

MUSIC ROAD MAP

Performing

Sing simple songs broadly in tune and time.
Explore the voice's ability to make different sounds.
Play tuned and untuned instruments musically using limited resources (e.g. selecting notes from the pentatonic scale).
Keep a pulse within a group with some accuracy.
Follow simple musical instructions (e.g. stop, louder).

Creating

Experiment with making, changing and combining sounds/simple instruments with some success.
Show thoughtfulness towards musical outcome through trial and error.

Theory and Listening

Describe music in a simple way using appropriate vocabulary (e.g., getting louder/softer, naming common instruments).
Use shapes to represent sounds (simple graphic notation).
Link pitch to shapes showing the rise and fall of the music.
Make simple comments on classroom performances and suggest basic ideas for improvement.

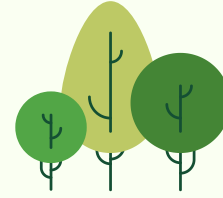
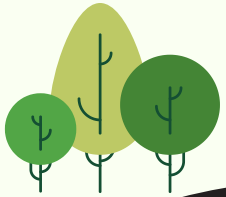
KS1



Creating

Experiment with making, changing and combining sounds with increasingly musical outcomes.

Begin to create simple rhythmic patterns, melodies and accompaniments.



Lower KS2

Performing

Sing basic parts (e.g., range of less than an octave) in tune and in time.

Confidently join in with simple part songs such as rounds when following an adult/leader singing their part.

Perform simple instrumental parts with technical accuracy.

Perform in time and in tune with some success when performing simple pieces with a group.

Respond to and lead simple performance directions (e.g. dynamics, tempo).

Theory and Listening

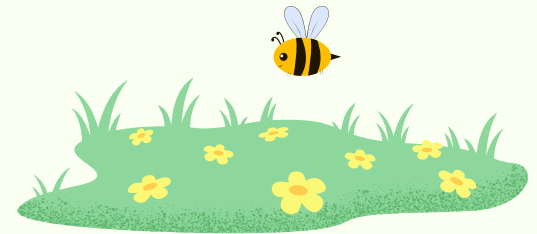
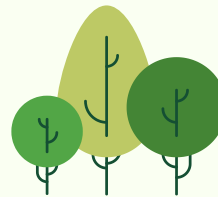
Respond to music from a range of traditions, showing basic understanding of the musical outcome and context.

Perform from a range of notation including graphic scores and simple rhythm and staff notation.

Aurally identify sounds correlating to notation (e.g. recognise rhythms).

Discuss their own and others' music showing a basic musical understanding (e.g. dynamics, tempo).

Successfully carry out improvements on their own work based on feedback.

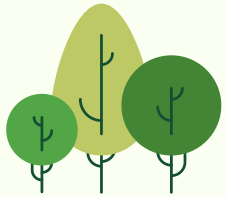


Creating

Experiment with using voice, technology and instruments creatively, investigating ideas and techniques.

Improvise basic melodic and rhythmic phrases in scaffolded situations (e.g. notes to use provided, backing track given).

Create music which demonstrates an understanding of structure and has been musically thought out.



Performing

Sing more complex parts in tune and in time.

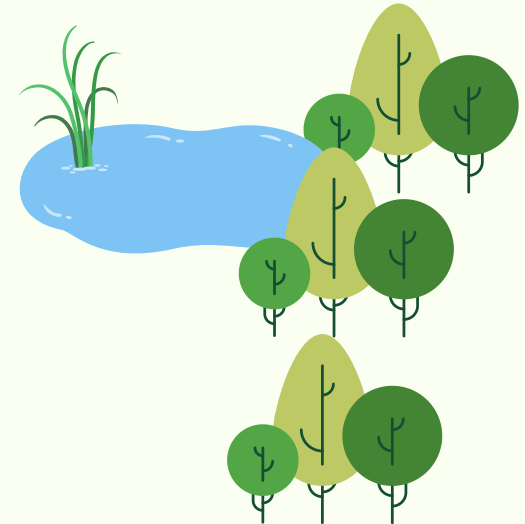
Sing simple two-part sections in songs without following a leader.

Perform simple parts accurately, fluently and in time with others.

Consider expression whilst performing.

Perform in time and in tune with a group when performing simple pieces.

Recognise and attempt to correct tuning/timing issues in performances.



**Upper
KS2**

Theory and Listening

Listen to and evaluate music from a range of traditions showing understanding of the musical outcome and context.

Use and create basic notation.

Discuss their own and others' music, justifying their opinions musically.

Act on feedback successfully, and independently improve their own work based on independent reflection.

INSPIRED BY CHRIST



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