

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	 <u>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</u>	 <u>Continue to sing with good posture that promotes breath control, developing stamina over longer phrases</u>  <u>Sing with expression, conveying the overall mood of the song</u>	 <u>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</u>  <u>Sing songs with gradual changes of dynamics, maintaining a good tone quality</u>	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Playing	 <u>Use instruments to accompany their singing</u>  <u>Copy back longer rhythmic and melodic patterns (with a wider range of notes) performed by the teacher or another student</u>	 <u>Copy back longer rhythmic and melodic patterns (with a wider range of notes) performed by the teacher or another student</u>  <u>Play simple melodic patterns on tuned percussion using a limited range of notes</u>  <u>Use instruments to accompany their singing</u>	 <u>Play a variety of classroom percussion instruments, both tuned and untuned, developing control and quality of sound</u>  <u>Play with others in unison and in simple parts, keeping in time</u>  <u>Perform with expression, beginning to identify the mood of pieces and convey this in their playing</u>  <u>Perform with a sense of occasion, developing confidence as a performer</u>	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

			 <u>Develop confidence in performing in school assemblies or concerts</u>	
Musical terminology and understanding	 <u>Perform rhythmic patterns from notation (including crotchets, quavers, semiquavers, crotchet rests, minims, and dotted crotchets)</u>	 <u>Perform rhythmic patterns from notation (including crotchets, quavers, semiquavers, crotchet rests, minims, and dotted crotchets)</u>  <u>Perform simple melodies from staff notation on tuned percussion</u>	 <u>Perform simple melodies from staff notation on tuned percussion</u>	Use and understand staff and other musical notations
Rhythm and pulse	 <u>Perform rhythms on untuned percussion instruments or body percussion, keeping in time with a pulse</u>	 <u>Perform rhythms on untuned percussion instruments or body percussion, keeping in time with a pulse</u>	 <u>Perform rhythms on untuned percussion instruments or body percussion, keeping in time with a pulse</u>	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	 <u>Improvise within a given structure (e.g. a section within one of their pieces/songs) using a given scale/set of notes/rhythmic device</u>  <u>Compose longer melodies using familiar rhythms and notes</u>	 <u>Improvise within a given structure (e.g. a section within one of their pieces/songs) using a given scale/set of notes/rhythmic device</u>	 <u>Compose longer melodies using familiar rhythms and notes</u>  <u>Explore structure in their compositions through repetition and contrast</u>	Improvise and compose music for a range of purposes using the inter-related dimensions of music

Listening and reflecting	 <u>Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers</u>  <u>Identify and answer questions about the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary</u>  <u>Reflect on their playing and singing and begin to identify how to improve aspects of their performance</u>	 <u>Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers</u>  <u>Identify the structure of music they hear (e.g. repeated sections)</u>	 <u>Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers</u>  <u>Recognise the tonality of a piece as either major or minor</u>  <u>Reflect on their playing and singing and begin to identify how to improve aspects of their performance</u>	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, 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	 <u>Sing songs with a wider range of dynamics, maintaining a good tone quality</u>  <u>Continue to sing with good posture that promotes breath control, developing stamina over longer pieces</u>  <u>Sing with expression, conveying the meaning of the words</u>	 <u>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</u>  <u>Develop control of diction, paying particular attention to the endings of words</u>  <u>Sing with expression, conveying the meaning of the words</u>	 <u>Sing songs in unison and 2 or 3 parts, such as canons, partner songs and simple harmonies, demonstrating an awareness of balance</u>	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Playing	 <u>Play a variety of classroom percussion instruments, both tuned and untuned, further developing control and quality of sound</u>  <u>Play pieces in multiple parts, listening to and responding to others</u>  <u>Perform with a sense of occasion, developing confidence as a performer</u>	 <u>Play in a mixed ensemble of classroom percussion instruments and string instruments</u>  <u>Play melodic patterns on tuned percussion using a wider range of notes</u>	 <u>Copy back melodic patterns based on known scales performed by the teacher or another student</u>  <u>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.</u>	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	 <u>Develop fluency in reading rhythmic patterns from notation using crotchets, quavers, semiquavers, crotchet rests, minims, and dotted crotchets</u>	 <u>Perform melodies of up to a fifth from staff notation on tuned percussion</u>	 <u>Develop fluency in reading rhythmic patterns from notation using crotchets, quavers, semiquavers, crotchet rests, minims, and dotted crotchets</u>	Use and understand staff and other musical notations
Rhythm and pulse	 <u>Perform and layer rhythms on untuned percussion instruments or body percussion, keeping in time</u>	 <u>Perform and layer rhythms on untuned percussion instruments or body percussion, keeping in time</u>	 <u>Perform and layer rhythms on untuned percussion instruments or body percussion, keeping in time</u>	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	 <u>Improvise a series of rhythmic or melodic phrases for others to copy or improvise answers to</u>	 <u>Compose longer melodies in simple structures such as binary (AB) or ternary (ABA)</u>	 <u>Make decisions about dynamics and tempo when composing</u>  <u>Explore texture and timbre by combining different sounds when composing (e.g. combining different classroom instruments or classroom and string instruments)</u>	Improvise and compose music for a range of purposes using the inter-related dimensions of music

Listening and reflecting	 <u>Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers</u>  <u>Discuss the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary</u>	 <u>Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers</u>  <u>Discuss the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary</u>	 <u>Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers</u>  <u>Discuss the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary</u>  <u>Reflect on their playing and singing and identify how to improve aspects of their performance</u>	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, 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	 <u>Sing songs in unison and in multiple parts, such as canons, partner songs and harmonies, listening and responding to others</u>	 <u>Further develop control of diction, focusing on clear beginnings and endings of words</u>  <u>Sing with expression, creating different moods within a song</u>	 <u>Sing with greater control of changing dynamics</u>  <u>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</u>	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Playing	 <u>Play melodies and chords on tuned percussion</u>  <u>Copy back melodic patterns in a variety of keys and time signatures performed by the teacher or another student</u>	 <u>Play classroom percussion instruments in a mixed ensemble with string players</u>	 <u>Play a variety of classroom percussion instruments, both tuned and untuned, further developing control and quality of sound</u>  <u>Perform with a sense of occasion with increasing confidence</u>	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	 <u>Perform melodies of up to an octave from staff notation on tuned percussion</u>	 <u>Develop fluency in reading rhythmic patterns from notation using crotchets, quavers, semiquavers, crotchet rests, minims, and dotted crotchets</u>	 <u>Develop fluency in reading rhythmic patterns from notation using crotchets, quavers, semiquavers, crotchet rests, minims, and dotted crotchets</u>	Use and understand staff and other musical notations

Rhythm and pulse	 <u>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</u>	 <u>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</u>	 <u>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</u>	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	 <u>Improvise in the style of a piece they are learning, using appropriate scales/modes/rhythms from that genre</u>	 <u>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</u>  <u>Notate their compositions and invite other students to learn to play them</u>  <u>Use music technology for composition as appropriate, e.g. making audio recordings of their work or using score writing software to notate their compositions</u>	 <u>Improvise in the style of a piece they are learning, using appropriate scales/modes/rhythms from that genre</u>  <u>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</u>	Improvise and compose music for a range of purposes using the inter-related dimensions of music

Listening and reflecting	 <u>Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers</u>  <u>Discuss the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary</u>	 <u>Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers</u>  <u>Discuss the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary</u>	 <u>Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers</u>  <u>Discuss the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary</u>  <u>Reflect on their playing and singing and identify how to improve aspects of their performance</u>	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 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	 <u>Sing with expression, contributing to collective decisions about how to shape a performance</u>  <u>Sing with confidence and control incorporating a variety of dynamics and dynamic changes</u>	 <u>Sing songs in unison and in multiple parts, such as canons, partner songs and harmonies, with greater independence</u>  <u>Sing with clear and confident diction</u>	 <u>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</u>	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Playing	 <u>Continue to develop appropriate technique on a wide range of classroom percussion instruments</u>  <u>Perform melodies and accompaniments, increasing their fluency in notation reading</u>	  <u>Copy back melodic patterns in a variety of keys and time signatures performed by the teacher or another student, matching dynamics and phrasing</u>	  <u>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</u>   <u>Evaluate and learn from their performances to an audience</u>	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	 <u>Develop fluency in reading rhythmic patterns from notation using more complicated time signatures such as 6/8 and 5/4</u>	 <u>Develop fluency in reading rhythmic patterns from notation using more complicated time signatures such as 6/8 and 5/4</u>	 <u>Perform more complex melodies and accompaniments from staff notation</u>	Use and understand staff and other musical notations

Rhythm and pulse	 <u>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</u>	 <u>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</u>	 <u>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</u>	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	 <u>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</u>	 <u>Improvise in a variety of styles taken from pieces they are learning, using appropriate scales/modes/rhythms/musical devices from that genre</u>	 <u>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</u>	Improvise and compose music for a range of purposes using the inter-related dimensions of music
Listening and reflecting	 <u>Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers</u>  <u>Discuss the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary</u>  <u>Reflect on their playing and singing and identify how to improve specific aspects of their performance</u>	 <u>Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers</u>  <u>Discuss the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary</u>  <u>Reflect on their playing and singing and identify how to improve specific aspects of their performance</u>	 <u>Actively listen to a variety of music from different genres and traditions, including a diverse range of composers and performers</u>  <u>Discuss the elements/interrelated dimensions in music they listen to, using appropriate musical vocabulary</u>  <u>Reflect on their playing and singing and identify how to improve specific aspects of their performance</u>	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