

Year 1 Key Learning

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum
		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	
Musicianship Understanding Music Improvise Together	Listening Finding a steady beat Copy-back Improvisation Singing Pulse/beat Rhythm Pitch Tempo Dynamics	How to move in time with a steady beat/pulse.	- I can move in time with a steady beat. - I can find the pulse of the music by moving my body.	Experiment with, create, select and combine sounds using the interrelated dimensions of music.
		To copy back simple long and short rhythms with clapping.	I can listen to, copy and repeat a simple rhythm through call and response.	
		To copy back singing simple high and low patterns.	I can listen to, copy and repeat a simple melody using my voice.	
		To understand and demonstrate the difference between pulse, rhythm and pitch.	- I understand that the pulse or beat of the music is like a heartbeat that doesn't stop. - I understand and can demonstrate that rhythm is a pattern of long and short sounds which are performed over the pulse of the music. - I can sing high or low sounds, demonstrating an understanding of pitch.	

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum
		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Listen and Respond	Listening Responding Musical styles Historical context Different musicians Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	To move, dance and respond with their bodies in any way they can when listening.	I can feel the pulse by moving my body to the music.	Listen with concentration and understanding to a range of high-quality live and recorded music.
		To describe their thoughts and feelings when listening to the music, including why they like or don't like the music.	- I can say what I like or dislike about a piece of music and describe how it makes me feel. - I can concentrate and listen to a piece of music. - I can use some musical words to describe a piece of music.	
		To talk about any instruments they might hear and perhaps identify them. To recognise some band and orchestral instruments.	I can recognise some musical instruments and name them.	
		To identify a fast or slow tempo.	- I can recognise if the music is fast or slow. - I understand that tempo describes how fast or slow the music is.	
		To identify loud and quiet sounds as an introduction to understanding dynamics.	I can recognise if the music is loud or quiet.	
		To talk about any other music they have heard that is similar.	I can talk about the songs and pieces we have listened to and any songs that are similar.	
		Begin to understand where the music fits in the world.	I can talk about different styles of music and where they might come from in the world.	
		Begin to understand different styles of music.		

Activity	Curriculum Skills and Elements*	Learning Intentions	Learning Outcomes	National Curriculum Links
		The children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Learn to Sing the Song	Singing/rapping Words and meaning Follow a leader Movement	To sing, rap or rhyme as part of a choir/group.	I can sing and/or rap as part of a group.	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
		Begin to demonstrate good singing posture – standing up straight with relaxed shoulders.	I can demonstrate good posture when singing.	
	Pulse Rhythm Pitch Tempo Dynamics Structure	To sing unit songs from memory.	I can sing some songs and sections of songs from memory.	
		(Perhaps) to have a go at singing a solo.	- I can sing a solo, demonstrating some level of confidence. - I can sing a solo with confidence.	
		Try to understand the meaning of the song.	I can explain what the song is about.	
		Try to follow the leader or conductor.	I can follow the leader of the group and take simple directions.	
		To add actions and/or movement to a song.	I can add appropriate actions and movement to the songs I sing.	

Activity	Curriculum Skills and Elements*	Learning Intentions	Learning Outcomes	National Curriculum Links
		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Play Your Instruments with the Song	Playing instruments Keeping a steady beat Playing in a group/ensemble Pulse Rhythm Pitch Tempo Dynamics Structure	To play a part on a tuned or untuned instrument by ear. Decide to play Part 1 or Part 2.	I can play a tuned and/or untuned percussion instrument carefully and with respect.	Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the interrelated dimensions of music.
		To learn to treat instruments carefully and with respect.		
		To rehearse and perform their parts within the context of the unit song.	I can rehearse a part effectively to improve my overall performance.	
		To play together with everybody while keeping in time with a steady beat.	I can play my instrument as part of an ensemble in time to a pulse and/or steady beat.	
		To perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat.	I can perform repeated rhythmic patterns in time to a backing track.	
Improvise with the Song	Improvising Pulse Rhythm Pitch Tempo	To explore and begin to create personal musical ideas using the given notes for the unit.	I know that when I improvise, I am making up my own tune.	
		To understand that improvisation is about making up your own very simple tunes on the spot.	I can use some notes to create an improvised rhythm/melody.	
		To follow a steady beat and stay 'in time'.	I can stay in time with the music when I improvise.	
		To improvise simple vocal patterns using question-and-answer phrases.	I can use call and response/question-and-answer to improvise simple vocal patterns.	
		To understand the difference between creating a rhythm pattern and a pitch pattern.	I can use rhythm and/or pitch to improvise over a steady pulse.	

Activity	Curriculum Skills and Elements*	Learning Intentions	Learning Outcomes	National Curriculum Links
		Children will:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Compose with the Song Create a Graphic Score	Composing Pulse Rhythm Pitch Tempo Dynamics	Begin to understand that composing is like writing a story with music.	I can compose a melodic line with direction, creating a beginning and an end using the home key.	Experiment with, create, select and combine sounds using the interrelated dimensions of music.
		To explore sounds and create their own melodies.	I can explore pitch and rhythm when composing.	
		To perform their simple composition/s using two, three, four or five notes.	- I can evaluate my composition through performance, using up to five notes. - I can write my melody using manuscript/online resources and/or graphic scores.	
		Use simple notation if appropriate: To create a simple melody using crotchets and minims.	I can recognise signs and symbols that equate to the note value of one and two beats.	

Activity	Curriculum Skills and Elements*	Learning Intentions	Learning Outcomes	National Curriculum Links
		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Perform the Song	Performing Listening Following a leader Playing Singing Improvising Composing Making decisions Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	To rehearse a song and then perform it to an audience, explaining why the song was chosen.	- I can perform the song with my class, without any help from the teacher. - I can explain why we chose the song/s to perform.	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically.
		To add actions and perhaps movement to the song.	I can perform the song confidently with movement and/or actions.	
		To perform the song from memory.	I can perform the song from memory.	
		To follow the leader or conductor.	I can follow the leader or conductor.	
		To talk about the performance afterwards; saying what they enjoyed and what they think could have been better.	I can say what I liked or enjoyed about the performance and what could have been better.	
		When planning, rehearsing, introducing and performing the song: - Introduce the performance (any connection to the Social Theme is an added bonus). - Begin to play tuned and untuned instruments musically within the performance. - Begin to use the voice expressively and creatively by singing simple songs. - Begin to play together as a group/band/ensemble.	I can collectively plan a performance, including activities appropriate for an audience.	
		To show their understanding of the Musical Spotlight and Social Theme, and how they have influenced their performance.	I can explain the Musical Spotlight and how music and songs have a Social Theme, ie how music brings us together.	

*Also known as interrelated dimensions of music.

Year 2 Key Learning

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum
		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Musicianship Understanding Music Improvise Together	Listening Finding a steady beat Copy-back Improvisation Singing Pulse/beat Rhythm Pitch Tempo Dynamics	To move in time and keep a steady beat together.	- I can move in time with a steady beat. - I can find the pulse of the music by moving my body.	Experiment with, create, select and combine sounds using the interrelated dimensions of music.
		To create their own rhythmic and melodic patterns.	I understand that rhythm is a pattern of long and short sounds which are performed over the pulse of the music.	
		To understand the difference between creating a rhythm pattern and a pitch pattern.	- I can listen to, copy and repeat a simple rhythm. - I understand that pitch describes how high or low sounds are.	
		Continue to copy back simple rhythmic patterns using long and short. Continue to copy back simple melodic patterns using high and low. To sing short phrases independently.	I can listen to, copy and repeat a simple melody using varied rhythm and pitch when I sing on my own.	
		Continue to learn to watch and follow a steady beat.	I can follow a steady beat. I can follow the leader of the group or the conductor.	
		Begin to understand that the speed of the beat can change, creating a faster or slower pace (tempo).	I understand that when the speed of the music changes, the tempo increases/decreases.	
		To play copy-back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion.	I can improvise a simple rhythm using different instruments, including my voice.	
		To create rhythms using word phrases as a starting point.	I can clap a rhythm that I have made up by myself.	
		To recognise long and short sounds, matching them to syllables and movements.	I can clap the rhythm of my name, pet or favourite colour.	

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum
		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Listen and Respond	Listening Responding Musical styles Historical context Different Musicians Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	To find and try to keep a steady beat.	I can find the pulse/steady beat and move in time to the music.	Listen with concentration and understanding to a range of high-quality live and recorded music.
		To invent different actions to move in time with the music.	- I can keep a steady beat in my head - I can feel the pulse and move in time with the music.	
		To move, dance and respond with their bodies in any way they can.		
		To describe their thoughts and feelings when hearing the music.	I can describe my emotions and thoughts when listening to a piece of music.	
		To describe what they see in their individual imaginations when listening to the piece of music.		
		To talk about why they like or don't like the music.	I can explain why I like or don't like a piece of music.	
		To identify a fast or slow tempo.	I can recognise the difference between fast and slow tempos.	
		To identify loud and quiet sounds as an introduction to understanding dynamics.	I can recognise the difference between loud and soft dynamics.	
		Begin to understand the concept of there being different styles of music.	I can recognise the differences between two varying styles of music.	
		To discuss the style of the music.	I can point out the differences and similarities between the varying styles.	

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		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Listen and Respond (continued)		To discuss together what the song or piece of music might be about.	I can discuss as a class what the music might be about and relate it to music I have listened to in the past.	
		To talk about any other music they have heard that is similar.		
		To mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo.	I can tap the pulse of a piece of music and recognise changes/fluctuations in tempo.	
		To walk in time to the beat of a piece of music.		
		To describe differences in tempo and dynamics with more confidence.	I can describe the tempo as fast or slow and dynamics as loud and soft, with confidence.	
		To recognise some band and orchestral instruments.	I can recognise some musical instruments within their family groups.	
		Continue to talk about where music might fit into the world.	I can listen to music from around the world and talk about its features.	

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		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Learn to Sing the Song	Singing/Rapping Words and meaning Movement Pulse Rhythm Pitch Tempo Dynamics Structure	To sing as part of a choir.	I can sing as part of a group, in unison or in two parts.	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
		To have a go at singing a solo.	I can take the lead and perform solo.	
		To demonstrate good singing posture.	I can demonstrate and maintain good posture when singing.	
		To sing songs from memory.	I can memorise songs in preparation for performance.	
		To sing with more pitching accuracy.	I can sing with fluency and accuracy of pitch.	
		To understand and follow the leader or conductor.	I can sing as part of a choir/group and follow directions.	
		To sing to try to communicate the meaning of the words.	I can communicate the words of the song effectively.	
		To listen for being 'in time' or 'out of time'.	I can listen effectively when performing to ensure accuracy of pulse.	
		To add actions and perhaps movement to a song.	I can add appropriate actions and movement to the songs I sing.	

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum Links
		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Play Your Instruments with the Song	Playing instruments Keeping a steady beat Playing in a group/ensemble	To play a part on a tuned or untuned instrument by ear (either Part 1 or Part 2).	I can use tuned and untuned classroom percussion instruments to perform accompaniments and/or melodies.	Play tuned and untuned instruments musically.
		To rehearse and perform their parts within the context of the unit song.	I can rehearse and then perform sections of music with accuracy.	
	Pulse Rhythm Pitch Tempo Dynamics Structure	To treat instruments carefully and with respect.	I can use instruments respectfully and treat them with care.	
		To play together with everybody while keeping in time with a steady beat.	I can perform as part of a group/ensemble, keeping in time with a steady beat.	
		To perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat.	I can perform as a group or solo passages of music, keeping in time with a steady beat.	
Improvise with the Song	Improvising Listening	Begin to create personal musical ideas using the given notes. To follow a steady beat and stay 'in time'.	I can recall musical sequences to build ideas around any given note/s to a steady pulse.	Experiment with, create, select and combine sounds using the interrelated dimensions of music.
	Pulse Rhythm Pitch Tempo	To understand that improvisation is about making up your own very simple tunes on the spot.	I can use tuned and untuned classroom percussion instruments to improvise and compose.	

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum Links
		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Compose with the Song Create a Graphic Score	Composing Pulse Rhythm Pitch Tempo Dynamics	To perform their simple composition/s using two, three, four or five notes.	I can use tuned and untuned classroom percussion instruments to improvise and compose.	Experiment with, create, select and combine sounds using the interrelated dimensions of music.
		To start and end their tune/s on note one.	I understand that I can start and finish a composition on the 'home' note.	
		Continue to understand that composing is like writing a story with music.	I can compose a melodic line with direction, creating a beginning and an end using the home key.	
		To explore and create graphic scores: To create musical sound effects and short sequences of sounds in response to music and video stimuli.	I can create a sound using tuned and untuned percussion instruments in response to a stimulus.	
		To use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.	I can use musical symbols to compose simple pieces of music.	
		To create a story, choosing and playing classroom instruments.	I can use classroom instruments to help narrate a story.	
		To create and perform their own rhythm patterns with stick notation, including crotchets, quavers and minims.	I can compose simple rhythms using basic stick notation.	
		To use music technology, if available, to capture, change and combine sounds.	I can use music technology to create, edit and combine sounds.	
		Use notation, if appropriate: To create a simple melody using crotchets and minims.	I can create a simple melody using crotchets and minims.	

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		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Perform the Song	Performing Listening Playing Singing Improvising Composing	To rehearse a song and then perform it to an audience, explaining why the song was chosen.	- I can practise, rehearse and perform music to an audience with confidence. - I can introduce a song, explaining why it was chosen.	- Use their voices expressively and creatively by singing songs and speaking chants and rhymes. - Play tuned and untuned instruments musically.
		To add actions to the song.	I can add actions to a song, where appropriate.	
	Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	To show a simple understanding of the Musical Spotlight and Social Theme, and how they have influenced their performance.	I have an understanding of the musical themes and how they have shaped my performance.	
		To perform the song from memory.	I can perform a song from memory.	
		To follow the leader or conductor.	I can follow the leader or conductor.	
		To talk about the performance afterwards, saying what they enjoyed and what they think could have been better.	I can talk about my performance, considering what was good and what could be improved.	

*Also known as interrelated dimensions of music.

Year 3 Key Learning

The National Curriculum for Music says: 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.

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum
		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Musicianship (including general musicianship and notation) Understanding Music Improvise Together (Including general musicianship and notation)	Listening Finding and keeping a steady beat Copy back Improvisation Singing Playing instruments Reading notation Pulse/beat Rhythm Pitch Tempo Dynamics	The beginnings of formal notation, linking sounds to symbols and that music has its own language. Start learning about basic music theory: • Staves • Lines and spaces • Clefs • Crotchets • Minims • Paired quavers Introduce and understand the differences between crotchets and paired quavers.	• I understand that long and short sounds (rhythm) and high and low sounds (pitch) can be represented by musical symbols. • These symbols can be written on a stave, helping us to remember what we are going to sing and play.	Use and understand staff and other musical notations. Listen with attention to detail and recall sounds with increasing aural memory.
		To play and sing in the time signatures of 2/4, 3/4 and 4/4.	• I can sing and play my instrument in different time signatures. That means counting 2, 3 or 4 in time to the music.	
		To copy back and improvise with rhythmic patterns using minims, crotchets, quavers and their rests.	• I can copy back simple patterns aurally and visually, following basic notation. • I can improvise using simple patterns that include basic rhythms.	
		To recognise and move in time with the beat.	• I can move in time with a steady beat. • I know the pulse or beat of the music is like a heartbeat that doesn't stop.	
		Begin to recognise (by ear and from notation): minims, crotchets, quavers and their rests.	• I can recognise various notes and equivalent rests on a stave and understand their note values.	
		To identify the names of some pitched notes on a stave.	• I can identify the position of some notes on a stave.	

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum
		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Musicianship (including general musicianship and notation) Understanding Music Improvise Together (continued)		To identify if a song is major or minor.	- I can recognise a major sound. - I can recognise a minor sound.	
		To internalise, keep and move in time with a steady beat in 4/4, 3/4 and 2/4 time.	- I can move in time with a steady beat in simple time. - I can find the pulse of the music by moving my body.	
		To create rhythms using word phrases as a starting point. To recognise long and short sounds and match them to syllables and movements.	- I can clap a rhythm that I have made up by myself. - I can clap the rhythm of my name, pet or favourite colour.	

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum
		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Listen and Respond	Listening Responding Musical styles Historical context Different musicians Connecting Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	To share their thoughts and feelings about the music together.	I can communicate to others my thoughts and feelings about the music that I listen to.	Listen with attention to detail and recall sounds with increasing aural memory.
		To find the beat or groove of the music.	- I can find the pulse of songs/music, with confidence. - I can clap the beat of the music, accentuating the first beat of the bar.	
		To invent different actions and move in time with the music.	I can confidently move in time to the music and create suitable actions.	
		To talk about what the song or piece of music means.	I can communicate to others the meaning of the song or music.	
		To talk about the style of the music.	I can talk about the musical features relating to the style of the music.	
		To identify and describe their feelings when hearing the music, including why they like or don't like the music.	- I can communicate effectively the emotions I feel when listening to music. - I can express an opinion as to why I like or dislike a piece of music.	
		To use appropriate musical language to describe and discuss the music. Start to use musical concepts and elements with more confidence when talking about the music.	I can discuss a piece of music using appropriate musical language.	
		To recognise that some instruments are band instruments and some are orchestral instruments, identifying specific instruments if they can.	I can confidently recognise a range of musical instruments within their family groups.	
		To talk about where the music fits into the world.	I can listen to music from around the world and talk more confidently about their features.	
		To think about and discuss why the song or piece of music was written and what it might mean.	I can think about and discuss what the music might be about, why it was written and the meaning of the song.	
		To discuss the style of the music and any other music they have heard that is similar.	I can compare and contrast songs of similar styles.	

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum Links
		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Learn to Sing the Song	Singing Listening Pulse Rhythm Pitch Tempo Dynamics Structure	To sing as part of a choir and in unison.	I can sing songs in unison and in multiple parts with increasing confidence.	Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations.
		To demonstrate good singing posture.	I can demonstrate good singing posture when rehearsing/performing.	
		To sing the unit songs from memory.	I can sing songs confidently from memory.	
		To listen for being 'in time' or 'out of time', with an awareness of following the beat.	I can listen and respond confidently to ensure awareness of time when following the beat.	
		To sing with attention to clear diction.	I can sing, paying attention to clear diction and articulation.	
		To sing more expressively, with attention to breathing and phrasing.	- I can sing with expression. - I can sing with attention to good posture, breathing and phrasing.	
		To have a go at singing a solo.	I can sing a solo when required.	
		To discuss together what the song or piece of music might be about.	I can discuss as part of a group what the song might be about.	
		To follow the leader or conductor confidently.	I can confidently follow the leader or conductor.	
		To sing with attention to the meaning of the words.	I can sing expressively, with attention to the meaning of the words.	
		To perform actions confidently and in time.	I can confidently perform actions in time with the music.	
		To sing a widening range of unison songs, of varying styles and structures.	I can sing a collection of songs in unison, of varying styles and structures.	

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		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Play Your Instruments with the Song	Playing instruments Keeping a steady beat Playing in a group/ensemble Notation Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	To play a part on a tuned instrument, by ear or from notation. To play the instrumental part they are comfortable with and swap when appropriate.	I can use a tuned instrument to play and perform in solo or ensemble contexts with confidence.	Use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
		To play the right notes with secure rhythms.	- I can understand some formal, written notation which includes crotchets and their equivalent rests. - I can play securely with good levels of accuracy.	
		To play together with everybody while keeping the beat.	I can play as part of an ensemble keeping a steady beat.	
		To listen to and follow musical instructions from a leader.	I can follow musical directions as part of an ensemble or as a soloist.	
		To treat instruments carefully and with respect.	I can use instruments respectfully and treat them with care.	
		To play their instruments with good posture and technique.	- I can demonstrate good posture when playing my instrument. - I can demonstrate a good technique for the instrument I am playing.	

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		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Improvise with the Song	Improvising Listening	To follow a steady beat and stay 'in time' when improvising.	I understand that improvisation is when you make up your own melody.	Improvise and compose music for a range of purposes using the interrelated dimensions of music.
	Pulse Rhythm Pitch Tempo Dynamics	To become more skilled in improvising; perhaps trying more notes and rhythms, including rests or silent beats.	- I can improvise successfully, listening and responding to stimuli from the unit backing track. - I sometimes use silent beats (rests) within my improvisation.	
		To think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other.	I can create simple rhythms to build phrases using limited notes.	

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		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Compose with the Song	Composing Notation	To successfully create a melody in keeping with the style of the backing track. This could be to: • Compose over a simple chord progression. • Compose over a simple groove. • Compose over a drone.	• I understand that composition is when a composer writes down and records musical ideas. • I can compose a simple melody in response to musical stimuli.	Improvise and compose music for a range of purposes using the interrelated dimensions of music. Use and understand staff and other musical notations.
	Pulse	To include a home note to provide a sense of an ending; coming home.	• I can write a melody that starts and ends on the home note.	
	Rhythm	To perform their simple composition/s using their own choice of notes.	• I can perform my own composition using the notes I have chosen.	
	Pitch	To give the melody a shape.	• I can shape the melody by using conjunct and disjunct movements (moving in steps and leaps) in a structured fashion.	
	Tempo	To describe how their melodies were created.	• I can describe how my melody was created.	
	Dynamics	To start to use simple structures within compositions, eg introduction, verse, chorus or AB form.	• I can use a simple structure when composing. • I know my composition has a start, a middle and an end. • I know my composition has two contrasting sections.	
	Notation	To use simple dynamics. To create a tempo instruction.	• I can use simple dynamics and tempo to express loud and quiet/fast and slow.	
		To compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.	• I can compose basic song accompaniments using pulse and rhythm on tuned and untuned percussion instruments.	
		To use simple rhythmic combinations of minims, crotchets and paired quavers with their corresponding rests to create rhythm patterns.	• I can create simple rhythmic patterns using both notes and rests.	

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum Links
		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Music Notepad	Composing Notation Pulse Rhythm Pitch Tempo Dynamics Notation	To compose a 'stand-alone' piece of music which includes: • A time signature • A treble clef • Four or six bars • The right notes for the scale and key signature • Rhythmic combinations of minims, crotchets and paired quavers, with their corresponding rests • Expression/dynamics • A melody that starts and ends on note one.	• I can use Music Notepad to compose a structured piece of music using notes of varying lengths, thinking about the essential ingredients that are needed for my composition to make musical sense.	Improvise and compose music for a range of purposes using the interrelated dimensions of music. Use and understand staff and other musical notations.

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum Links
		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Perform the Song	Performing Listening Playing Singing Improvising Composing Notation Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	To plan, rehearse and perform a song to an audience that has been learned in the lesson, from memory or with notation, with confidence.	I can play and perform in solo or ensemble contexts, with confidence.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
		To explain why the song was chosen.	I can explain why a song was chosen and in what context.	
		To show their understanding of the Musical Spotlight and Social Theme, and how they have influenced their performance.	I have an understanding of the musical themes and how they have shaped my performance.	
		To follow the leader or conductor.	I can follow the leader or conductor.	
		To talk about the strengths of the performance, how they felt and what they would like to change.	I can talk about/evaluate my performance, considering what was good and what could be improved.	
		To introduce the performance with an understanding of what the song is about and to comment on any other relevant connections.	I can introduce the song and explain why it was chosen, focusing on relevant personal connections.	
		To include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance.	I can include musical ideas/passages within a rehearsal to enhance future performances.	
		To reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment, etc.	I can express how my performance affected me emotionally.	

*Also known as interrelated dimensions of music.

Year 4 Key Learning

The National Curriculum for Music says: 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.

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum
		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Musicianship (including general musicianship and notation) Understanding Music	Listening Finding and keeping a steady beat Copy-back Improvisation Singing Playing instruments Reading notation Pulse/beat Rhythm Pitch Tempo Dynamics	The beginnings of formal notation, linking sound to symbol. That music has its own language.	I can copy increasingly challenging rhythms using body percussion and untuned instruments.	Use and understand staff and other musical notations. Listen with attention to detail and recall sounds with increasing aural memory.
		Start learning about basic music theory: - Staves - Lines and spaces - Clefs - Crotchets - Minims - Paired quavers Introduce and understand the differences between crotchets and paired quavers.	I can understand some formal, written notation which includes crotchets, minims and paired quavers and their equivalent rests on a stave.	
		To play and sing in the time signatures of 2/4, 3/4 and 4/4.	I can perform with an understanding of simple time signatures.	
		To copy back and improvise with rhythmic patterns using minims, crotchets, quavers and their equivalent rests.	I can copy back and improvise a rhythm using varied note lengths and their equivalent rests.	
		To internalise, keep and move in time with a steady beat in 4/4, 3/4 and 2/4 time.	I can move in time with a beat, recognising the accentuated first beat of the bar.	
		To begin to recognise (by ear and from notation): minims, crotchets, quavers and their rests.	I can hear a note and suggest its length in relation to other notes over a steady pulse.	
		To identify the names of some pitched notes on a stave.	I can identify some pitched note names on the treble stave.	

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum
		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Musicianship (including general musicianship and notation) Understanding Music (continued)		To create rhythms using word phrases as a starting point.	- I can use short sentences to create rhythmic patterns, recognising patterns of long and short sounds. - I can match rhythmic patterns to movement.	
		To recognise long sounds and short sounds, and match them to syllables and movements.		
		To listen and copy more complex rhythmic patterns, by ear or from notation.	I can copy back more complex rhythmic patterns as a call and response exercise, both aurally and visually.	
		To copy back more complex melodic patterns.	I can copy back more complex melodic patterns as a call and response exercise, both aurally and visually.	

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum
		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Listen and Respond	Listening	To talk about the words of a song. To think about why the song or piece of music was written.	I can talk about the words of a song and explain why the song/music was written.	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. Listen with attention to detail and recall sounds with increasing aural memory.
	Responding	To find and demonstrate the steady beat. To identify 2/4, 3/4, and 4/4 metre.	I can find the pulse and demonstrate the beat, identifying the first beat of the bar in simple time.	
	Musical styles	To identify the tempo as fast, slow or steady.	I can identify the difference between a fast, steady and slow tempo, using appropriate vocabulary.	
	Historical context	To recognise the style of music they are listening to. To recognise different styles and any important musical features that distinguish the style.	I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.	
	Different musicians	To discuss the structures of songs.	I can recognise and discuss sections of music from various styles and genres.	
	Connecting	To explain what a main theme is and identify when it is repeated.	I can confidently recognise thematic material within a piece when this is repeated and if there are variations.	
	Pulse	To identify: - Call and response - A solo vocal or instrumental line and the rest of the ensemble - A change in texture - Articulation of certain words - Programme Music.	I can identify various compositional techniques within a vocal performance that will alter the mood and/or texture.	
	Rhythm	To understand what a musical introduction is and its purpose.	I understand the importance of a musical introduction and the information it offers.	
	Pitch	To recall (by ear) memorable phrases heard in the music.	I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music.	
	Tempo	To identify major and minor tonalities.	I can confidently recognise the difference between major and minor tonalities.	
	Dynamics	To recognise the sound and notes of the pentatonic scale, by ear and from notation.	I can recognise the sound and tonal structure of a pentatonic scale, both visually and aurally.	
	Timbre	To describe legato and staccato.	I can describe the differences between legato and staccato, identifying these articulatory effects when heard.	
	Texture			
	Structure			

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum Links
		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Learn to Sing the Song	Singing	To rehearse and learn songs from memory and/or with notation.	I can rehearse a song and learn it from memory, both aurally and visually.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
	Listening	To sing in different time signatures: 2/4, 3/4 and 4/4.	I can sing songs that have different simple time signatures.	
	Pulse	To sing as part of a choir with awareness of size: the larger the ensemble, the thicker and richer the musical texture.	I can sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture.	
	Rhythm	To demonstrate vowel sounds, blended sounds and consonants.	I understand that phonetics creates various sounds when singing. The vowel gives the length on a note while the consonant creates percussive timbres.	
	Pitch	To sing 'on pitch' and 'in time'.	I can sing on pitch and in time, adjusting for accuracy when needed.	
	Tempo	To sing expressively, with attention to breathing and phrasing.	I can sing with attention to phrasing on my own or as directed.	
	Dynamics	To sing expressively, with attention to staccato and legato.	I can sing expressively, paying attention to articulation, on my own or as directed.	
	Structure	To talk about the different styles of singing used for different styles of song.	I have an understanding of the various styles of singing used in correlation to the styles of song.	
		To talk about how the songs and their styles connect to the world.	I can discuss in depth how the song connects to the world and its relevant culture.	

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum Links
		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Play Your Instruments with the Song	Playing instruments Keeping a steady beat Playing in a group/ensemble Notation Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	To rehearse and play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major and D major.	I can rehearse and play a melodic line aurally and/or visually in various keys, with understanding of accidental notation.	Use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
		To play the right notes with secure rhythms.	I can play securely with good levels of accuracy.	
		To rehearse and perform their parts within the context of the unit song.	I can rehearse and perform some or all parts in context of the unit song.	
		To play together with everybody while keeping the beat.	I can play with improved accuracy as part of an ensemble, keeping a steady beat.	
		To listen to and follow musical instructions from a leader.	I can follow musical direction as part of an ensemble or as a soloist.	
		To treat instruments carefully and with respect.	I can use instruments respectfully and treat them with care.	
		To play their instruments with good posture and technique.	- I can demonstrate excellent posture when playing my instrument. - I can demonstrate consistently good technique for the instrument I am playing.	

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum Links
		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Improvise with the Song	Improvising Listening	To explore improvisation within a major scale, using more notes.	I can improvise within a major scale, using one to five notes.	Improvise and compose music for a range of purposes, using the interrelated dimensions of music.
	Pulse Rhythm Pitch Tempo Dynamics	To improvise on a limited range of pitches on the instrument they are learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.	- I can use my chosen instrument to improvise on a limited range of notes. - I can improvise, demonstrating use of articulation (legato/staccato) and dynamics (piano/forte).	
		To improvise over a simple chord progression/groove.	- I can improvise over a simple chord progression, using conjunct and disjunct movement (moving in steps and leaps). - I can improvise using more complex rhythms, including varying notes and their equivalent rests. - I can improvise sections of music which include structured phrases. - When improvising, I have a clear vision of key, structure and relevant use of the home note.	

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum Links
		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Compose with the Song	Composing Notation	To compose over a simple chord progression. To compose over a groove.	I can compose a melody over a chord progression or groove.	Improvise and compose music for a range of purposes, using the interrelated dimensions of music. Use and understand staff and other musical notations.
	Pulse	To use music technology, if available, to capture, change and combine sounds.	I can use music technology effectively to capture, edit and combine sounds.	
	Rhythm	To start to use simple structures within compositions, eg introduction, verse, chorus or AB form.	- I can use a simple structure when composing. - I know my composition has a start, a middle and an end.	
	Pitch	To use simple dynamics. To create a tempo instruction.	I can use simple dynamics and tempo to express loud/quiet and fast/slow.	
	Tempo	To compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.	I can compose a basic song accompaniment using pulse and rhythm on tuned and untuned percussion instruments.	
	Dynamics	To create a melody using crotchets, minims, quavers and their rests.	I can compose a basic song accompaniment using pulse, rhythm and pitch.	
	Notation	To use a pentatonic scale.	I can compose using a pentatonic tonality.	
		Begin to understand the structure of the composition.	I can compose a piece of music and explain how it is structured.	
		To explain a composition's musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note).	I can recognise melodic intervals and understand that melody can move in steps or leaps.	
		To include the home note to provide a sense of an ending; coming home.	I can include a home note and understand its significance within my composition.	
		To perform their simple composition/s using their own choice of notes.	I can compose using notation from a chosen key.	

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum Links
		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Music Notepad		To compose a 'stand-alone' piece of music which includes: • A time signature. • A treble clef. • Four or six bars. • The right notes for the scale and key signature. • Rhythmic combinations of minims, crotchets and paired quavers, with their corresponding rests. • Expression/dynamics. • Structured musical ideas (eg using echo or question-and-answer phrases) to create music that has a beginning, middle and end. • A melody that starts and ends on note one.	• I can use the Music Notepad to compose structured melodies of varying lengths, thinking about the essential ingredients that are needed for my composition to make musical sense.	Use and understand staff and other musical notations.
		To describe how their melodies were created.	I can describe how my melody is structured and what processes I went through to create my melodic composition.	

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum Links
		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Perform the Song	Performing Listening Playing Singing Improvising Composing Notation Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	To rehearse and enjoy the opportunity to share what has been learnt in the lessons.	I can rehearse and comfortably perform to others, showing the progress I have made during my lesson.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
		To perform, with confidence, a song from memory or using notation. To play and perform melodies following staff notation, using a small range of notes, as a whole class or in small groups.	I can play and perform with confidence in solo or ensemble contexts, following staff notation with confidence.	
		To include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.	I can perform a song in solo or ensemble contexts, including instrumental performances that might be rehearsed, improvised or composed.	
		To explain why the song was chosen, including its composer and the historical and cultural context of the song.	I can explain why a song was chosen and in what context, including historical information about the piece.	
		To communicate the meaning of the words and articulate them clearly.	I can effectively communicate the meaning of the words and articulate them clearly.	
		To reflect on the performance and how well it suited the occasion.	I can reflect on my performance and how well it suited the occasion.	
		To discuss and respond to any feedback; to consider how future performances might be different.	I can discuss and reflect upon my performance to improve upon future performances.	

*Also known as interrelated dimensions of music

Year 5 Key Learning

The National Curriculum for Music says: 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. *Text in this colour denotes deeper learning possibilities.*

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum
		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Musicianship (including general musicianship and notation) Understanding Music	Listening	To find and keep a steady beat.	- I can confidently find and keep a steady beat. - I understand how pulse, rhythm and pitch work together.	Use and understand staff and other musical notations. Listen with attention to detail and recall sounds with increasing aural memory.
	Finding and keeping a steady beat			
	Copy-back	To listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.	- I can listen and copy back more complex rhythmic patterns, including triplets as a call and response exercise, both aurally and visually. - I can understand some formal, written notation which includes semibreves, triplets and dotted crotchets, recognising their position on a stave.	
	Improvisation			
	Singing			
	Playing instruments			
	Reading notation			
	Pulse/Beat			
	Rhythm	To copy back various melodic patterns.	I can copy back complex melodic patterns as a call and response exercise, both aurally and visually.	
	Pitch			
	Tempo			
	Dynamics			

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum
		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Listen and Respond	Listening Responding Musical styles Historical context Different musicians Connecting Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	To talk about feelings created by the music.	I can talk about the emotions I feel when I listen to a piece of music.	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. Listen with attention to detail and recall sounds with increasing aural memory.
		To justify a personal opinion with reference to musical elements.	I can justify a personal opinion, making reference to musical elements.	
		To find and demonstrate a steady beat. To identify 2/4, 3/4, 6/8 and 5/4 metre.	I can find the pulse and demonstrate the beat, identifying the first beat of the bar in a simple and complex time signature.	
		To identify the musical style of a song or piece of music.	I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.	
		To identify instruments by ear and through a range of media.	I can accurately identify instruments and describe their timbres.	
		To discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, final chorus, improvisation, call and response and AB form.	I can recognise and discuss the sections of music from various styles and genres.	
		To explain a bridge passage and its position in a song.	I can explain what a bridge passage is and identify its position within a song.	
		To recall (by ear) memorable phrases heard in the music.	I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music.	
		To identify major and minor tonalities.	I can confidently recognise the difference between major and minor tonalities.	
		To recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation.	I can recognise the sound and tonal structure of a Blues and pentatonic scale, both visually and aurally.	
		To explain the role of a main theme in a musical structure.	I understand and can describe the role of a main theme in a musical structure.	
		To understand what a musical introduction is and its purpose.	I understand the importance of a musical introduction and the information it offers.	
		To explain rapping.	- I understand that rap is a musical form of vocal delivery. - I can describe the three components of rap.	

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum Links
		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Learn to Sing the Song	Singing Listening Notation Pulse Rhythm Pitch Tempo Dynamics Structure	To rehearse and learn songs from memory and/or with notation.	I can rehearse a song and learn it from memory, both aurally and visually.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
		To sing in 2/4, 3/4, 4/4 and 6/8 time.	I can sing songs that have different simple and complex time signatures.	
		To sing in unison and in parts, and as part of a smaller group.	I can sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture.	
		To sing 'on pitch' and 'in time'. To sing a second part in a song. To self-correct if lost or out of time.	- I can sing on pitch and in time with the music. - I can sing a second part in a song. - I can self-correct if lost or out of tune/time.	
		To sing expressively, with attention to breathing and phrasing.	I can sing with attention to phrasing, on my own or as directed.	
		To sing expressively, with attention to dynamics and articulation.	I can sing expressively, paying attention to articulation, on my own or as directed.	
		To develop confidence as a soloist.	I can sing with growing confidence as a soloist.	
		To talk about the different styles of singing used for different styles of song.	I have an understanding of the various styles of singing used in correlation to the styles of song.	
		To talk confidently about how connected they feel to the music and how it connects to the world.	I can discuss in depth how the song connects to the world and its relevant culture.	
		To respond to a leader or conductor.	I can confidently follow the leader or conductor.	

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum Links
		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Play Your Instruments with the Song	Playing instruments Keeping a steady beat Playing in a group/ensemble Notation Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	To rehearse and learn to play a simple melodic instrumental part, by ear and/or from notation.	I can rehearse and play a melodic line aurally and/or visually, in various keys, with an understanding of accidental notation.	Use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
		To play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the middle C–C'/do–do range. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance.	- I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of one octave. - I can perform this melody as part of a wider ensemble or small group, or individually as a soloist.	
		To play a part on a tuned instrument (by ear or from notation): - Playing the right notes with secure rhythms. - Rehearsing and performing their parts within the context of the unit song. - Playing together with everybody while keeping the beat. - Listening to and following musical instructions from a leader. - Treating instruments carefully and with respect. - Playing their instruments with good posture. - Beginning to understand how to rehearse a piece of music in order to improve.	- I can play securely with good levels of accuracy. - I can rehearse and perform some or all parts in the context of the unit song. - I can play with accuracy as part of an ensemble, keeping a steady beat. - I can follow musical direction as part of an ensemble or as a soloist. - I can use instruments respectfully and treat them with care. - I can demonstrate excellent posture when playing my instrument. - I understand and can practise in a manner that will benefit my improvement over time.	

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum Links
		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Improvise with the Song	Improvising Listening Pulse Rhythm Pitch Tempo Dynamics Structure	To explore improvisation within major and minor scales, using the following notes: C, D, Eb, F, G C, D, E, F, G C, D, E, G, A F, G, A, Bb, C D, E, F, G, A	- I can improvise with increasing confidence, using my own voice, rhythms and different pitches. - I can improvise sections of music which include structured phrases and improved melodic shape. - When improvising, I have a clear vision of key structure and relevant use of the home note. - I can improvise using a wider range of dynamics, including pianissimo, mezzo piano, mezzo forte and fortissimo.	Improvise and compose music for a range of purposes, using the interrelated dimensions of music.
		To improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.		
		To experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).		
		To follow a steady beat and stay 'in time'.	When improvising, I can follow a steady beat, keeping in time with the pulse of the music.	
		To become more skilled in improvising, perhaps trying more notes and rhythms.	I can use additional notes and rhythms to show progression.	
		To become more skilled in improvising, perhaps trying to use melodic jumps that get higher and lower.	I can improvise over a simple chord progression using conjunct and disjunct movement (moving in steps and leaps).	
		To explore rhythm patterns created from quavers, crotchets, semiquavers, minims and their rests.	I can improvise using more complex rhythms, including varying notes and their equivalent rests/silent beats.	
		To include rests or silent beats.		
		To use some loud and quiet dynamics.	I can improvise sections of music which include structured phrases with more complex dynamics.	
		To think about creating music with 'phrases' made up of notes, rather than simply lots of notes played one after the other.	I can improvise, demonstrating use of articulation (legato/staccato) and use of extended dynamics.	
		To include smooth (legato) and detached (staccato) articulation when playing notes.		

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum Links
		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Compose with the Song	Composing Notation	To create music in response to music and video stimuli.	I can compose music in response to musical and/or video stimuli.	Improvise and compose music for a range of purposes, using the interrelated dimensions of music. Use and understand staff and other musical notations.
	Pulse Rhythm Pitch Tempo Dynamics Notation	To use music technology, if available, to capture, change and combine sounds.	I can use music technology effectively to capture, edit and combine sounds.	
		Start to use structures within compositions, eg introductions, multiple verse and chorus sections, AB form or ABA form (ternary form).	- I can use a planned structure when composing. - I know my composition has multiple sections and can be labelled as such.	
		To use chords to compose music that evokes a specific atmosphere, mood or environment.	I can compose with chords to create an emotive/atmospheric mood.	
		To use simple dynamics.	I can use simple dynamics and tempo to express loud and soft/fast and slow.	
		To use rhythmic variety.	I can compose using a variety of rhythms, including notes and their equivalent rests.	
		To compose song accompaniments, perhaps using basic chords.	I can compose song accompaniment using chord progressions as part of my composition.	
		To use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).	I can use a wide range of dynamics and tempo direction to express loud and quiet/fast and slow.	
		To use full scales in different keys.	I can compose using full, one-octave scales in selected major and minor keys, as well as pentatonic scales.	

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum Links
		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Compose with the Song (continued)		To understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards.	I understand the structure of a major and minor triad and can demonstrate them on an appropriate instrument.	
		To perform simple, chordal accompaniments.		
		To create a melody using crotchets, quavers, minims and perhaps semibreves and semiquavers, plus all equivalent rests.	- I can create a melody using varied staff notation and equivalent rests within an appropriate key centre. - I can use and understand the pentatonic scale and full octave ranges of both major and minor scales.	
		To use a pentatonic and a full scale, as well as major and minor tonalities.		
		To understand the structure of the composition.	I understand and can explain the structure of my composition.	
		To explain the composition's musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note).	I understand and can explain the musical shape that my composition moves in.	
		To include a home note to provide a sense of an ending; coming home.	I can include a home note with my composition to give it cadential recognition.	
		To perform their simple composition/s using their own choice of notes.	I can compose using my own choice of notes.	
		To successfully create a melody in keeping with the style of the backing track.	I can create a melody in line with the style and harmonic structure of the backing track.	
		To create their composition/s with an awareness of the basic/simple chords in the backing track.		

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum Links
		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Music Notepad		To compose a 'stand-alone' piece of music which includes: • A time signature. • A treble clef. • Four, six or eight bars. • The right notes for the scale and key signature. • Rhythmic combinations of semibreves, minims, crotchets and paired quavers, with their corresponding rests. • Expression/dynamics. • Structured musical ideas (eg using echo or question-and-answer phrases) to create music that has a beginning, middle and end. • A melody that starts and ends on note one.	• I can use various Charanga composition tools to compose a structured melody using notes of varying lengths, thinking about the essential ingredients that are needed for my composition to make musical sense.	Use and understand staff and other musical notations.
		To describe how their melodies were created.	I can describe how my melody is structured and the processes I went through to create my melodic composition.	

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum Links
		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Perform the Song	Performing Listening Playing Singing Improvising Composing Notation Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	To create, rehearse and present a holistic performance for a specific purpose, for a friendly but unfamiliar audience.	I can organise, rehearse and perform for an unfamiliar audience.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
		(Perhaps) to perform in smaller groups, as well as the whole class.	I can perform as part of a smaller group as well as a whole class.	
		To perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.	I can perform as part of a mixed ensemble of acoustic instruments.	
		To perform from memory or with notation, with confidence and accuracy.	I can perform from memory or visually, using staff notation with confidence and accuracy.	
		To include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.	I can perform a song in solo or ensemble contexts, including instrumental performances that might be rehearsed, improvised or composed.	
		To explain why the song was chosen, including its composer and the historical and cultural context of the song.	I can explain why a song was chosen and in what context, including historical information about the piece.	
		A student leads part of the rehearsal and part of the performance.	I can lead part (or all) of a rehearsal/performance.	
		To record the performance and compare it to a previous performance; to explain how well the performance communicated the mood of each piece.	- I can record performances to compare and evaluate. - I can evaluate how well the performances communicated the mood of each piece.	
		To discuss and talk musically about the strengths and weaknesses of a performance.	I can discuss in detail, using appropriate vocabulary, the strengths and weaknesses of my performance.	
		To collect feedback from the audience and reflect on how future performances might be different.	I can collect feedback and reflect to ensure progression within future performances.	

*Also known as interrelated dimensions of music.

Year 6 Key Learning

The National Curriculum for Music says: 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. *Text in this colour denotes deeper learning possibilities.*

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum
		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Musicianship (including general musicianship and notation) Understanding Music	Listening Finding and keeping a steady beat Copy-back Improvisation Singing Playing instruments Reading notation Pulse/beat Rhythm Pitch Tempo Dynamics	To use body percussion, instruments and voices.	I can use body percussion, instruments and my voice with confidence in response to musical stimuli.	Use and understand staff and other musical notations. Listen with attention to detail and recall sounds with increasing aural memory.
		The key centres of C major, G major, D major, A minor and D minor.	I can actively respond to and understand musical activities centred around the keys of C major, G major, D major, A minor and D minor.	
		The time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8.	I understand and can respond to music in simple and complex time signatures.	
		To find and keep a steady beat.	I can find and keep a steady beat/pulse.	
		To listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.	- I can listen and copy back complex rhythmic patterns including triplets, dotted notes and semiquavers as a call and response exercise, both aurally and visually. - I can understand formal, written notation which includes semibreves, triplets and dotted notes and recognise their position on a stave.	
			- I can copy back complex melodic patterns as a call and response exercise, both aurally and visually. - I can listen with attention to detail and recall sounds with increasing aural memory and accuracy.	

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum
		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Listen and Respond	Listening Responding Musical styles Historical context Different musicians Connecting Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	To talk about feelings created by the music.	I can talk about the emotions I feel when I listen to a piece of music and pinpoint specific elements within the music that heightened the emotion.	Appreciate and understand a wide range of high-quality live and recorded music, drawn from different traditions and from great composers and musicians.
		To justify a personal opinion with reference to the musical elements.	I can justify a personal opinion, making reference to the musical elements.	
		To identify 2/4, 4/4, 3/4, 6/8 and 5/4.	I can find the pulse and demonstrate the beat, identifying the first beat of the bar in simple and complex time signatures.	Develop an understanding of the history of music.
		To identify the musical style of a song, using some musical vocabulary to discuss its musical elements.	I can confidently recognise and explore a range of musical styles and traditions and discuss their style indicators, referring to the musical elements.	
		To identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesisers, and vocal techniques such as scat singing.	I can accurately identify most instruments and describe their timbres, including various vocal styles.	Listen with attention to detail and recall sounds with increasing aural memory.
		To discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break.	I can recognise and discuss sections of music from various styles and genres.	
		To explain a bridge passage and its position in a song.	I can explain what a bridge passage is and identify its position within a song.	
		To recall (by ear) memorable phrases heard in the music.	I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music.	

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum
		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Listen and Respond (continued)		To identify major and minor tonalities, chord triads I, IV and V, and intervals within a major scale.	I can confidently recognise the difference between major and minor tonalities, primary chords and intervals within a major scale.	
		To explain the role of a main theme in a musical structure.	I understand and can describe the role of a main theme in a musical structure.	
		To understand what a musical introduction and outro are, and their purposes.	I understand the importance of a musical introduction/coda (outro) and the information it offers.	
		To identify the sound of a Gospel choir and soloist, a Rock band, a symphony orchestra and an A cappella group.	I can identify and describe the sounds of various and contrasting vocal/instrumental styles, including Rock, Gospel, A cappella groups and symphony orchestras.	
		To recognise the following styles and any key musical features that distinguish them: 20th and 21st Century Orchestral; Soul; Pop; Hip Hop; Jazz: Swing; Rock; Disco; Romantic; Zimbabwean Pop; RnB; Folk; Gospel; Salsa; Reggae; Musicals and Film Music.	I can confidently recognise and explore a range of musical styles and traditions/history, and know their basic style indicators.	

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum Links
		Children will learn:	Children's Statements I can//I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Learn to Sing the Song	Singing Listening Notation Pulse Rhythm Pitch Tempo Dynamics Structure	To rehearse and learn songs from memory and/or with notation.	I can rehearse a song and learn it from memory, both aurally and visually.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
		To sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.	- I can sing a broad range of songs as part of a group or as a soloist. - I can sing songs with complex and syncopated rhythms. - I can perform with accuracy, observing correct techniques where appropriate.	
		Continue to sing in parts where appropriate.	I can sing in unison and in up to three parts.	
		To sing in 2/4, 4/4, 3/4, 5/4 and 6/8.	I can sing songs that have different simple and complex time signatures.	
		To sing with and without an accompaniment.	I can sing a cappella or with accompaniment, live or recorded.	
		To sing syncopated melodic patterns.	I can sing syncopated patterns, accentuating the beat where appropriate.	
		To demonstrate and maintain good posture and breath control whilst singing.	I can demonstrate and maintain good posture, breath control and attention to phrasing whilst singing expressively.	
		To lead a singing rehearsal.	I can lead a singing rehearsal.	
		To talk about the different styles of singing used in the different songs sung throughout this year.	I have a good understanding of the various styles of singing used in correlation to the styles of song I have performed this year.	
		To discuss with others how connected they are to the music/songs, and how the songs and styles are connected to the world.	- I can discuss in depth how the song connects to the world and its relevant culture. - I understand the connection I have to the music I am performing.	

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum Links
		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Play Your Instruments with the Song	Playing instruments	To rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E $\flat$ major, D minor and F minor.	I can rehearse and play a melodic line aurally and/or visually, in various keys, with an understanding of accidental notation in various major and minor keys.	Use and understand staff and other musical notations. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
	Keeping a steady beat	To play a melody, following staff notation written on one stave and using notes within an octave range (do-do); to make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).	- I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of one octave and paying attention to a broad dynamic range. - I can perform this melody as part of a wider ensemble, small group or individually as a soloist.	
	Playing in a group/ensemble	To play a part on a tuned instrument, by ear or from notation: - Playing the right notes with secure rhythms. - Rehearsing and performing their parts within the context of the unit song. - Playing together with everybody while keeping the beat. - Listening to and following musical instructions from a leader. - Treating instruments carefully and with respect. - Playing their instruments with good posture. - Understanding how to rehearse a piece of music in order to improve. - Playing a more complex part.	- I can play securely with good levels of accuracy. - I can rehearse and perform some or all parts in the context of the unit song. - I can play with accuracy as part of an ensemble, keeping a steady beat. - I can follow musical direction as part of an ensemble or as a soloist. - I can use instruments respectfully and treat them with care. - I can demonstrate excellent posture when playing my instrument. - I understand and can practise in a manner that will benefit my improvement over time.	
	Notation			
	Pulse			
	Rhythm			
	Pitch			
	Tempo			
	Dynamics			
	Timbre			
	Texture			
	Structure			

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum Links
		Children will learn:	Children’s Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Improvise with the Song	Improvising Listening Pulse Rhythm Pitch Tempo Dynamics Structure	To explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, B $\flat$, C, D G, A, B, C, D F, G, A, C, D	I can improvise with increasing confidence, using my own voice, rhythms and different pitches.	Improvise and compose music for a range of purposes, using the interrelated dimensions of music.
		To improvise over a groove, responding to the beat and creating a satisfying melodic shape with varied dynamics and articulation.	- I can improvise over a simple chord progression using conjunct and disjunct movement (moving in steps and leaps). - I can improvise using more complex rhythms, including varying notes and their equivalent rests. - I can improvise sections of music which include structured phrases and improved melodic shape. - When improvising, I have a clear vision of key structure and relevant use of the home note. - I can improvise using a wider range of dynamics, including pianissimo, mezzo piano, mezzo forte and fortissimo.	
		To follow a steady beat and stay ‘in time’.	When improvising, I can: - Follow a steady beat, keeping in time with the pulse of the music. - Use additional notes and rhythms to show progression.	
		To become more skilled in improvising; perhaps trying more notes and rhythms. To include rests or silent beats. To think about creating music with ‘phrases’ made up of notes, rather than just lots of notes played one after the other. To challenge themselves to play for longer periods, both as a soloist and in response to others in a group.		

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum Links
		Children will learn:	Children's Statements I can/ I know/I understand and can demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Compose with the Song	Composing Notation Pulse Rhythm Pitch Tempo Dynamics Notation	To plan and compose an eight or 16-beat melodic phrase using the pentatonic scale (eg C, D, E, G, A) and incorporate rhythmic variety and interest. To play this melody on available tuned percussion and/or orchestral instruments. To notate this melody.	- I can compose and perform an eight to 16-bar melodic phrase using a pentatonic scale in known key centres. - I can perform this melody on tuned percussion and/or melodic instruments, following the notated score.	Improvise and compose music for a range of purposes, using the interrelated dimensions of music. Use and understand staff and other musical notations.
		Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment. To create a simple chord progression.	I can enhance my melody with simple chord progressions.	
		To compose a ternary (ABA form) piece; to use available music software/apps to create and record it, discussing how musical contrasts are achieved.	I can compose a ternary form piece, showing variation between my A and B sections, and discuss how these contrast.	
		To use music technology, if available, to capture, change and combine sounds.	I can use music software/technology to capture, change, combine and record sounds.	
		To create music in response to music and video stimuli.	I can create music in response to other music and/or video stimuli.	
		Start to use structures within compositions, eg introductions, multiple verse and chorus sections, AB form or ABA form (ternary form).	- I can use a planned structure when composing. - I know my composition has multiple sections and can be labelled as such.	
		To use rhythmic variety.	I can compose using a variety of rhythms, including notes and their equivalent rests.	
		To compose song accompaniments, perhaps using basic chords.	I can compose with chords to create an emotive/atmospheric mood.	

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum Links
		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Compose with the Song (continued)		To use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).	I can use a wide range of dynamics and tempo to express loud and quiet/fast and slow.	
		To use full scales in different keys.	I can compose using full one-octave scales in selected major and minor keys, as well as pentatonic scales.	
		To create a melody using crotchets, quavers, minims, perhaps semibreves and semiquavers, and all equivalent rests.	I can create a melody using varied stave notation and equivalent rests within an appropriate key centre.	
		To use a pentatonic and a full scale as well as major and minor tonalities.	I can use and understand the pentatonic scale and full octave range of both major and minor scales.	
		To understand the structure of the composition.	I understand and can explain the structure of my composition.	
		To explain a composition's musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note).	I understand and can explain the musical shape that my composition moves in.	
		To include a home note, providing a sense of an ending; coming home.	I can include a home note with my composition to give it cadential recognition.	
		To perform their simple composition/s using their own choice of notes.	I can compose using my own choice of notes.	
		To successfully create a melody in keeping with the style of the backing track and to describe how their melodies were created.	I can create a melody in line with the style and harmonic structure of the backing track and can describe in detail how it was created.	
		To create their composition/s with an awareness of the basic/simple chords in the backing track.	I can create a composition with an awareness of basic harmonic structure.	

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum Links
		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Music Notepad		To compose a 'stand-alone' piece of music which includes: • A time signature. • A treble clef. • Four, six, eight or 12 bars. • The right notes for the scale and key signature. • Rhythmic combinations of semibreves, minims, crotchets, paired quavers, semiquavers and their rests. • Expression/dynamics. • Structured musical ideas (eg using echo or question-and-answer phrases) to create music that has a beginning, middle and end. • A melody that starts and ends on note one.	• I can use various Charanga composition tools to compose a structured melody using notes of varying lengths, thinking about the essential ingredients that are needed for my composition to make musical sense.	Use and understand staff and other musical notations.

Activity	Curriculum Skills and Elements*	Key Learning	Key Learning Outcomes	National Curriculum Links
		Children will learn:	Children's Statements I can/I know/I understand and demonstrate:	The National Curriculum for Music says that pupils should be taught to:
Perform the Song	Performing Listening Playing Singing Improvising Composing Notation Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure	To create, rehearse and present a holistic performance for a specific event, for an unfamiliar audience.	I can create, organise, rehearse and perform for an unfamiliar audience.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
		To perform a range of songs as a choir in school assemblies, school performance opportunities and for a wider audience.	I can perform as part of a smaller group as well as a whole class, in school or for a wider audience.	
		To create, rehearse and present a holistic performance with a detailed understanding of the musical, cultural and historical contexts.	I can perform as part of a mixed ensemble of acoustic instruments which reflects an understanding of the cultural and historical context of the song/piece.	
		To perform from memory or with notation.	I can perform from memory or visually, using staff notation with confidence and accuracy.	
		To understand the value of choreographing any aspect of a performance. To understand the importance of a performing space and how to use it.	I understand the significance of movement and performing space within all aspects of my performance.	
		A student or a group of students to rehearse and lead parts of the performance.	I can lead part (or all) of a rehearsal/performance, individually or as part of a group.	
		To record the performance and compare it to a previous performance.	- I can record performances to compare and evaluate. - I can evaluate how well the performances communicated the mood of each piece. - I can discuss in detail, using appropriate vocabulary, the strengths and weaknesses of my performance.	
		To collect feedback from the audience and reflect on how the audience believed in the performance.	I can collect feedback and reflect to ensure progression within future performances.	
		To discuss how the performance might change if it was repeated in a larger/smaller performance space.	I can evaluate and discuss how my performance might change in different venues/spaces.	

*Also known as interrelated dimensions of music