



St Peter's Church of England Primary School

Planning overview		Music		Matters, Skills and Processes	
Key Stage 1			Key Stage 2		
Pupils should be taught: <ul style="list-style-type: none"> to use their voices expressively and creatively by singing songs and speaking chants and rhymes to play tuned and untuned instruments musically to listen with concentration and understanding to a range of high-quality live and recorded music to experiment with, create, select and combine sounds using the inter-related dimensions of music 			Pupils should be taught: <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 		
Key Stage 1					
Singing	<ul style="list-style-type: none"> Make different sounds with voice and with instruments. Follow instructions about when to play and sing. Sing or clap increasing and decreasing tempo. Perform simple patterns and accompaniments keeping a steady pulse. 	Listening and appreciate	<ul style="list-style-type: none"> Say whether they like or dislike a piece of music Make connections between notations and musical sounds 		
Playing an Instrument	<ul style="list-style-type: none"> Use instruments to perform and choose sounds to represent different things. Play simple rhythmic patterns on an instrument 	Create own music	<ul style="list-style-type: none"> Clap and repeat short rhythmic and melodic patterns Make a sequence of sounds and respond to different moods in music Order sounds to create a beginning, middle and an end Create music in response to different starting points 		
Key Stage 2					
Performing	<ul style="list-style-type: none"> Play clear notes on instruments and use different elements in composition Sing songs from memory with accurate pitch Maintain own part whilst others are performing their part Sing in harmony confidently and accurately Perform parts from memory Take the lead in a performance 	Composing	<ul style="list-style-type: none"> Combine different sounds to create a specific mood or feeling Use notation to record compositions in a small group or individually Compose music which meets specific criteria Choose the most appropriate tempo for a piece of music Use a variety of different musical devices in composition (including melody, rhythms and chords). 		

<p>Listen</p>	<ul style="list-style-type: none"> • Listen carefully and recognise high and low phrases • Explain why silence is often needed in music and explain what effect it has. • Repeat a phrase from the music after listening intently. • Accurately recall a part of the music listened to. 	<p>Use and Understand</p>	<ul style="list-style-type: none"> • create repeated patterns with different instruments • improve my work; explaining how it has been improved • use notation to record and interpret sequences of pitches • use music diary to record aspects of the composition process • analyse features within different pieces of music
<p>Appreciate</p>	<ul style="list-style-type: none"> • use musical words to describe a piece of music and compositions • use musical words to describe what they like and do not like about a piece of music • identify and describe the different purposes of music • describe, compare and evaluate music using musical vocabulary • explain why they think music is successful or unsuccessful • evaluate how the venue, occasion and purpose affects the way a piece of music is created 	<p>History</p>	<ul style="list-style-type: none"> • recognise the work of at least one famous composer • begin to identify the style of work of Beethoven, Mozart and Elgar • contrast the work of a famous composer with another and explain preferences • compare and contrast the impact that different composers from different times have had on people of that time