



Music Highest Value Targets

Intent:

- We want our pupils to develop a lifelong love of music, appreciating how it can make us feel, share messages and to be curious about the world around them, in doing so developing tolerance.
- We want our pupils to experience a wide range of musical instruments, playing and observing experts and exploring their use within a range of musical genres.
- We want our pupils to be able to express themselves through music, to be able to compose and record using musical notation to represent their ideas.
- To be able to provide opportunities to perform musical numbers, their own and other people's allowing them to build their confidence in doing this.
- To be able to know a range of composers and musical artists both past and present, from different genres.
- To experience live performances.

Year group	Knowledge and skills		
	Non-negotiable key concepts	Would be good if they achieved	Other subject links
Nursery	<p>To enjoy singing as part of a group.</p> <p>To know some nursery rhymes and traditional songs by heart.</p> <p>To join in with a performance.</p> <p>To have explored through play some musical instruments.</p>	<p>To play an instrument at a specific time linked to a piece of music.</p>	
Reception	<p>To enjoy singing as part of a group.</p> <p>To know a wider range of songs and recall their tunes with greater independence.</p> <p>To be more confident when performing.</p> <p>To be able to name some instruments and know how they are played eg tambourine hit with hand and that different places make different sounds – know to be gentle.</p>	<p>To play an instrument at a specific time linked to a piece of music.</p>	
Year 1	<p>To enjoy singing as part of a group.</p> <p>To play more tuned instruments- to use coloured notes and notation to play simple pieces.</p> <p>To know how to warm their voice up for singing.</p> <p>To describe tempo as fast or slow.</p> <p>To describe dynamics as loud or quiet.</p> <p>To explore ways to show high or low sounds, long and short.</p>	<p>To begin to recognise difference in notes – higher lower and how this might be made on an instrument.</p> <p>To look at musical notation.</p>	
Year 2	<p>To enjoy singing as part of a group.</p> <p>To be able to recognise some orchestra instruments.</p> <p>To be able to walk and clap to the beats of the music.</p> <p>To begin to use standard notation for crotchets and minims.</p> <p>To be able to sing a song by heart and work together to add instruments or accompanying movements.</p>	<p>To recognise quavers and semi breves.</p> <p>To create a short piece of music</p>	<p>P.E.</p> <p>English – stories with accompanying music.</p>
Year 3	<p>To enjoy singing as part of a group.</p> <p>To begin to recognise time signatures 2/4, ¾ and 4/4.</p> <p>Begin to use the notes CDE, GAB, FGA, ABC in copy back and improvised melodic patterns.</p>	<p>To begin to evaluate their performances.</p> <p>To use the correct musical vocabulary for some notes.</p>	

	<p>To be able to recognise a stave, treble clef and know the lines and spaces on a stave stand for something.</p> <p>To use music technology to compose a simple song.</p> <p>To perform for an audience their own creation and well known pieces.</p>		
Year 4	<p>To enjoy singing as part of a group.</p> <p>To perform in a group and solo and evaluate how they performed and discuss how they felt.</p> <p>To know the names of the notes on the stave – lines and gaps and link them to tunes instruments.</p> <p>To be able to understand staccato and legato and understand the different styles of music in the world is huge!</p> <p>To sing expressively in time and with breathing.</p> <p>To know the different musical notes and their duration.</p> <p>To use notes when playing tuned instruments.</p> <p>To begin to use notes to record their own musical pieces.</p>	<p>To use a pentatonic scale to create a melody.</p> <p>CD</p> <p>CDE</p> <p>CDEG</p> <p>CDEGA</p> <p>Start and end on the note C.</p>	
Year 5	<p>To enjoy singing as part of a group.</p> <p>To be able to sing in unison and in parts.</p> <p>To be able to sing expressively with articulation.</p> <p>To know ways high and low notes can be shown in music.</p> <p>To respond to minims, crotchets, quavers, semi-breves in music.</p> <p>To begin to understand chords.</p> <p>To perform in a group and solo and evaluate how they performed and discuss how they felt.</p> <p>To think about why a song was chosen for performance.</p> <p>To look at lyrics.</p> <p>To recognise blues, rap as different styles of music.</p> <p>When listening to music recognise the introduction and chorus.</p> <p>To know fortissimo (very loud) and pianissimo (very quiet) when improvising with their instruments.</p> <p>To sing expressively in time and with breathing.</p>	<p>To play a simple of melodic instrument part by ear or from notation C major, F Major, G major, C minor and D minor.</p>	
Year 6	<p>To enjoy singing as part of a group.</p> <p>To be able to sing in unison and in parts.</p> <p>To be able to sing expressively with articulation.</p> <p>To know ways high and low notes can be shown in music.</p>	<p>Start to use structures in their compositions eg intro, multiple verse and chorus sections.</p>	

	<p>To respond to minims, crotchets, quavers, semi-breves in music.</p> <p>To begin to understand chords.</p> <p>To perform in a group and solo and evaluate how they performed and discuss how they felt.</p> <p>To think about why a song was chosen for performance.</p> <p>To look at lyrics, how they are put together why some parts are repeated, how they are sung, affect of word choices .</p> <p>Identify the sound of a Gospel choir, Rock band, symphony orchestra and A Cappella groups.</p> <p>To recognise notes and spaces, treble clef, flat and sharp sign.</p> <p>To use music technology to create and capture sounds.</p>		
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