

(D1 - D9) Primary 1:	(D1 - D9) Primary 2:	(D1 - D9) Junior:
<p>Listening and Responding:</p> <ul style="list-style-type: none"> Developing listening skills to differentiate sounds, identify simple patterns, and respond to changes in tempo, dynamics and pitch. <p>Exploring Sounds:</p> <ul style="list-style-type: none"> Encouraging children to explore and create different sounds using their voices, body percussion (clapping, stomping) and simple instruments. <p>Singing:</p> <ul style="list-style-type: none"> Introducing basic songs and nursery rhymes to develop pitch, rhythm, and melody recognition. Encouraging children to sing in a group and individually. <p>Movement:</p> <ul style="list-style-type: none"> Using movement to express feelings and stories in music, such as dancing, swaying or acting out lyrics. <p>Musical Interaction:</p> <ul style="list-style-type: none"> Participating in call and response activities, which help develop listening and response skills, as well as social interaction through music. <p>Rhythm and Beat:</p> <ul style="list-style-type: none"> Helping children recognize and reproduce rhythmic patterns and steady beats using simple percussion instruments or clapping. <p>Creative Expression:</p> <ul style="list-style-type: none"> Encouraging improvisation and creative responses to music, including making up simple songs or changing lyrics to familiar tunes. 	<p>Developing Vocal Skills:</p> <ul style="list-style-type: none"> Strengthening the ability to sing songs with accurate pitch and rhythm and beginning to use voice expressively. <p>Rhythmic Proficiency:</p> <ul style="list-style-type: none"> Clapping and playing simple rhythmic patterns accurately using body percussion and classroom instruments. <p>Exploring Instruments:</p> <ul style="list-style-type: none"> Learning the basic techniques for playing classroom percussion instruments (like tambourines, maracas, and xylophones) and exploring the different sounds they can make. <p>Musical Notation:</p> <ul style="list-style-type: none"> Introducing simple aspects of musical notation, such as recognizing high and low notes and identifying basic rhythmic notation (like quarter notes and half notes). <p>Listening Skills:</p> <ul style="list-style-type: none"> Developing listening skills further by identifying instruments by their sounds and understanding simple musical forms. <p>Responding to Music:</p> <ul style="list-style-type: none"> Expressing how music makes them feel and moving rhythmically or creating dances to reflect changes in tempo or dynamics. <p>Creating and Composing:</p> <ul style="list-style-type: none"> Beginning to create simple patterns of sounds and arranging them to express ideas or tell a story. 	<p>Vocal Development:</p> <ul style="list-style-type: none"> Improving control in singing with a focus on pitch, dynamics, and expression. Singing songs from memory with more complex melodies and lyrics. <p>Rhythmic Skills:</p> <ul style="list-style-type: none"> Understanding and performing more complex rhythms using body percussion and instruments, incorporating half, quarter and eighth notes. <p>Instrumental Techniques:</p> <ul style="list-style-type: none"> Gaining more proficiency with classroom instruments, learning basic care for instruments and beginning to play simple melodies. <p>Reading Music:</p> <ul style="list-style-type: none"> Recognising more complex musical notation, including rests and a variety of notes. Beginning to understand the staff and musical symbols. <p>Listening and Analysing:</p> <ul style="list-style-type: none"> Listening to pieces of music and discussing their elements, like rhythm, melody and harmony. Identifying the mood and messages conveyed through music. <p>Musical Expression:</p> <ul style="list-style-type: none"> Using music to express feelings and stories, understanding how music can represent different emotions and narratives. <p>Composition Skills:</p> <ul style="list-style-type: none"> Composing short pieces using a range of sounds and simple structures.

<p>Musical Play:</p> <ul style="list-style-type: none"> • Incorporating music into play activities, which helps integrate musical learning with general cognitive, emotional and motor development. <p>Emotional Connection:</p> <ul style="list-style-type: none"> • Developing an understanding of how music can represent different emotions and stories and encouraging children to express their own feelings through music. <p>Cultural Exposure:</p> <ul style="list-style-type: none"> • Introducing a variety of music from different cultures and genres to broaden children's auditory experiences and cultural understanding. 	<p>Performing:</p> <ul style="list-style-type: none"> • Participating in group performances, showing an understanding of starting and stopping together and following a leader or conductor. <p>Musical Memory:</p> <ul style="list-style-type: none"> • Remembering and repeating short sequences of musical sounds or rhythmic patterns. <p>Understanding Dynamics and Tempo:</p> <ul style="list-style-type: none"> • Recognizing and exploring the basics of loud and soft (dynamics), and fast and slow (tempo). <p>Cultural and Historical Context:</p> <ul style="list-style-type: none"> • Introducing music from a variety of cultures and historical periods to broaden their understanding of music's role in different societies. <p>Musical Patterns:</p> <ul style="list-style-type: none"> • Recognising and predicting patterns in music to aid in understanding structure and aiding memory. <p>Collaborative Music Making:</p> <ul style="list-style-type: none"> • Engaging in activities that require cooperation, like playing a simple rhythm together or singing in a round. 	<ul style="list-style-type: none"> • Experimenting with creating and arranging sounds using their voices and instruments. <p>Performance Skills:</p> <ul style="list-style-type: none"> • Participating in performances with greater confidence, understanding the importance of ensemble playing and listening to each other. <p>Musical Memory:</p> <ul style="list-style-type: none"> • Enhancing memory skills through more complex sequences of music and longer pieces. <p>Understanding Musical Forms:</p> <ul style="list-style-type: none"> • Recognizing simple forms of music (like ABA or verse-chorus) and exploring basic song structures. <p>Exploring Music Technology:</p> <ul style="list-style-type: none"> • Beginning to use simple music technology tools, like music apps on tablets or simple recording devices. <p>Cultural Diversity in Music:</p> <ul style="list-style-type: none"> • Exploring music from different cultures, understanding basic cultural contexts that influence musical styles and instruments. <p>Responding to and Interpreting Music:</p> <ul style="list-style-type: none"> • Developing critical listening skills to respond and interpret music. • Discussing preferences and justifying opinions about what they hear.
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(D9 – D11) Key Stage 3:

Vocal Skills:

- Enhancing vocal technique and range;
- Introducing two-part singing and rounds to develop harmony skills.

Rhythmic Proficiency:

- Developing more complex rhythmic patterns, including syncopation and cross-rhythms.
- Using percussion instruments to explore these concepts.

Playing Instruments:

- Increasing proficiency in playing classroom instruments (like recorders, ukuleles, or keyboards).
- Beginning to read more complex music notation.

Musical Notation and Theory:

- Understanding and using more advanced musical notation, including various musical symbols and terms.

Listening and Appraisal:

- Listening to a broader range of music, including classical, folk, jazz and contemporary
- Learning to identify instruments, structures and styles.

Musical Expression and Dynamics:

- Using dynamics and expression more effectively in performance.
- Understanding how these affect the mood and impact of music.

Composition and Improvisation:

- Creating more structured compositions using a variety of instruments and voices.
- Introducing improvisation as a means of personal expression.

Performance Skills:

- Participating in ensemble work that requires more precise coordination and timing.
- Performing in school events to gain confidence.

Historical and Cultural Contexts:

- Exploring the historical background and cultural significance of different musical genres and pieces.

Technology in Music:

- Utilizing technology for music creation, such as digital audio workstations or music composition apps.

Thinking and Evaluation:

- Developing the ability to critique their own performances and compositions, as well as those of others, using appropriate musical vocabulary.

Music and Society:

- Discussing how music reflects cultural, social, and historical contexts.
- Understanding music's role in various societal functions.

Exploring Musical Forms:

- Recognizing and analysing more complex musical forms and structures.

Collaboration and Leadership in Music:

- Working collaboratively in groups for performances and projects.

(D11 - D13) Key Stage 4/5 Options:

Vocal Skills:

- Developing stronger vocal techniques and exploring more complex harmonies and part-singing.

Rhythmic Complexity:

- Understanding and performing complex rhythms and time signatures, integrating them into performances and compositions.

Instrumental Proficiency:

- Gaining proficiency with specific classroom instruments (like keyboards, guitars, recorders).
- Beginning band or orchestra instruments may be introduced.

Music Notation and Theory:

- Reading and writing more complex musical scores.
- Understanding intermediate theory concepts such as intervals, scales and chord structures.

Listening Skills:

- Engaging with a wide variety of music genres and styles, identifying and discussing elements like melody, harmony, form and texture in greater detail.

Composition and Arrangement:

- Composing and arranging music with an understanding of various musical elements and structures.
- Using technology to aid composition.

Improvisation:

- Encouraging more free-form improvisation with a focus on expression and creativity within certain musical parameters.

Performance and Presentation:

- Participating in more formal performances, such as school concerts or community events.

Critical Analysis:

- Developing critical listening and analytical skills to evaluate music and performances, including peer and self-assessment.

(D13 - D16) Key Stage 4/5 Options:

Instrumental Proficiency:

- Continued development of instrumental skills across a range of instruments, including more complex techniques and repertoire.

Music Theory:

- Deepening understanding of music theory concepts, including scales, modes, key signatures and advanced rhythmic notation.

Composition and Arrangement:

- Exploring more sophisticated composition techniques, including thematic development, counterpoint, and form and arranging music for various ensembles.

Music Technology:

- Using digital audio workstations and software instruments to compose, arrange and produce music.
- Understanding basic recording and mixing techniques.

Music History and Analysis:

- Studying the historical and cultural contexts of music from different time periods and cultures.
- Analysing and interpreting musical works in depth.

Performance Skills:

- Refining performance skills through solo and ensemble playing, with a focus on expression, interpretation and stage presence.

Improvisation:

- Developing improvisational skills further, including improvising melodies, harmonies, and accompaniments within different styles and genres.

Critical Listening:

- Developing critical listening skills to evaluate and critique performances, compositions, and recordings, and to articulate informed opinions.

Music Appreciation:

- Deepening appreciation for a wide range of musical genres and styles, including classical, jazz, world music and popular music.

Music History and Culture:

- Exploring the history of music in greater depth, understanding the origins and evolution of different musical genres.

Ethnomusicology:

- Introduction to world music, studying different musical traditions and instruments from around the globe.

Musical Dynamics and Expressiveness:

- Using dynamics, tempo, and articulation to express ideas and emotions in music more effectively.

Technology Integration:

- Using advanced music software for composing and understanding music.

Leadership and Collaboration:

- Enhancing skills in leading musical groups and projects.
- Working collaboratively in ensembles to achieve a cohesive performance.

Ensemble Skills:

- Collaborating effectively within musical ensembles, including rehearsing, performing and providing constructive feedback to peers.

Creativity and Expression:

- Encouraging creativity and self-expression through music-making, allowing students to explore their own musical ideas and identities.

Music Technology Integration:

- Integrating technology into music-making processes, including using MIDI controllers, digital instruments, and software effects and processors.