A and D major scales 🎵 Perform with a sense of occasion, practising how to walk on	Play tuned and untuned instruments musically

	 Begin using fingers 1, 2 and 3 on the A string  Play with a good bow hold, developing control	range of notes) performed by the teacher or another student using their instrument or voice  Talk about and experiment with different 'bow characters' as a first stage of playing different articulations (e.g. snappy, yummy)	stage, stand/sit, and bow, developing confidence as a performer	
		 Begin to play contrasting dynamics  Play in unison with others, keeping in time with them and with backing tracks or live accompaniments  Anticipate their entry into a piece following a piano or counted introduction, breathing before they begin to play		
Musical terminology and understanding	 Recognise and say/play the note values ta (crotchet), ti-ti (quavers), tika-tika (semiquavers), sh (crotchet rest), and ta-a (minims)  Understand where their strings are on the stave and read these notes  Understand the musical alphabet ABCDEFG and where each note sits on the stave	 Read a variety of rhythms one after the other and clap them or play them back on the violin  Begin to understand the concept of skipping notes moving line to line or space to space on the stave	 Recognise the first five notes of the A major scale on the stave	Experiment with, create, select and combine sounds using the inter-related dimensions of music

Rhythm and pulse	 Perform actions in time to the pulse when singing or listening to music	 Accurately copy back the Suzuki rhythms from Year 1 when performed by the teacher, either clapped or on the violin	 Confidently clap and play the Suzuki rhythms from Year 1 to a set pulse or backing track	Experiment with, create, select and combine sounds using the inter-related dimensions of music
Improvising and composing	 Improvise simple rhythmic patterns and repeat them over a backing track or drone, using body percussion/the violin	 Improvise simple melodic patterns and repeat them over a backing track or drone, using body percussion/voice/the violin	 Compose simple rhythmic and melodic patterns using familiar rhythms and notes, and notate them in an appropriate way (graphic scores, rhythm flashcards etc.)	
Listening and reflecting	 Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers  Talk about the character and mood of the music they listen to  Identify and answer simple questions about the elements/interrelated dimensions in music they listen to	 Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers  Identify repeated patterns in music that they hear	 Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers  Identify and answer simple questions about music they listen to in terms of elements/interrelated dimensions  Talk about what they have done well in their music lessons and understand how to make improvements	Listen with concentration and understanding to a range of high-quality live and recorded music

Social, Moral, Spiritual and Cultural Development

As well as developing the musical skills outlined above, students will also:

- Take responsibility for the safety and care of their instrument
- Perform within the local community
- Work together with as a team with their peers, showing support and consideration
- Begin to take responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements
- Continue to purposefully engage with music outside of school where possible, e.g. by practising their instrument, singing, or listening to music
- Build confidence and responsibility through leading an activity or performance without the teacher playing
- Learn effectively with parents, teachers, and peers in music lessons
- Maintain a respectful relationship with their music teachers
- Begin to connect with the idea of 'where music can take you' and how it can be part of their life

Year 3 Violin Framework

This gives an overview of what students will learn in Year 3 together with how this covers the National Curriculum subject content for music at KS2.

Prior learning: The Year 3 Violin Framework builds on all learning in the KS1 Violin Framework. Skills continue to be developed in singing, playing, musical terminology and understanding, rhythm and pulse, improvising and composing, and listening and reflecting, but are not divided into terms from this point on to allow Music Masters teachers greater flexibility to tailor their teaching to the needs of their individual students. The Year 3 Violin Framework complements the KS2 Musicianship Curriculum.

	Throughout the year	KS2 National Curriculum
Singing	 Continue to support their instrumental learning through singing	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Playing	 Maintain good posture and hold of the instrument as technical demands increase  Continue to build bow control and fluency, including string crossings  Experiment with further 'bow characters', e.g. 'bee stings' for accents, and learn how to slur  Develop playing of dynamics  Develop left-hand finger technique, introducing the fourth finger and beginning to identify when intonation is incorrect  Maintain an appropriate hand shape when playing over an increased range and becoming more confident using independent fingers   Copy back longer rhythmic and melodic patterns (with a wider range of notes) performed by the teacher or another student  Continue to learn new repertoire aurally as well as from notation  Play the A and D major scales and arpeggios and, if appropriate, the G major scale   Play with others in unison and in simple parts, keeping in time   Perform with expression, beginning to identify the mood of pieces and convey this in their playing	

	 Perform with a sense of occasion, developing confidence as a performer  Develop confidence in performing in school assemblies or concerts	
Musical terminology and understanding	 Recognise the pitches they can play on the stave, understanding the fingers needed for each note and the note name  Look at the notation of pieces learnt by ear and begin to make links between sound and symbol  Start to read and play simple pieces from staff notation  Perform rhythmic patterns from notation (including crotchets, quavers, semiquavers, crotchet rests, minims, and dotted crotchets)  Become familiar with terminology relating to dynamics (e.g. crescendo, diminuendo, forte, piano), variations in tempo (e.g. ritardando, a tempo), and articulation (e.g. legato, staccato) as appropriate to pieces learnt	Use and understand staff and other musical notations
Rhythm and pulse	 Clap/perform using body percussion the full range of rhythms used in their string repertoire  Layer simple rhythms in two parts (i.e. perform a rhythm while others perform a different part)	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Improvising and composing	 Improvise within a given structure (e.g. a section within one of their pieces/songs) following set parameters, e.g. using open strings, or open strings and first finger  Compose longer melodies using familiar rhythms and notes  Explore structure in their compositions through repetition and contrast	Improvise and compose music for a range of purposes using the inter-related dimensions of music
Listening and reflecting	 Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers	Listen with attention to detail and recall sounds with increasing aural memory

	 Identify and answer questions about the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary  Identify the structure of music they hear (e.g. repeated sections)  Recognise the tonality of a piece as either major or minor  Reflect on their playing and begin to identify how to improve aspects of their performance	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music
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Social, Moral, Spiritual and Cultural Development

As well as developing the musical skills outlined above, students will also:

- Take responsibility for the safety and care of their instrument
- Perform within the local community
- Work together with as a team with their peers, showing support and consideration
- Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements
- Begin to develop a toolkit of practice strategies
- Continue to purposefully engage with music outside of school where possible, e.g. by practising their instrument with greater independence, singing, or listening to music
- Build confidence and responsibility through leading an activity or performance without the teacher playing
- Learn effectively with parents, teachers and peers in music lessons
- Maintain a respectful relationship with their music teachers
- Develop respect and understanding of other cultures and traditions through music
- Perceive music as an important part of their life in and out of school

Year 4 Violin Framework

This gives an overview of what students will learn in Year 4 together with how this covers the National Curriculum subject content for music at KS2.

Prior learning: The Year 4 Violin Framework builds on all learning in the Violin Framework thus far. Skills continue to be developed in singing, playing, musical terminology and understanding, rhythm and pulse, improvising and composing, and listening and reflecting, complementing the KS2 Musicianship Curriculum.

	Throughout the year	KS2 National Curriculum
Singing	 Continue to support their instrumental learning through singing	
Playing	 Maintain good posture and hold of the instrument as technical demands increase  Continue to build bow control and fluency, focusing on the development of a quality tone and developing more flexibility in the bow hold  Play with a controlled sound when playing pizzicato  Play with a greater dynamic range  Continue to develop left-hand finger technique, including low 2s, maintaining an appropriate hand shape when playing over an increased range and at faster speeds, developing ability to adjust intonation, and exploring ornaments and harmonics as appropriate   Copy back melodic patterns based on known scales performed by the teacher or another student  Play more complex repertoire by ear  Play the E minor scale and arpeggio, and begin to learn some Grade 2 scales if appropriate, performing scales with separate bows and slurs   Play pieces in multiple parts, listening to and responding to others   Perform with expression, starting to develop their own interpretations of repertoire by following guidance from their teacher and making some decisions about tempo, dynamics, phrasing etc.	

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

	 Perform with a sense of occasion, developing confidence as a performer	
Musical terminology and understanding	 Recognise the pitches they can play on the staff, understanding the fingers needed for each note and the note name  Continue to learn some pieces by ear and some pieces from staff notation, with fingerings written in where needed  Understand dynamic markings (e.g. p, f, mp, mf), changes of dynamics (crescendo, diminuendo/diminuendo) and directions about the structure/geography of a piece (e.g. DC, DC al fine)	Use and understand staff and other musical notations
Rhythm and pulse	 Clap/perform using body percussion the full range of rhythms used in their string repertoire in 2/4, 3/4 and 4/4  Layer rhythms in two parts in 2/4, 3/4 and 4/4 (i.e. perform a rhythm while others perform a different part)	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Improvising and composing	 Improvise a series of rhythmic or melodic phrases for others to copy or improvise answers to  Compose longer melodies in simple structures such as binary (AB) or ternary (ABA)  Make decisions about dynamics and tempo when composing  Explore texture and timbre by combining different sounds when composing (e.g. combining their string instrument with an accompaniment from the teacher, or classroom instruments)	Improvise and compose music for a range of purposes using the inter-related dimensions of music
Listening and reflecting	 Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers	Listen with attention to detail and recall sounds with increasing aural memory

	 Discuss the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary  Reflect on their playing and identify how to improve aspects of their performance  Begin to set and reflect on longer term goals for their musical journeys	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music
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Social, Moral, Spiritual and Cultural Development

As well as developing the musical skills outlined above, students will also:

- Take responsibility for the safety and care of their instrument
- Perform within the local community
- Work together with as a team with their peers, showing support and consideration
- Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements
- Continue to develop a toolkit of practice strategies
- Continue to purposefully engage with music outside of school where possible, by practising their instrument with greater independence, singing, or listening to music
- Build confidence and responsibility through leading an activity or performance without the teacher playing
- Learn effectively with parents, teachers and peers in music lessons
- Maintain a respectful relationship with their music teachers
- Develop respect and understanding of other cultures and traditions through music
- Perceive music as an important part of their life in and out of school

Year 5 Violin Framework

This gives an overview of what students will learn in Year 5 together with how this covers the National Curriculum subject content for music at KS2.

Prior learning: The Year 5 Violin Framework builds on all learning in the Violin Framework thus far. Skills continue to be developed in singing, playing, musical terminology and understanding, rhythm and pulse, improvising and composing, and listening and reflecting, complementing the KS2 Musicianship Curriculum.

	Throughout the year	KS2 National Curriculum
Singing	 Continue to support their instrumental learning through singing	
Playing	 Maintain good posture and hold of the instrument as technical demands increase  Develop control of their sound, with emphasis on controlling bow speed and weight  Perform more complex string crossings  Begin to learn more bow strokes, e.g. spiccato and sautille, as appropriate  Play using a wide dynamic range, understanding how to use the bow to create subtle changes of dynamic  Continue to develop left-hand finger technique, maintaining an appropriate hand shape and good intonation when playing simple changes of position  Begin to learn to shift into different positions (if ready) to access a wider note range and variety of sound, with a focus on good technique and control  Begin to play with vibrato, if the student is technically ready  Play pieces in a wider range of keys and modes and pieces with accidentals including finger patterns with low 1s and high 3s  Play a selection of scales and arpeggios from the Grade 2-3 syllabus with range of bowing patterns (including slurred and separate)	

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

	 Copy back melodic patterns in a variety of keys and time signatures performed by the teacher or another student  Maintain individual parts in ensemble pieces and contribute to decisions regarding style, pulse, dynamics, phrasing etc.  Continue to develop their own interpretations of repertoire by following guidance from their teacher and making decisions about tempo, dynamics, phrasing, articulation etc.  Perform with a sense of occasion with increasing confidence	
Musical terminology and understanding	 Read and play from staff notation with increasing fluency, becoming less reliant on having fingerings written in	Use and understand staff and other musical notations
Rhythm and pulse	 Layer more complex rhythms in two parts (i.e. perform a rhythm while others perform a different part), including syncopation	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Improvising and composing	 Improvise in the style of a piece they are learning, using appropriate scales/modes/rhythms from that genre  Compose pieces within the style of a piece of music that they have learnt or listened to, developing their understanding of how the elements/interrelated dimensions of music are used in that style  Notate their compositions and invite other students to learn to play them  Use music technology for composition as appropriate, e.g. making audio recordings of their work or using score writing software to notate their compositions	Improvise and compose music for a range of purposes using the inter-related dimensions of music
Listening and reflecting	 Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers	Listen with attention to detail and recall sounds with increasing aural memory

	 Discuss the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary and beginning to make links with repertoire they have studied as string players  Reflect on their playing and identify how to improve aspects of their performance  Record and share their progress via the Music Masters CV, setting and reflecting on longer term goals for their musical journeys	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music
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Social, Moral, Spiritual and Cultural Development

As well as developing the musical skills outlined above, students will also:

- Take responsibility for the safety and care of their instrument
- Perform within the local community
- Work together with as a team with their peers, showing support and consideration
- Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements
- Continue to purposefully engage with music outside of school where possible, by practising their instrument with greater independence, singing, listening to music, or making music with others
- Build confidence and responsibility through leading an activity or performance without the teacher playing
- Learn effectively with parents, teachers and peers in music lessons
- Maintain a respectful relationship with their music teachers
- Develop respect and understanding of other cultures and traditions through music
- Value music as an important part of their life in and out of school, both now and in the future

Year 6 Violin Framework

This gives an overview of what students will learn in Year 6 together with how this covers the National Curriculum subject content for music at KS2.

Prior learning: The Year 6 Violin Framework builds on all learning in the Violin Framework thus far. Skills continue to be developed in singing, playing, musical terminology and understanding, rhythm and pulse, improvising and composing, and listening and reflecting, complementing the KS2 Musicianship Curriculum and helping to prepare students for music at KS3.

	Throughout the year	KS2 National Curriculum
Singing	 Continue to support their instrumental learning through singing	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Playing	 Maintain good posture and hold of the instrument as technical demands increase, confidently presenting themselves when performing to others  Play using a wider dynamic range, understanding how to use the bow to create subtle changes of dynamic  Continue to develop different bow strokes such as spiccato and sautille  Perform more complex string crossings and explore double stops if appropriate  Play with a good level of accuracy of intonation, quickly and easily recognising when intonation is incorrect and adjusting without disturbing the flow of the music  Learn to shift into different positions more fluently to access a wider note range and variety of sound, with a focus on good technique and control  Begin to play with vibrato, if the student is technically ready  Play a selection of scales and arpeggios from the syllabus for Grade 3 and beyond, with a range of bowing patterns (including slurred and separate)   Copy back melodic patterns in a variety of keys and time signatures performed by the teacher or another student, matching dynamics and phrasing	

	 Demonstrate an awareness of others when playing in an ensemble, watching and following the leader or conductor and leading the group or a part within the ensemble themselves where appropriate  Interpret repertoire with expression and imagination, showing an awareness of style and genre  Evaluate and learn from their performances to an audience	
Musical terminology and understanding	 Read and play from staff notation with increasing accuracy and fluency	Use and understand staff and other musical notations
Rhythm and pulse	 Layer more complex rhythms in two parts (i.e. perform a rhythm while others perform a different part), including more challenging syncopation	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Improvising and composing	 Improvise in a variety of styles taken from pieces they are learning, using appropriate scales/modes/rhythms/musical devices from that genre  Compose pieces for a specific purpose, e.g. for a celebration or ceremony, manipulating the elements/interrelated dimensions of music to create their intended effect  Use music technology for composition as appropriate, e.g. making audio recordings of their work, using score writing software to notate their compositions, or using a Digital Audio Workstation to create a backing track	Improvise and compose music for a range of purposes using the inter-related dimensions of music

Listening and reflecting	 Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers  Discuss the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary and confidently making links with repertoire they have studied as string players  Reflect on their playing and identify how to improve specific aspects of their performance  Record and share their progress via the Music Masters CV, setting and reflecting on longer term goals for their musical journeys and sharing this information with their secondary school at the point of transition	Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music
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Social, Moral, Spiritual and Cultural Development

As well as developing the musical skills outlined above, students will also:

- Take responsibility for the safety and care of their instrument
- Perform within the local community
- Work together with as a team with their peers, showing support and consideration
- Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements
- Continue to purposefully engage with music outside of school where possible, by practising their instrument with greater independence, singing, listening to music, or making music with others
- Build confidence and responsibility through leading an activity or performance without the teacher playing
- Learn effectively with parents, teachers and peers in music lessons
- Develop a respectful relationship with their music teachers
- Develop respect and understanding of other cultures and traditions through music
- Value music as an important part of their life in and out of school, both now and in the future
- Develop stamina and resilience through preparing for a graded examination, secondary school audition, or junior conservatoire audition, where appropriate

Year 1 Cello Framework

This gives an overview of what students will learn in Year 1 together with how this covers the National Curriculum subject content for music at KS1.

Prior learning: The Year 1 Cello Framework builds on the musicianship teaching that students have had in Reception. Skills continue to be developed in singing, playing, musical terminology and understanding, rhythm and pulse, improvising and composing, and listening and reflecting. When the cello is introduced students learn how to hold it, how to hold the bow, and how to play the rhythms they have already learnt in musicianship lessons on the cello.

	Autumn Term	Spring Term	Summer Term	KS1 National Curriculum
Singing	🎵 Sing simple songs in unison using the pentatonic scale do-re-mi-so-la with accurate tuning 🎵 Sing with good posture when standing or sitting that allows them to breathe freely (tall tummies and relaxed shoulders; feet apart when standing)	🎵 Sing simple echo songs led by the teacher 🎵 Understand the importance of warming up their voice 🎵 Develop aural awareness of pieces to be played on the cello by singing repertoire before it is played on the instrument	🎵 Sing simple songs in 2-part canon 🎵 Develop aural awareness of pieces to be played on the cello by singing repertoire before it is played on the instrument	Use their voices expressively and creatively by singing songs and speaking chants and rhymes
Playing	🎵 Know the names of the parts of the cello, how to handle it, and how to care for it 🎵 Develop good posture and hold of the instrument 🎵 Pluck the open strings	🎵 When students are ready, play with the bow on the D string, using the Suzuki rhythms that have first been introduced without the instrument 🎵 Develop good posture and hold of the instrument 🎵 Develop a good bow hold 🎵 Begin to develop control of the bow	🎵 Play with the bow on the D string, using the Suzuki rhythms that have first been introduced without the instrument 🎵 Move the left hand from the knee to the fingerboard in preparation for using fingers on the fingerboard 🎵 Learn the left-hand finger numbers 1, 2, 3 and 4 🎵 Copy back simple rhythmic patterns performed by the teacher, using their instrument or voice	Play tuned and untuned instruments musically

		 Play in unison with others, keeping in time with them and with backing tracks or live accompaniments  Anticipate their entry into a piece following a piano or counted introduction, breathing before they begin to play	 If students are ready, play with the bow on the A string, using the Suzuki rhythms that have first been introduced without the instrument and practised on the D string  Perform with a sense of occasion, learning how to walk on stage, stand/sit, and bow	
Musical terminology and understanding	 Recognise and say the note values ta (crotchet), ti-ti (quavers), tika-tika (semiquavers), sh (crotchet rest), and ta-a (minims)  Put different rhythms together to make a 4-beat pattern and clap them or play them on the cello, e.g. ta, tika-tika, sh, ta  Know the names of each of the strings on the cello and how to display them on their body to help with understanding of pitch  Understand the relationship between 'do' and 'so' and how this relates to the strings	 Know the names of each of the strings on the cello and how to display them on their body to help with understanding of pitch  Become familiar with the stave, bass clef, and the position of the strings on the stave	 Become familiar with the stave, bass clef, and the position of the strings on the stave  Understand where the sol-fa scale sits on the stave	Experiment with, create, select and combine sounds using the inter-related dimensions of music
Rhythm and pulse	 Understand the difference between pulse and rhythm	 Perform actions in time to the pulse when singing or listening to music	 Understand and clap the following Suzuki rhythms, taught aurally: Everybody down up, run pony run pony, fatter than a caterpillar, long long, mustard and custard, and pineapple pineapple	

	 Understand and clap the following Suzuki rhythms, taught aurally: Everybody down up, run pony run pony, fatter than a caterpillar, long long, mustard and custard, and pineapple pineapple	 Understand and clap the following Suzuki rhythms, taught aurally: Everybody down up, run pony run pony, fatter than a caterpillar, long long, mustard and custard, and pineapple pineapple  Copy back the above Suzuki rhythms by clapping or playing on their cellos	 Play the Suzuki rhythms to a set pulse or backing track	
Improvising and composing	 Improvise simple rhythmic patterns for others to copy, using voice or body percussion	 Improvise simple rhythmic patterns on an open string	 Compose simple 4-beat rhythmic patterns using familiar rhythms (ta, ti-ti, tika-tika and ta-a), and play them on an open string	
Listening and reflecting	 Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers  Respond physically to music heard by tapping the pulse or matching movements to the character of the music	 Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers  Identify and respond to contrasts in dynamics (loud/quiet) and tempo (fast/slow)  Develop their understanding of the wider orchestral and musical sound world through listening to and recalling a variety of instruments	 Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers  Talk about the character and mood of the music they listen to  Begin to talk about what they have done well in their music lessons	

Social, Moral, Spiritual and Cultural Development

As well as developing the musical skills outlined above, students will also:

- Take responsibility for the safety and care of their instrument
- Perform within the school
- Work together with as a team with their peers, showing support and consideration
- Begin to purposefully engage with music outside of school where possible, e.g. by practising their instrument, singing, or listening to music
- Build confidence and responsibility through leading an activity or performance without the teacher playing
- Learn effectively with parents, teachers, and peers in music lessons
- Develop a respectful relationship with their music teachers
- Understand the concept of 'musician' as a career or hobby

Year 2 Cello Framework

This gives an overview of what students will learn in Year 2 together with how this covers the National Curriculum subject content for music at KS1.

Prior learning: The Year 2 Cello Framework builds on the initial year of cello lessons in Year 1. Students develop their left-hand and right-hand technique and learn to play a wider range of notes. They continue to develop their skills in rhythm and pulse and their understanding of musical notation, and develop their skills in improvising and composing on the instrument.

	Autumn Term	Spring Term	Summer Term	KS1 National Curriculum
Singing	🎵 Sing songs in unison using the major scale do-re-mi-fa-so-la-ti-do, with accurate tuning 🎵 Continue to sing with good posture that promotes breath control when standing or sitting (tall tummies and relaxed shoulders; feet apart when standing) 🎵 Continue to develop aural awareness of pieces to be played on the cello by singing repertoire before it is played on the instrument	🎵 Sing simple echo and call and response songs with one group of students singing the call and another group of students singing the response 🎵 Sing both loud and quiet with good tone quality 🎵 Continue to develop aural awareness of pieces to be played on the cello by singing repertoire before it is played on the instrument	🎵 Sing songs in 2-part canon 🎵 Continue to develop aural awareness of pieces to be played on the cello by singing repertoire before it is played on the instrument	Use their voices expressively and creatively by singing songs and speaking chants and rhymes
Playing	🎵 Continue to develop good posture and hold of the instrument, maintaining this when the use of left-hand fingers is introduced 🎵 Learn the left-hand finger numbers 1, 2, 3 and 4 🎵 Use fingers 1, 3 and 4 on the D string	🎵 Play pieces using the bow on all open strings 🎵 Begin using fingers 1, 3 and 4 on the A string 🎵 Develop left-hand technique, focusing on finger placement on the fingerboard with accuracy and increasing speed	🎵 Play with a good bow hold, developing control, including starting pieces with up bows and doing retakes (or 'circles') 🎵 Play using the bow on all strings, including simple string crossings 🎵 Play the D major scale 🎵 Perform with a sense of occasion, practising how to walk on	Play tuned and untuned instruments musically

	 Play with a good bow hold, developing control	 Copy back simple rhythmic and melodic patterns (with a limited range of notes) performed by the teacher or another student using their instrument or voice  Talk about and experiment with different 'bow characters' as a first stage of playing different articulations (e.g. snappy, yummy)  Begin to play contrasting dynamics  Play in unison with others, keeping in time with them and with backing tracks or live accompaniments  Anticipate their entry into a piece following a piano or counted introduction, breathing before they begin to play	stage, stand/sit, and bow, developing confidence as a performer	
Musical terminology and understanding	 Recognise and say/play the note values ta (crotchet), ti-ti (quavers), tika-tika (semiquavers), sh (crotchet rest), and ta-a (minims)  Understand where their strings are on the stave and read these notes	 Read a variety of rhythms one after the other and clap them or play them back on the cello	 Begin to understand the concept of skipping notes moving line to line or space to space on the stave	Experiment with, create, select and combine sounds using the inter-related dimensions of music
Rhythm and pulse	 Perform actions in time to the pulse when singing or listening to music	 Accurately copy back the Suzuki rhythms from Year 1 when performed by the teacher, either clapped or on the cello	 Confidently clap and play the Suzuki rhythms from Year 1 to a set pulse or backing track	

Improvising and composing	 Improvise simple rhythmic patterns and repeat them over a backing track or drone, using body percussion/the cello	 Improvise simple melodic patterns and repeat them over a backing track or drone, using body percussion/voice/the cello	 Compose simple rhythmic and melodic patterns using familiar rhythms and notes, and notate them in an appropriate way (graphic scores, rhythm flashcards etc.)	Experiment with, create, select and combine sounds using the inter-related dimensions of music
Listening and reflecting	 Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers  Talk about the character and mood of the music they listen to  Identify and answer simple questions about the elements/interrelated dimensions in music they listen to	 Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers  Identify repeated patterns in music that they hear	 Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers  Identify and answer simple questions about music they listen to in terms of elements/interrelated dimensions  Talk about what they have done well in their music lessons and understand how to make improvements	Listen with concentration and understanding to a range of high-quality live and recorded music

Social, Moral, Spiritual and Cultural Development

As well as developing the musical skills outlined above, students will also:

- Take responsibility for the safety and care of their instrument
- Perform within the local community
- Work together with as a team with their peers, showing support and consideration
- Begin to take responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements
- Continue to purposefully engage with music outside of school where possible, e.g. by practising their instrument, singing, or listening to music
- Build confidence and responsibility through leading an activity or performance without the teacher playing
- Learn effectively with parents, teachers, and peers in music lessons
- Maintain a respectful relationship with their music teachers
- Begin to connect with the idea of 'where music can take you' and how it can be part of their life

Year 3 Cello Framework

This gives an overview of what students will learn in Year 3 together with how this covers the National Curriculum subject content for music at KS2.

Prior learning: The Year 3 Cello Framework builds on all learning in the KS1 Cello Framework. Skills continue to be developed in singing, playing, musical terminology and understanding, rhythm and pulse, improvising and composing, and listening and reflecting, but are not divided into terms from this point on to allow Music Masters teachers greater flexibility to tailor their teaching to the needs of their individual students. The Year 3 Cello Framework complements the KS2 Musicianship Curriculum.

	Throughout the year	KS2 National Curriculum
Singing	 Continue to support their instrumental learning through singing	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Playing	 Maintain good posture and hold of the instrument as technical demands increase  Continue to build bow control and fluency, including string crossings  Experiment with further 'bow characters', e.g. 'bee stings' for accents, and learn how to slur  Develop playing of dynamics  Develop left-hand finger technique, beginning to identify when intonation is incorrect  Maintain an appropriate hand shape when playing over an increased range and becoming more confident using independent fingers, introducing the second finger   Copy back longer rhythmic and melodic patterns (with a wider range of notes) performed by the teacher or another student  Continue to learn new repertoire aurally as well as from notation  Play the D major scale and arpeggio and, if appropriate, the G and C major scales   Play with others in unison and in simple parts, keeping in time   Perform with expression, beginning to identify the mood of pieces and convey this in their playing	

	 Perform with a sense of occasion, developing confidence as a performer  Develop confidence in performing in school assemblies or concerts	
Musical terminology and understanding	 Recognise the pitches they can play on the stave, understanding the fingers needed for each note and the note name  Look at the notation of pieces learnt by ear and begin to make links between sound and symbol  Start to read and play simple pieces from staff notation  Perform rhythmic patterns from notation (including crotchets, quavers, semiquavers, crotchet rests, minims, and dotted crotchets)  Become familiar with terminology relating to dynamics (e.g. crescendo, diminuendo, forte, piano), variations in tempo (e.g. ritardando, a tempo), and articulation (e.g. legato, staccato) as appropriate to pieces learnt	Use and understand staff and other musical notations
Rhythm and pulse	 Clap/perform using body percussion the full range of rhythms used in their string repertoire  Layer simple rhythms in two parts (i.e. perform a rhythm while others perform a different part)	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Improvising and composing	 Improvise within a given structure (e.g. a section within one of their pieces/songs) following set parameters, e.g. using open strings, or open strings and first finger  Compose longer melodies using familiar rhythms and notes  Explore structure in their compositions through repetition and contrast	Improvise and compose music for a range of purposes using the inter-related dimensions of music
Listening and reflecting	 Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers	Listen with attention to detail and recall sounds with increasing aural memory

	 Identify and answer questions about the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary  Identify the structure of music they hear (e.g. repeated sections)  Recognise the tonality of a piece as either major or minor  Reflect on their playing and begin to identify how to improve aspects of their performance	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music
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Social, Moral, Spiritual and Cultural Development

As well as developing the musical skills outlined above, students will also:

- Take responsibility for the safety and care of their instrument
- Perform within the local community
- Work together with as a team with their peers, showing support and consideration
- Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements
- Begin to develop a toolkit of practice strategies
- Continue to purposefully engage with music outside of school where possible, e.g. by practising their instrument with greater independence, singing, or listening to music
- Build confidence and responsibility through leading an activity or performance without the teacher playing
- Learn effectively with parents, teachers and peers in music lessons
- Maintain a respectful relationship with their music teachers
- Develop respect and understanding of other cultures and traditions through music
- Perceive music as an important part of their life in and out of school

Year 4 Cello Framework

This gives an overview of what students will learn in Year 4 together with how this covers the National Curriculum subject content for music at KS2.

Prior learning: The Year 4 Cello Framework builds on all learning in the Cello Framework thus far. Skills continue to be developed in singing, playing, musical terminology and understanding, rhythm and pulse, improvising and composing, and listening and reflecting, complementing the KS2 Musicianship Curriculum.

	Throughout the year	KS2 National Curriculum
Singing	 Continue to support their instrumental learning through singing	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Playing	 Maintain good posture and hold of the instrument as technical demands increase  Continue to build bow control and fluency, focusing on the development of a quality tone and developing more flexibility in the bow hold  Play with a controlled sound when playing pizzicato  Play with a greater dynamic range  Continue to develop left-hand finger technique, maintaining an appropriate hand shape when playing over an increased range and at faster speeds, developing ability to adjust intonation, and exploring ornaments and harmonics as appropriate  Copy back melodic patterns based on known scales performed by the teacher or another student  Play more complex repertoire by ear  Play the C major scale and appropriate minor scales and arpeggios, performing scales with separate bows and slurs  Play pieces in multiple parts, listening to and responding to others  Perform with expression, starting to develop their own interpretations of repertoire by following guidance from their teacher and making some decisions about tempo, dynamics, phrasing etc.	

	 Perform with a sense of occasion, developing confidence as a performer	
Musical terminology and understanding	 Recognise the pitches they can play on the staff, understanding the fingers needed for each note and the note name  Continue to learn some pieces by ear and some pieces from staff notation, with fingerings written in where needed  Understand dynamic markings (e.g. p, f, mp, mf), changes of dynamics (crescendo, diminuendo/diminuendo) and directions about the structure/geography of a piece (e.g. DC, DC al fine)	Use and understand staff and other musical notations
Rhythm and pulse	 Clap/perform using body percussion the full range of rhythms used in their string repertoire in 2/4, 3/4 and 4/4  Layer rhythms in two parts in 2/4, 3/4 and 4/4 (i.e. perform a rhythm while others perform a different part)	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Improvising and composing	 Improvise a series of rhythmic or melodic phrases for others to copy or improvise answers to  Compose longer melodies in simple structures such as binary (AB) or ternary (ABA)  Make decisions about dynamics and tempo when composing  Explore texture and timbre by combining different sounds when composing (e.g. combining their string instrument with an accompaniment from the teacher, or classroom instruments)	Improvise and compose music for a range of purposes using the inter-related dimensions of music
Listening and reflecting	 Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers	Listen with attention to detail and recall sounds with increasing aural memory

	 Discuss the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary  Reflect on their playing and identify how to improve aspects of their performance	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music
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Social, Moral, Spiritual and Cultural Development

As well as developing the musical skills outlined above, students will also:

- Take responsibility for the safety and care of their instrument
- Perform within the local community
- Work together with as a team with their peers, showing support and consideration
- Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements
- Continue to develop a toolkit of practice strategies
- Continue to purposefully engage with music outside of school where possible, by practising their instrument with greater independence, singing, or listening to music
- Build confidence and responsibility through leading an activity or performance without the teacher playing
- Learn effectively with parents, teachers and peers in music lessons
- Maintain a respectful relationship with their music teachers
- Develop respect and understanding of other cultures and traditions through music
- Perceive music as an important part of their life in and out of school

Year 5 Cello Framework

This gives an overview of what students will learn in Year 5 together with how this covers the National Curriculum subject content for music at KS2.

Prior learning: The Year 5 Cello Framework builds on all learning in the Cello Framework thus far. Skills continue to be developed in singing, playing, musical terminology and understanding, rhythm and pulse, improvising and composing, and listening and reflecting, complementing the KS2 Musicianship Curriculum.

	Throughout the year	KS2 National Curriculum
Singing	 Continue to support their instrumental learning through singing	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Playing	 Maintain good posture and hold of the instrument as technical demands increase  Develop control of their sound, with emphasis on controlling bow speed and weight  Perform more complex string crossings  Begin to learn more bow strokes, e.g. staccato and spiccato, as appropriate  Play using a wide dynamic range, understanding how to use the bow to create subtle changes of dynamic  Continue to develop left-hand finger technique, maintaining an appropriate hand shape and good intonation when playing simple changes of position  Begin to learn to shift into different positions (if ready) to access a wider note range and variety of sound, with a focus on good technique and control  Play pieces in a wider range of keys and modes and pieces with accidentals (forward and backward extensions)  Play a selection of scales and arpeggios from the Grade 2 syllabus with range of bowing patterns (including slurred and separate)   Copy back melodic patterns in a variety of keys and time signatures performed by the teacher or another student	

	 Maintain individual parts in ensemble pieces and contribute to decisions regarding style, pulse, dynamics, phrasing etc.  Continue to develop their own interpretations of repertoire by following guidance from their teacher and making decisions about tempo, dynamics, phrasing, articulation etc.   Perform with a sense of occasion with increasing confidence	
Musical terminology and understanding	 Read and play from staff notation with increasing fluency, becoming less reliant on having fingerings written in	Use and understand staff and other musical notations
Rhythm and pulse	 Layer more complex rhythms in two parts (i.e. perform a rhythm while others perform a different part), including syncopation	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Improvising and composing	  Improvise in the style of a piece they are learning, using appropriate scales/modes/rhythms from that genre   Compose pieces within the style of a piece of music that they have learnt or listened to, developing their understanding of how the elements/interrelated dimensions of music are used in that style   Notate their compositions and invite other students to learn to play them   Use music technology for composition as appropriate, e.g. making audio recordings of their work or using score writing software to notate their compositions	Improvise and compose music for a range of purposes using the inter-related dimensions of music
Listening and reflecting	  Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers   Discuss the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary and beginning to make links with repertoire they have studied as string players	Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live

	 Reflect on their playing and identify how to improve aspects of their performance  Record and share their progress via the Music Masters CV, setting and reflecting on longer term goals for their musical journeys	and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music
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Social, Moral, Spiritual and Cultural Development

As well as developing the musical skills outlined above, students will also:

- Take responsibility for the safety and care of their instrument
- Perform within the local community
- Work together with as a team with their peers, showing support and consideration
- Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements
- Continue to purposefully engage with music outside of school where possible, by practising their instrument with greater independence, singing, listening to music, or making music with others
- Build confidence and responsibility through leading an activity or performance without the teacher playing
- Learn effectively with parents, teachers and peers in music lessons
- Maintain a respectful relationship with their music teachers
- Develop respect and understanding of other cultures and traditions through music
- Value music as an important part of their life in and out of school, both now and in the future

Year 6 Cello Framework

This gives an overview of what students will learn in Year 6 together with how this covers the National Curriculum subject content for music at KS2.

Prior learning: The Year 6 Cello Framework builds on all learning in the Cello Framework thus far. Skills continue to be developed in singing, playing, musical terminology and understanding, rhythm and pulse, improvising and composing, and listening and reflecting, complementing the KS2 Musicianship Curriculum and helping to prepare students for music at KS3.

	Throughout the year	KS2 National Curriculum
Singing	 Continue to support their instrumental learning through singing	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Playing	 Maintain good posture and hold of the instrument as technical demands increase, confidently presenting themselves when performing to others  Play using a wider dynamic range, understanding how to use the bow to create subtle changes of dynamic  Continue to develop different bow strokes such as spiccato and (if appropriate) sautille  Perform more complex string crossings and explore double stops if appropriate  Play with a good level of accuracy of intonation, quickly and easily recognising when intonation is incorrect and adjusting without disturbing the flow of the music  Learn to shift into different positions more fluently to access a wider note range and variety of sound, with a focus on good technique and control  Begin to play with vibrato, if the student is technically ready  Play a selection of scales and arpeggios from the syllabus for Grades 2-3, with a range of bowing patterns (including slurred and separate)   Copy back melodic patterns in a variety of keys and time signatures performed by the teacher or another student, matching dynamics and phrasing	

	 Demonstrate an awareness of others when playing in an ensemble, watching and following the leader or conductor and leading the group or a part within the ensemble themselves where appropriate  Interpret repertoire with expression and imagination, showing an awareness of style and genre  Evaluate and learn from their performances to an audience	
Musical terminology and understanding	 Read and play from staff notation with increasing accuracy and fluency	Use and understand staff and other musical notations
Rhythm and pulse	 Layer more complex rhythms in two parts (i.e. perform a rhythm while others perform a different part), including more challenging syncopation	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Improvising and composing	 Improvise in a variety of styles taken from pieces they are learning, using appropriate scales/modes/rhythms/musical devices from that genre  Compose pieces for a specific purpose, e.g. for a celebration or ceremony, manipulating the elements/interrelated dimensions of music to create their intended effect  Use music technology for composition as appropriate, e.g. making audio recordings of their work, using score writing software to notate their compositions, or using a Digital Audio Workstation to create a backing track	Improvise and compose music for a range of purposes using the inter-related dimensions of music

Listening and reflecting	 Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers  Discuss the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary and confidently making links with repertoire they have studied as string players  Reflect on their playing and identify how to improve specific aspects of their performance  Record and share their progress via the Music Masters CV, setting and reflecting on longer term goals for their musical journeys and sharing this information with their secondary school at the point of transition	Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music
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Social, Moral, Spiritual and Cultural Development

As well as developing the musical skills outlined above, students will also:

- Take responsibility for the safety and care of their instrument
- Perform within the local community
- Work together with as a team with their peers, showing support and consideration
- Take more responsibility for their progress, understanding how with perseverance they can improve their skill, grow their confidence, and feel pride in their achievements
- Continue to purposefully engage with music outside of school where possible, by practising their instrument with greater independence, singing, listening to music, or making music with others
- Build confidence and responsibility through leading an activity or performance without the teacher playing
- Learn effectively with parents, teachers and peers in music lessons
- Develop a respectful relationship with their music teachers
- Develop respect and understanding of other cultures and traditions through music
- Value music as an important part of their life in and out of school, both now and in the future
- Develop stamina and resilience through preparing for a graded examination, secondary school audition, or junior conservatoire audition, where appropriate