



National Curriculum Objectives

Key Stage 1

Pupils should be taught to:

- ❖ use their voices expressively and creatively by singing songs and speaking chants and rhymes
- ❖ play tuned and untuned instruments musically
- ❖ listen with concentration and understanding to a range of high-quality live and recorded music
- ❖ experiment with, create, select and combine sounds using the inter-related dimensions of music.

Specific unit outcomes

Pupils who are secure will be able to:

- ❖ Use tempo, dynamics and timbre in their piece.
- ❖ Play in time with their group.
- ❖ Use instruments appropriately.
- ❖ Successfully sing back the melody line in time and at the correct pitch.
- ❖ Play either a call and/or response role in time with another pupil.
- ❖ Perform their composition.

Key Knowledge

- ❖ To know that dynamics can change the effect a sound has on the audience.
- ❖ To know that the long and short sounds of a spoken phrase can be represented by a rhythm.
- ❖ To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song.
- ❖ To understand that the tempo of a musical phrase can be changed to achieve a different effect.
- ❖ To understand that an instrument can be matched to an animal noise based on its timbre.

Key skills

- ❖ Recognising timbre changes in music they listen to.
- ❖ Recognising structural features in music they listen to.
- ❖ Listening to and recognising instrumentation.
- ❖ Beginning to use musical vocabulary to describe music.
- ❖ Listening to and repeating a short, simple melody by ear.
- ❖ Suggesting improvements to their own and others' work.
- ❖ Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.
- ❖ Choosing appropriate dynamics, tempo and timbre for a piece of music.
- ❖ Using letter name and graphic notation to represent the details of their composition.
- ❖ Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).
- ❖ Singing short songs from memory, with melodic and rhythmic accuracy.
- ❖ Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.
- ❖ Performing expressively using dynamics and timbre to alter sounds as appropriate.

Key Vocab

timbre

dynamics

tempo

call and response

rhythm

structure



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Specific unit outcomes

Pupils who are secure will be able to:

- ❖ Make plausible descriptions of the music.
- ❖ Identify a few instruments and the sounds of different sections of the orchestra.
- ❖ Explain what is happening in the music using language relating to emotion.
- ❖ Create a piece of music with some appropriate tempo, dynamic and timbre changes.
- ❖ Suggest appropriate musical timbres for each of the characters and tempo changes for the actions.
- ❖ Perform confidently using appropriate instrumental sounds.

Key Knowledge

- ❖ To know that musical instruments can be used to create ‘real life’ sound effects.
- ❖ To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece.
- ❖ To know that stringed instruments, like violins, make a sound when their strings vibrate.
- ❖ To know that a brass instrument is played by vibrating your lips against the mouthpiece.
- ❖ To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.

Key skills

- ❖ Recognising timbre changes and structural features in music they listen to.
- ❖ Listening to and recognising instrumentation.
- ❖ Beginning to use musical vocabulary to describe music.
- ❖ Suggesting improvements to their own and others’ work.
- ❖ Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.
- ❖ Choosing appropriate dynamics, tempo and timbre for a piece of music.
- ❖ Performing expressively using dynamics and timbre to alter sounds as appropriate.

Key Vocab

orchestra	instruments	strings	woodwind	brass	percussion
vocals	sound effect	timbre	dynamic	tempo	



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Specific unit outcomes

Pupils who are secure will be able to:

- ❖ Clap the rhythm of their name.
- ❖ Sing the melody accurately while playing their instrument in time.
- ❖ Show a range of emotions using their voices.
- ❖ Describe the dynamics and timbre of their pieces.
- ❖ Play a known melody from letter notation in the right order, if not with the right rhythms.
- ❖ Play a new melody from letter notation in the right order, if not in time.
- ❖ Invent a melody, write it down and play it back.
- ❖ Select instruments with different timbres.
- ❖ Compose and perform a piece using different dynamic levels.

Key Knowledge

- ❖ To understand that ‘melody’ means a tune.
- ❖ To know that ‘notation’ means writing music down so that someone else can play it.
- ❖ To understand that ‘accompaniment’ can mean playing instruments along with a song.
- ❖ To understand that a melody is made up from high- and low-pitched notes played one after the other, making a tune.

Key skills

- ❖ Recognising timbre changes and structural features in music they listen to.
- ❖ Beginning to use musical vocabulary to describe music.
- ❖ Identifying melodies that move in steps.
- ❖ Listening to and repeating a short, simple melody by ear.
- ❖ Suggesting improvements to their own and others’ work.
- ❖ Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.
- ❖ Successfully combining and layering several instrumental and vocal patterns within a given structure.
- ❖ Creating simple melodies from five or more notes.
- ❖ Choosing appropriate dynamics, tempo and timbre for a piece of music.
- ❖ Using letter name and graphic notation to represent the details of their composition.
- ❖ Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).
- ❖ Singing short songs from memory, with melodic and rhythmic accuracy.
- ❖ Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.
- ❖ Performing expressively using dynamics and timbre to alter sounds as appropriate.
- ❖ Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.

Key Vocab

rhythm	pulse	dynamics	timbre
beat	timbre	melody	notation



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Specific unit outcomes

Pupils who are secure will be able to:

- ❖ Use their voice to create a variety of sounds.
- ❖ Use dynamics to create atmosphere.
- ❖ Correctly identify some instruments and changes in dynamics in a piece.
- ❖ Explain how the same instrument can have many different sounds.
- ❖ Compare two pieces of music using some musical vocabulary to describe the changes in tempo, dynamics and timbre.
- ❖ Successfully create and play a motif.
- ❖ Notate and write down their motif in some form.

Key Knowledge

- ❖ To know that a ‘soundscape’ is a landscape created using only sounds.
- ❖ To know that a composer is someone who creates music and writes it down.
- ❖ To understand that a motif is a ‘sound idea’ that can be repeated throughout a piece of music.

Key skills

- ❖ Recognising timbre changes in music they listen to.
- ❖ Recognising structural features in music they listen to.
- ❖ Listening to and recognising instrumentation.
- ❖ Beginning to use musical vocabulary to describe music.
- ❖ Suggesting improvements to their own and others’ work.
- ❖ Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.
- ❖ Successfully combining and layering several instrumental and vocal patterns within a given structure.
- ❖ Creating simple melodies from five or more notes.
- ❖ Choosing appropriate dynamics, tempo and timbre for a piece of music.
- ❖ Using letter name and graphic notation to represent the details of their composition.
- ❖ Beginning to suggest improvements to their own work.
- ❖ Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).
- ❖ Performing expressively using dynamics and timbre to alter sounds as appropriate.

Key Vocab

soundscape

timbre

dynamics

tempo

motif



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- ❖ experiment with, create, select and combine sounds using the inter-related dimensions of music.

Specific unit outcomes

Pupils who are secure will be able to:

- ❖ Sing, play and follow instructions to perform as a group.
- ❖ Describe music using simple musical vocabulary.
- ❖ Explore multiple ways of making the same sound.
- ❖ Represent the same sound in different ways.
- ❖ Describe how they have adapted a sound using musical vocabulary.
- ❖ Contribute musically to a final performance.
- ❖ Create a piece that clearly represents a particular environment.
- ❖ Extend a piece of music so that it represents three distinct environments.

Key Knowledge

- To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down.
- To know that 'duration' means how long a note, phrase or whole piece of music lasts.
- To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music.

Key skills

- ❖ Listening to and recognising instrumentation.
- ❖ Beginning to use musical vocabulary to describe music.
- ❖ Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.
- ❖ Successfully combining and layering several instrumental and vocal patterns within a given structure.
- ❖ Choosing appropriate dynamics, tempo and timbre for a piece of music.
- ❖ Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).
- ❖ Singing short songs from memory, with melodic and rhythmic accuracy.
- ❖ Performing expressively using dynamics and timbre to alter sounds as appropriate.

Key Vocab

composition	duration	dynamics	inspiration	pitch
structure	tempo	texture	timbre	



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Specific unit outcomes

Pupils who are secure will be able to:

- ❖ Create rhythms and arrange them in a particular order or structure.
- ❖ Identify the structure of a piece of music and write it down.
- ❖ Describe whether a musical texture is thick or thin.
- ❖ Explore ways of writing down different textural layers.
- ❖ Follow a given structure for a composition.
- ❖ Write a structure score accurately.
- ❖ Compose music with several layers.
- ❖ Perform their composition accurately, following the structure score.

Key Knowledge

- ❖ I know that a graphic score can show a picture of the structure of music.
- ❖ To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.
- ❖ To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917.

Key skills

- ❖ Recognising timbre changes in music they listen to.
- ❖ Recognising structural features in music they listen to.
- ❖ Listening to and recognising instrumentation.
- ❖ Beginning to use musical vocabulary to describe music.
- ❖ Suggesting improvements to their own and others' work.
- ❖ Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.
- ❖ Successfully combining and layering several instrumental and vocal patterns within a given structure.
- ❖ Choosing appropriate dynamics, tempo and timbre for a piece of music.
- ❖ Using letter name and graphic notation to represent the details of their composition.
- ❖ Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.
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Key Vocab

beat	composition	Graphic score	Melody
notation	rhythm	structure	Texture
compose	dynamics	legend	Myth
pitch	Stave notation	tempo	timbre