

What will a Morpeth Partnership Musician look like?		
	At the end of Year 2 they will have the following knowledge:	At the end of Year 6 they will have the following knowledge:
Being a musician	Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.	Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
Knowledge	<p>During Key Stage 1, pupils should be taught to:</p> <ul style="list-style-type: none"> ● 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. 	
	<p>During Key Stage 2, pupils should be taught to :</p> <ul style="list-style-type: none"> ● play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ● improvise and compose music for a range of purposes using the inter-related dimensions of music ● listen with attention to detail and recall sounds with increasing aural memory ● use and understand staff and other musical notations ● 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. 	

Progression of key skills from Y1 - Y13

	Performing	Composition & Improvisation including notation	Listening and appraising
End of Year 1	<ul style="list-style-type: none"> To be able to find their singing voice and sing familiar songs expressively To begin to move rhythmically To add actions to songs To use instruments to perform To copy sounds and explore different sounds with their voice To make loud and quiet sounds 	<ul style="list-style-type: none"> To make different sounds with their voices To copy simple rhythmic patterns To follow simple symbols to represent sounds e.g long and short tap and shake, loud and quiet To use action to show pitch changes To explore how sounds can be made using instruments To tell the difference between long and short sounds To give a reason for choosing an instrument To tell the difference between high and low sounds 	<ul style="list-style-type: none"> To be able to respond to different moods in music To recognise repeated patterns To follow instructions on how to play and sing To be able to describe the difference between fast and slow tempo To identify two types of sound happening at the same time
End of Year 2	<ul style="list-style-type: none"> To sing accurately at a given pitch To perform with others To clap a pulse with increasing or decreasing tempo To sing/play rhythmic patterns in a contrasting tempo keeping to a pulse 	<ul style="list-style-type: none"> To order a sequence of sounds to create a beginning, middle and end To use symbols to represent sound To make connections between notations and musical sound To use actions to show pitch changes To use simple structures in a piece of music 	<ul style="list-style-type: none"> To improve their own work To listen out for particular things when listening to music To recognise sounds that move by step and by leaps

End of Year 3	<p>To control their voice when singing</p> <p>To play clear notes on instruments</p> <p>To develop the confidence to perform in front of others</p> <p>To sing songs as a group keeping in time</p> <p>To sing in tune with expression</p>	<p>To know that phrases are where we breathe in a song</p> <p>To use different elements in their composition</p> <p>To create repeated patterns with different instruments</p> <p>To clap and play a range of simple rhythms from notation</p> <p>To understand how the use of tempo can provide musical contrast within a piece of music</p>	<p>To use musical vocabulary (elements of music) to describe a piece of music or a composition</p> <p>To use musical words to describe what they like and dislike</p> <p>To recognise how they can improve their work</p> <p>To identify repetition, contrasts and variations</p>
End of Year 4	<p>To sing and play confidently as a group</p> <p>To sustain a chord or repeating note to a song or tune</p> <p>To improvise using repeated pattern</p> <p>To use selected pitches simultaneously</p> <p>To produce a simple harmony</p>	<p>To experiment with sounds to create music</p> <p>To follow traditional notation for simple rhythms - understand how to use crotchets, quavers in pairs, minims, semibreves and their equivalent rests when writing down any rhythms in 4/4 time</p> <p>To use letter names when memorizing simple melodic patterns</p> <p>To use notation in performance</p> <p>To show how they can use dynamics to provide contrast</p>	<p>To develop opinions about different types of music in class discussion</p> <p>To start to identify the character of a piece of music</p> <p>To compare different kinds of genre</p> <p>To explain the place of silence and what effect it has</p> <p>To identify how a change in timbre can change the effect of a piece of music</p>

End of Year 5	<p>To sing confidently and expressively in a group</p> <p>To be able to breathe in the correct place when singing</p> <p>To recognise and use basic structural forms e.g rounds, variations and rondo form</p> <p>To devise and play repeated sequence of pitches to produce simple harmony</p>	<p>To choose the most appropriate tempo for the music</p> <p>To compose a piece of music to meet specific criteria using dynamics, structure, melody and rhythm</p> <p>To evaluate music by using appropriate vocabulary</p>	<p>To compare and contrast the work of famous composers and show preferences and opinions.</p> <p>To suggest improvements to their own work</p> <p>To accurately find notes on an instrument by ear</p> <p>To listen to layers of sound and how they create effect</p> <p>To identify use of dynamics to shape the character of the music</p> <p>To understand the use of tempo and how this can shape a phrase in music</p>
End of Year 6	<p>To evaluate work and suggest improvements</p> <p>To use voice and instruments with expression</p> <p>To compose music for a range of purposes using chords, rhythm, dynamics, timbre and structure</p> <p>To perform using notation</p> <p>To lead on performance and perform from memory</p> <p>To harmonise accurately following a part</p> <p>To understand and perform two distinct melodic or rhythmic parts and understand how they fit together</p>	<p>To understand elements of traditional musical notation e.g time signature, flats, sharps, bars</p> <p>To follow a simple tune from traditional notation</p> <p>To recognise different forms of notation e.g clefs etc.</p> <p>To compose music for a range of purposes using structure, dynamics, melody, rhythm and chords</p> <p>To write down notes at the correct pitch using a stave - E - to F above</p>	<p>To analyse features within a piece of music</p> <p>To evaluate and improve on their performances</p> <p>To understand the contrast of the impact of different composers on music</p> <p>To appraise compositions they have created</p>

End of Year 7	To perform various melodies, rhythm patterns and bass lines using relevant notations with increased confidence, accurately and using musical devices such as chords, sequences etc.	To develop and create structured compositions. To use music technology to help compose a piece of music To experiment by writing out melodies using a treble clef stave – Middle C to top A..	To identify and explore key features and musical devices used in the music. To discuss how these features can improve or enhance a performance. To recreate melodies, harmonies or rhythms heard in the music accurately. To monitor own progress using recordings.
End of Year 8	To perform complex melodies, rhythms patterns and harmonies from relevant notations confidently with some syncopation.	To compose more complex melodies, rhythm patterns and harmonies accurately and expressively. To use music technology effectively To experiment by writing out melodies and harmonies (including chords) and use simple dynamic and tempo markings – f, mf, mp, p, crescendo, diminuendo, Andante, Allegro, Presto, Largo.	To explore the effect key features and musical devices have on the music and understand how these reflect the style, genre or tradition of the music. To use knowledge to justify comments on a performance. To make comparisons between different pieces of music.
End of Year 9	To confidently perform more complex melodies, harmonies or rhythms accurately and with a sense of the style or reflecting the genre or musical traditions of the music.	To develop complex melodies, harmonies and rhythm patterns and use music technology accurately, expressively and with a sense of style or reflecting the genre or musical traditions of the music. To experiment by writing out melodies and harmonies using expression markings to reflect the style, genre or tradition of the music – accents, legato, staccato.	To analyse the features of the style, genre or tradition of the music and apply understanding of them to own work.

End of Year 11	To perform music at Grade 4 / 5 standard with accuracy, expression and good technique.	To compose imaginative and stylistically convincing music with developed ideas, idiomatic writing, varied textures and a sense of direction, fluency and contrast. To be confident in using either Logic or Sibelius software. To have at least Grade 2 theory knowledge.	To identify the key stylistic features of a piece of music, using appropriate musical vocabulary. To be able to write about music with contextual and theoretical knowledge. To possess basic music dictation skills.
End of Year 13	To perform music at Grade 7 / 8 standard with accuracy, sophisticated expression and excellent technique. OR To be confident studio technician able to manage capture, EQ, dynamic processing, effects, balance and blend, panning and audio editing	To compose imaginative, assured and stylistically convincing music with developed ideas, idiomatic writing, varied textures, well-paced moods and a mature sense of direction, fluency and contrast. To be fluent in using either Logic or Sibelius software. To have at least Grade 5 theory knowledge. OR To compose music with an excellent range of synthesis and sampling techniques and creative effects with imaginative and convincing use of structure, rhythm, melody, harmony and texture.	To identify the key stylistic features of a piece of music, using sophisticated musical vocabulary. To be able to write about music with excellent contextual and theoretical knowledge. To possess advanced music dictation skills. OR To identify the key stylistic features of a piece of music, using appropriate music technology vocabulary. To be able to write about music with contextual and technical knowledge. To possess advanced producing skills.

Musical concepts

At the end of Key Stage 1, the pupils will have developed an understanding of the following musical concepts;	At the end of Key Stage 2, the pupils will have developed an understanding of the following musical concepts;	At the end of Key Stage 3, the pupils will have developed an understanding of the following musical concepts;
Pitch, rhythm, tempo (pulse), basic dynamics (loud, quiet, silence), duration, graphic scores.	Intervals, keys (major/minor), chords, pitch, harmony, form, notation (treble clef), graphic scores, instrumentation, expression, rhythm, dynamics, texture, duration, time signatures (simple), accidentals (#, b naturals).	Syncopation, dynamic markings, intervals, chords, pitch, form, instrumentation, expression, rhythm, duration, tempo markings, key signatures, accidentals (#, b naturals) time signatures (complex), notation (bass clef) composing with different textures, tradition and genres of music.