



Roundhill Primary School: RPS Specialist Formal framework Music

Music

Learning profile B1

Singing and Performing

- Create simple movements in response to music
- Respond to 'start' & 'stop' when moving to music
- Sing or sign to join in with simple songs/rhymes/chant
- Respond to loud and quiet
- Copy a simple rhythm/call and response using my body/actions or voice e.g. clap clap or 'ahhh ahhh'
- Engage with a variety of songs
- Clap along with a pulse when following a leader

Listening and Appraising

- Listen to a piece of music and say how it makes me feel
- Sustain concentration for at least 30 seconds when listening to music
- Use the words high and low to describe the notes they hear
- Use the words loud and quiet to describe the notes they hear
- Use the words fast & slow to describe the tempo of a piece of music.
- Identify some common instruments by name e.g. drum, tambourine, triangle
- Listen to and engage with live musical performances
- Listen to a range of music linking to e.g. social context, history, traditions and cultures

Composing

- Explore sounds using computer software
- Make loud/soft/high/low sounds using my voice
- Use a range of materials to make a musical instrument
- Understand/comment on the pitch/rhythm of a simple song and know the difference
- Use my body to copy/ keep a steady beat (body percussion)
- Change the tempo of a song using actions e.g. marching fast/slow
- Use musical instruments to copy a simple repetitive rhythm
- Use my body to move in different ways linking to live musical performances. E.g. stepping (e.g. Mattachins from Capricol Suite by Warlock)
- Retain a rhythm and then copy this/perform it e.g. a favourite word and clap the syllables
- Retain a pitch and then copy this/perform it e.g. a favourite word sung loud or quiet.



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- Identify my favourite instrument from a given selection
- Re-create sounds that I have heard in the environment
- Use sounds to accompany a story
- Respond to symbols with my body/instruments knowing when to play e.g. colours or shapes 4 dots means 4 claps/tap on the drum. Or a colour for each pupil.

Learning profile B2

Singing and Performing

- Listen to a range of music linking to e.g. social context, history, traditions and cultures
- Experiment with my voice/body to make different sounds/pitches e.g. whispering, humming, clapping, finger-clicking
- Sing a range of songs, with or without an accompaniment
- Imitate pitches in songs/call and response activities e.g. boom chicka boom with a high voice, then a low voice.
- Take part in call & response activities either with my voice or using an instrument
- Experiment with making sounds on tuned percussion instruments
- Hold an instrument in an appropriate way and be careful when handling it
- Recite a short song from memory
- Play instruments as part of a group, showing awareness of other performers
- Respond to stop and start signals from a leader during a performance

Listening and Appraising

- Identify a piece of music that I like
- Give reasons why I like a piece of music
- Identify common instruments in a piece of music
- Understand that the word pitch describes sounds that are high and low and recognise this in pieces of music e.g. stand up for high and sit down for low
- Understand that the word dynamics describes volume i.e. loud and quiet sounds and recognise this in pieces of music e.g. arms out for loud and in for quiet
- Understand that the word tempo describes the speed of a piece of music and recognise in pieces of music e.g. moving arms fast when the music is quick and slowly for when the music slows down.
- Respond to the beat of different pieces of music
- Alter my response when the music changes e.g. my clapping gets quicker as the music gets quicker
- Identify musical features in a piece of recorded music e.g. fast/slow, loud/soft, high/low
- Identify or clap along to a familiar piece of music demonstrating the beat groupings of that particular song.
- Understand and listen to different dot notations and give an example of a 3 dot notation on technology, played on musical instruments or sung (Link here for support) [How is music written down? - BBC Bitesize](#)



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- Listen to 3 dot notations and match them to the correct dot notation cards
- Walk in time to a piece of music
- Listen and then copy different rhythms
- Identify the different ways instruments are played to create a sound e.g. hit/shaken/ plucked/strummed/blown
- Identify some common instruments by name e.g. Tambour, maraca, castanets

From Stick Notation to Staff Notation

Rhythm Syllable	Stick Notation	Staff Notation	Note/Rest Name	Value
ta			quarter note	1 count/beat
di-di	□ □		two eighth notes	1/2 count/beat each
shhh	⌋		quarter rest	1 count/beat
ta-a	—		half note	2 counts/beats
ta-a-a-a	—		whole note	4 counts/beats

Creating and Exploring

- Copy a simple rhythmic phrase (clapping)
- Create a simple rhythmic phrase (clapping)
- Improvise a rhythm in a group activity
- Create own rhythms linking to words e.g. Hel-lo Si-mon
- Use stick notations to create a simple rhythm (e.g. see diagram to the right)
- Choose to play an instrument according to criteria i.e. tempo/dynamics/pitch
- Record a musical sequence using ICT that has a beginning and an end
- Add stick notes to support with a chant/phrase e.g. I like cookies would be **I I n**
- Suggest and create appropriate sounds to accompany a story using my voice, body or musical instruments
- Read and play different 3 dot notations using either my voice, an instrument or technology
- Perform a song in a group by matching Musical Letters/colours to create a whole piece of music e.g. could be bell playing e.g. C, E, F, G,
- Take part in wider school group music e.g. bands, choir, orchestra

Learning profile B3

Reading Notation

- Describe what a stave, lines and spaces are and their purpose
- Describe what a clef is and its purpose.
- Show higher and lower pitch using dot notation
- Recognise crotchet and quavers
- Know the difference between crotchet and quavers
- Apply word chants to rhythms and know that one syllable is one note

Singing and Performing

- Clap the syllables of a word or short phrase
- Tap or clap the pulse when listening to music, maintaining a steady beat

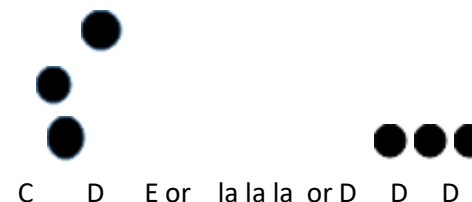


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- Sing with confidence as part of a group, remembering the tune and keeping in time
- Sing together with others and alongside instruments.
- Sing songs with have forte piano (loud, followed by soft)
- Recognise when a performance has started and ended and can remember to be quiet at the appropriate times
- Move my body in time and in correspondence to actions songs
- Take part in a musical performance using my voice or an instrument
- Read pictures & symbols that give me musical direction
- Follow and play a small range of staff notations on tuned percussion/a melodic instrument
- Understand what a stave, lines and spaces are in music and the purpose of these
- Understand what a clef it looks like and its purpose
- Use dot notation to demonstrate higher or lower pitches on a stave
- Understand what a crochet is, how it looks and how this sounds
- Understand what a paired quaver is, how it looks and how it sounds
- Link musical notes to chants knowing that each syllable represents a different sound and potentially a different pitch
- Copy a melodic phrase with some accuracy
- Play untuned percussion to different songs demonstrating a knowledge of note length and the rhythm, e.g. 2 beats, 3 beats and holding the note for 1, ½ a beat.

Listening and Appraising

- Listen to a range of music linking to e.g. social context, history, traditions and cultures.
- Identify the introductions to familiar songs
- Share my favourite song or piece of music with others, giving reasons for my choice
- Listen to short phrase and create dot notations to match the pitch/notes of the phrase. E.g. do re mi
- Listen to an orchestral performance and identify some common orchestral instruments
- Identify sections within a piece of music e.g. verse and chorus
- Identify sections within a piece of music with an ABA structure
- Draw the shape of a melody I hear



Composing and Performing

- Use the first few notes of a well-known song to make up my own musical patterns can use symbols to represent sounds
- Create my own symbols to create a simple graphic score



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- Create my own musical phrase of rising and falling 3 notes showing awareness of different rhythmic notes and also their letter names e.g. C D E which could be



- Use ICT to record a sound pattern I have created
- Participate in a group music video recording
- Contribute ideas to a group music video recording
- Create a piece of music which has a beginning, middle and end in response to stimuli I have heard e.g. a story, a picture I have seen. E.g. if part of a story was calm, then scary and then happy to recreate this in music to show this
- Use music to perform a question e.g. la, la, li, lo, la could be answered la la li lo la lo lol as the two end sounds are quite low in pitch demonstrating an answer, and the la is high pitch so demonstrating a question with intonation of voice
- Have a conversation with another person using question and answer music
- Perform a song in a group by following Musical Letters to create a whole piece of music. E.g. could be bell playing e.g. C, E, F, G,
- Take part in wider school group music e.g. bands, choir, orchestra

Learning profile B4

Reading Notation

- Identify how long each notation are minims, crotchets, paired quavers and rests
- Match notation to length of note
- Read pitch notation with in a pentatonic (5 notes) C-G
- Read play pitch notations within a pentatonic 5 notes C-G
- Follow a rhythmic pattern by using body percussion or an instrument
- Follow a specific rhythm by clapping alongside for example a harmony
- Understand what a chord/triad is and play some on a harmonic instrument

Singing and Performing

- Sing familiar songs with an accompaniment
- Join in call & response activities using my voice
- Join in call & response activities which combine rhythm and melody
- Keep to a steady pulse, speeding up or slowing down with the music
- Adjust my voice to sing loudly or quietly
- Perform sections of music combining notes & rests
- Sing and clap the pulse at the same time
- Sing a repetitive phrase/ostinato in a simple 2-part song



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- Maintain a simple ostinato on a percussion instrument during a performance
- Sing the same melody but at different times to someone else/group. E.g. Group one sing 'Row row row your boat' and the other group start singing this line when the first group are singing the second part 'gently down the stream'. This is known as singing in rounds.
- Sing a simple partner song (2 songs which are different in lyrics but fit together when sung) see Three Partner Songs | Music With Mr. Delgaudio | Elementary Music Activity for more information.
- Sing a partner song with different time signatures (e.g. 2, 3 or 4 beats in a bar)
- Sing with confidence as part of a group, remembering the tune and keeping in time
- Sing together with others and alongside instruments
- Sing a song which has 2 octaves (do do and la la) Singing: Singing in Octaves Resource Pack Preview

Listening and Appraising

- Listen to a range of music linking to e.g. social context, history, traditions and cultures
- Compare two recordings of the same song and say which I like best
- Compare two recordings of the same song and talk about their musical differences
- Compare two contrasting songs/pieces of music and talk about why they are different
- Respond to music of different styles through dance and movement
- I understand that moods can be created through music
- Identify mood in a piece of recorded music and explain my reasons
- Watch or listen to my own performance and identify what I did well
- Watch or listen to my own performance and suggest improvements
- Identify which musical families some orchestral instruments belong to
- Copy short melodic phrases from the pentatonic scales.

Composing and Performing

- Compose a short melody using at least five notes in the same Octave (Pentatonic)
- Play and sing a short melody using at least 5 notes in the same Octave (Pentatonic)
- Arrange notation cards so that they make the corresponding Beats per bar (e.g. 4 beats in a bar could have 2x minims or 1 x quaver, 1 crotchet and 1x minim)
- Add words to a melody I have composed
- Create my own actions to accompany songs or a piece of music
- Create a dance to go with a composition
- Write a narration/poem to be spoken over a composition
- Explain how well sounds go together
- Explain the difference between harmony and unison



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- Use technology to record a performance
- Explore how to create mood in music e.g. sharp notes, or major, minor chords. (Creating some music to accompany a short clip of an emotive film such as Titanic)
- Identify a musical instrument which I like best
- Explore a musical instrument in more depth and over a period of time
- Perform a song in a group by following staff notations to create a whole piece of music. e.g. could be bell playing
- Improvise/explore pitches using a specific instrument of my choosing/class choice
- Explore the musical features of legato (smooth, flowing) and staccato (detached and abrupt) using my chosen instrument
- Be responsible for two parts in a whole group/class performance e.g. singing part and a bass part
- Take part in wider school group music e.g. bands, choir, orchestra.

Learning profile B5

Reading Notation

- Identify how long each notation is e.g. semibreves and semiquavers
- Match notation learnt so far to length of note
- Read pitch notation within a pentatonic (5 notes) C-G
- Read play pitch notations within a pentatonic 5 notes C-G
- Demonstrate an understanding of pitch notation within an octave by performing either using voice or instrument e.g. low C and high C in the octave above
- Understand and identify 2/4, 3/4 and 4/4 time-signatures and identify these within a piece of music
- Read and play short rhythmic phrases from sight using which incorporate semibreves, minims, crotchets, crotchet rests, paired quavers and semi quavers. The rhythms will either be 2/4, 3/4 or 4/4.

Singing and Performing

- Control the pitch of my voice when singing
- Find and demonstrate a preference to an appropriate singing style to me (e.g. vocal range, genre etc)
- Sing a song from memory with confidence
- Remember/explain how a round works
- Remember/explain what a partner song is
- Extend my confidence in singing partner songs, by repeating partner songs
- Extend my knowledge of partner songs by finding and learning something new
- Hold a part when singing a three-part round
- Sing a song with a verse and a chorus



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Listening and Appraising

- Listen to a range of music linking to e.g. social context, history, traditions and cultures
- Use colour and shape to represent music that I have heard
- Follow the upwards and downwards movements of symbols in relation to pitch
- Listen to and compare music with a range of time signatures
- Identify common time signatures from listening to a range of music
- Compare my own musical performances with that of my peers
- Identify a genre of music e.g. choral, orchestral, pop, rock
- Evaluate different genres of music and talk about their features

Creating and Exploring

- Improvise simple melodies using my voice
- Explore making music over the top of a drone (a constant sound throughout a song)
- Begin to add and explore feeling in my own music (groove) through experimenting with dynamics, emphasising notes, fluidity
- Compose a ternary structured piece of music (section 1, 2 and then a repetition of 1 for the last section)
- Compose a soundscape
- Create a piece of music to represent one of the four elements (water, earth, wind and fire)
- Compose a piece of music to reflect a film, story or short video to evoke feeling
- Compose a piece of music that links to technology or something I have created
- Develop my musical ideas by making changes
- Use ICT to record and manipulate sounds
- Use ICT to record a piece of music that I have composed
- Read and play songs as a group within the middle C octave by reading staff notation
- Read and play songs independently within the middle C octave by reading staff notation
- Play familiar and well-known songs together with a range of instruments (e.g. part of an orchestra)
- Play some simple chords/triads on melodic instruments, tuned percussion or keyboards
- Play some simple chords/triads on a keyboard, melodic instrument or tuned percussion along with a piece of music
- Try to replicate different melodies from what I hear
- Take part in wider school group music e.g. bands, choir, orchestra



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Learning profile B6

Reading Notation

- Remember the difference between semibreves, minims, crotchets, quavers and semiquavers
- Understand the different rests linked to the different notations
- Develop confidence in reading pitch notation and performing these within an octave
- Identify note names and durations from sight
- Develop confidence in reading and playing a variety of rhythms and durations from sight

Singing and Performing

- Change the duration of notes when I'm singing
- Sing legato (smoothly) & staccato (short detached notes)
- Take part in a performance of a group composition
- Perform my own part in a group composition
- Sing a broad range of songs
- Begin to sing syncopated songs (off-beat rhythms)
- Show awareness of others in group singing and adjust my singing to create a sense of unison and fluidity in syncopated songs
- Hold my own part in a four-part round

Listening and Appraising

- Listen to a range of music linking to e.g. social context, history, traditions and cultures
- Talk about why live and recorded music sounds different
- Compare two live performances
- Describe the texture of music i.e. 'thick' or 'thin'
- Compare the texture of two different pieces of music
- Talk about songs written for a range of purposes (hymns, carols, musicals)
- Follow advice from others to improve my own performance
- Give constructive advice to others to improve their performances
- Write lyrics to accompany a piece of music

Composing and Performing

- Write rhythms that can be interpreted by others
- Use ICT to create a backing track to accompany spoken word
- Create a longer piece of music which include repetition and contrast e.g. change in pitch, tempo



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- Use my chord knowledge to create short sequence of melodic sounds
- Create a flowing piece of music that flows and extends beyond 8 beats to a fixed groove e.g. waltz, classical (these are genres which each have their own groove/mood).
- Using tuned percussion or orchestral music plan, write and then compose a melody which is between 8 beats-16 beats on the pentatonic scales demonstrating interest and engagement to the audience
- Compose and play a melody in a key suitable to my chosen instrument and add chords and rhythm which help to improve the overall sound
- Create a ternary (3 phrase piece of music) using technology
- Show contrast in melodies using technology
- Add my own dynamic ranges (loud, quiet, moderately loud/quiet) to a piece of music within one octave and perform this
- Add my own chords to a melody within on octave and perform this
- Add my own bass line to a melody through technology, tuned percussion or keyboard and perform this
- Take part in wider school group music e.g. bands, choir, orchestra
- Perform melody or accompaniment roles in a group performance in the wider school