

SING Education Music Curriculum 2023-4

	Reading Notation: Pulse & Rhythm	Reading Notation: Pitch	Singing & Performing	Instrumental Performance	Composition & Improvisation
Y3 pupils can..	Read and perform simple rhythms confidently with note values such as crotchets and paired quavers. Maintain a steady beat and adjust the speed of the beat in response to the music or a leader.	Begin to read and perform pitch notation within a limited range (e.g. C–G), recognising higher and lower pitches. Interpret and perform music with basic dynamics markings.	Sing a widening range of unison songs of varying styles and structures, with tunefulness and some expression. Perform simple actions and sing in time to action songs.	Play simple melodies on tuned percussion, melodic instruments, or keyboards, following staff notation within a small note range. Engage in ensemble playing within a larger group or class, taking on basic melody or accompaniment roles (e.g. ostinato).	Begin to improvise on a limited range of pitches using simple musical features. Create short musical responses using limited note ranges in improvisation. Experiment with creating structured musical ideas, incorporating basic repetitions and contrasts.
Y4 pupils can..	Accurately read and perform rhythms with a range of note values, including minims, crotchets, paired quavers, and rests. Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms	Confidently read and perform pitch notation within a range of do–so (e.g. C–G). Begin to demonstrate an understanding of clefs and the stave.	Sing a broad range of unison songs with the range of an octave (do–do), pitching the voice accurately and following dynamics. Perform actions confidently and in time to a range of action songs.	Play melodies on tuned percussion, melodic instruments, or keyboards, following staff notation written on one stave and using notes within the middle C–G/do–so range. Perform in two or more parts (e.g.	Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches, suitable for the instrument being learnt, then sing and play these phrases as self-standing compositions.

	and note durations. Understand and apply knowledge of different metres in 2, 3 or 4 time.		Sing rounds and partner songs in different time signatures.	melody and accompaniment or a duet) and identify the static and moving parts. Copy short melodic phrases including those using the pentatonic scale.	Begin to understand the difference between major and minor
Y5 pupils can..	Confidently read and perform rhythms with a wide range of note values, including semibreves, minims, crotchets, quavers, semiquavers and crotchet rests. Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. Understand and apply knowledge of different time signatures (e.g. 2/4, 3/4, 4/4).	Confidently read and perform pitch notation within an octave range (e.g. C–C). Begin to develop sight reading skills by recognising short melodies to play and perform from the stave.	Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance, observing phrasing, accurate pitching, and style. Sing three-part rounds, partner songs, and songs with a verse and a chorus.	Play a melody following staff notation written on one stave and using notes within an octave range (do–do). Begin to understand how triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs.	Improvise freely over a drone, creating musical shapes and character using tuned percussion and melodic instruments. Compose melodies made from pairs of phrases, in a key suitable for the instrument chosen, enhanced with rhythmic or chordal accompaniment. Compose music with contrasting elements to evoke specific atmospheres, moods, or environments.
Y6 pupils can..	Confidently read and perform rhythms with	Fluently read and perform pitch	Sing a broad range of songs, including	Play complex melodies and	Extend improvisation skills through

	<p>a wide range of note values, including semibreves, minims, crotchets, quavers, semiquavers and their equivalent rests, fluently interpreting rhythm patterns and note durations.</p> <p>Sight-read and perform intricate rhythmic phrases and rhythms from prepared notation, confidently maintaining accurate timing and rhythm throughout, in an ensemble of up to 4 parts.</p>	<p>notation within an octave range (e.g. C–C).</p> <p>Interpret and perform music with dynamics and articulation.</p>	<p>those with complex rhythms and harmonies, with a strong sense of ensemble and performance.</p> <p>Perform three- and four-part rounds, partner songs, and songs with intricate structures.</p>	<p>accompaniments following staff notation, utilising a wide range of notes within an octave (do–do), whilst contributing to the interpretation and expression of the music.</p> <p>Accompany melodies using block chords or a bass line using keyboards, tuned percussion or melodic instruments.</p> <p>Demonstrate proficiency in playing by ear, copying longer phrases and complex melodies on tuned instruments.</p>	<p>working in small groups to create music with multiple sections, repetition, and contrast.</p> <p>Compose melodies made from pairs of phrases, in a major or minor key suitable for the instrument chosen, enhanced with rhythmic or chordal accompaniment.</p> <p>Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale and incorporate rhythmic variety</p>
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