

# **Music Route Planner**

## **Introduction to Curriculum Route Planners**

Route Planners outline the Key Stages 1-3 curriculum to be taught within each campus of the Bury St Edmunds All-Through Trust. Each Route Planner has been designed to take into account both the new Primary Curriculum and the new GCSE specifications so that pupils' learning progresses seamlessly from ages 4 to 16 and prepares them thoroughly for the modern world and for the values which are fundamental to life in modern Britain.

Route Planners have been created for all core and foundation subjects. They have been written by Curriculum Development Teams, comprising subject leaders from each Trust campus.

The purposes of the Route Planner are to ensure coherence of curriculum across the Trust, to provide a framework for subject leaders to develop Schemes of Work, and to provide parents with information on what children will learn during each year of their education.

| <b>Key Stage 1, Years 1-2</b> <i>Students should be able to...</i> |  |
|--|--|
| Year 1   | <ul style="list-style-type: none"> <li>• use their voice to speak, sing and chant.</li> <li>• know how to make sounds on different instruments, e.g. drum, xylophone.</li> <li>• change sounds that they sing or play to make them louder or quieter, longer or shorter, higher or lower.</li> <li>• perform in a group song.</li> <li>• copy short rhythmic patterns.</li> <li>• choose sounds to represent things, e.g. the wind, water, a lion.</li> <li>• say whether music sounds happy or sad and can move to the music to show how it feels to me, e.g. march, slide, jump or dance.</li> </ul> |
| Year 2   | <ul style="list-style-type: none"> <li>• sing simple songs in tune.</li> <li>• keep the beat when I sing or play with others.</li> <li>• copy and repeat simple rhythms.</li> <li>• make up simple rhythms keeping to a pulse.</li> <li>• choose different instrument sounds and decide on how to order them for a performance.</li> <li>• hear when a piece of music changes speed (tempo), volume (dynamics) and pitch.</li> <li>• change how a sing and play by following musical instructions e.g. get louder or faster.</li> </ul>  |

| <b>Key Stage 2, Years 3-4</b> <i>Students should be able to ...</i> |   |
|---|---|
| Year 1  | <ul style="list-style-type: none"> <li>• sing songs with others or on their own, remembering the tune and keeping in time.</li> <li>• keep a beat on their own.</li> <li>• copy and play simple rhythms and melodies in time with other people.</li> <li>• make up rhythms and pitched patterns.</li> <li>• play at different speeds (tempi) and in different pulses (metres).</li> <li>• make up short musical patterns in a group or on their own with a beginning, middle and end, using different instruments or sounds.</li> <li>• use different instruments and sounds in their compositions.</li> <li>• use their own made up symbols to represent sounds.</li> <li>• recognise some staff notation symbols.</li> <li>• describe music using words such as high, low, slow, fast, long or short sounds and say how they affect the mood of the music.</li> </ul>   |
| Year 2  | <ul style="list-style-type: none"> <li>• Sing simple songs in tune with expression as part of a group or on their own.</li> <li>• select a sound or instrument to achieve an effect. e.g. bass drum and louder instruments to create surprise or excitement, or quiet singing or playing to create something more peaceful.</li> <li>• change the way they play an instrument, learning and applying skills and techniques, to achieve different effects, e.g. damping a cymbal or letting it ring, using soft or hard beaters etc.</li> <li>• use crescendo (getting gradually louder), diminuendo (getting gradually quieter), and changes in tempo to create effects.</li> <li>• play a simple ostinato or repeated phrase on a pitched instrument as an accompaniment to a song or performance.</li> <li>• improvise or perform ostinato as part of a group performance in time with different patterns played by others, varying the effect e.g. by changing dynamics.</li> <li>• choose and order sounds to fit a given theme or idea.</li> </ul> |

|      | <b>Key Stage 2, Year 5</b>   | <i>Students should be able to...</i>  |  |
|------|--|---|--|
|      | <b>Performing</b>  | <b>Composing</b>  | <b>Listening and Appraising</b>  |
| Some | <ul style="list-style-type: none"> <li>• Play 2 or 3-note chords on pitched percussion instruments or keyboards, to accompany a melody.</li> <li>• Play and/or sing own part in an ensemble with confidence and accuracy.</li> <li>• Play a simple ostinato and/or bassline part within the ensemble.</li> <li>• Understand rhythm notation – minims, crotchets and semibreves.</li> <li>• Read pitch notation when reminded of the rhymes.</li> </ul> | <ul style="list-style-type: none"> <li>• Compose sounds using a range of resources and structures and develop ideas to meet the composition intentions.</li> <li>• Add expression to composing with guidance.</li> <li>• Compose simple melodies to fit lyrics with awareness of rhythm and structures.</li> <li>• Improvise simple patterns over an accompaniment, with guidance.</li> <li>• Use ICT to create and manipulate sounds.</li> </ul> | <ul style="list-style-type: none"> <li>• Recognise the sound of some instruments and describe them using basic language.</li> <li>• Use the inter-related dimensions accurately to describe and compare sounds.</li> <li>• Listen to and imitate simple melodies.</li> <li>• Improve own work and give suggestions to improve the work of others.</li> </ul> |
| Most | <ul style="list-style-type: none"> <li>• Play 2 or 3-note concords and discords.</li> <li>• Perform a simple melodic part in an ensemble – playing or singing.</li> <li>• Play or sing a simple ostinato accurately.</li> <li>• Use mnemonics to represent rhythms.</li> <li>• Read pitch notation with support.</li> </ul>  | <ul style="list-style-type: none"> <li>• Create simple sounds to match the stimulus.</li> <li>• Compose sounds showing awareness of the inter-related dimensions.</li> <li>• Compose simple melodies to fit lyrics.</li> <li>• Improvise by imitating simple ideas.</li> <li>• Record sounds using ICT and use basic manipulation techniques.</li> </ul>  | <ul style="list-style-type: none"> <li>• Know the inter-related dimensions and begin to select correct vocabulary to describe sounds.</li> <li>• Select some accurate words to describe their performance.</li> <li>• Listen to and imitate simple rhythms.</li> <li>• Improve their own work.</li> </ul>  |
| All  | <ul style="list-style-type: none"> <li>• Play groups of notes and be aware whether they are concords to discords.</li> <li>• Sing and play simple parts in a class performance.</li> <li>• Play and sing a simple ostinato with the pulse.</li> <li>• Recognise different note symbols.</li> <li>• Use rhymes to work out the notes on the stave.</li> </ul>   | <ul style="list-style-type: none"> <li>• Explore sounds independently.</li> <li>• Create simple rhythm patterns.</li> <li>• Create simple melodies with a small range of pitches.</li> <li>• Imitate rhythms accurately.</li> <li>• Use ICT to record sounds.</li> </ul>  | <ul style="list-style-type: none"> <li>• Use support to identify the correct vocabulary to describe sounds.</li> <li>• Select the correct when describing their own performance.</li> <li>• Listen to sounds and say whether they like or dislike them.</li> <li>• Improve own work with support.</li> </ul>   |

|      | <b>Key Stage 2, Year 6</b>  |  |   |
|------|---|--|---|
|      | <i>Students should be able to...</i>  |  |   |
|      | <b>Performing</b>   | <b>Composing</b>   | <b>Listening and Appraising</b>   |
| Some | <ul style="list-style-type: none"> <li>• Play 2 or 3-note named chords in time with the pulse (e.g. C major).</li> <li>• Play a melody or bassline, accurately in the ensemble.</li> <li>• Work out a simple ostinato or bassline and play it accurately.</li> <li>• Play or sing in an ensemble with some expression.</li> <li>• Create 4-beat rhythms and play them accurately.</li> <li>• Work out pitches on the staff and follow chord symbols.</li> </ul> | <ul style="list-style-type: none"> <li>• Compose atmospheric sounds to match the stimulus, e.g. a film.</li> <li>• Compose short melodic ideas using the notes of given chords, e.g. in song writing.</li> <li>• Change the expression of their compositions to match the mood.</li> <li>• Compose with awareness of structure and rhythm.</li> <li>• Improvise simple melodic ideas over an accompaniment.</li> <li>• Use ICT to add effects and create loops, combining these with live sounds.</li> </ul> | <ul style="list-style-type: none"> <li>• Recognise conventional and unconventional instruments and describe them using musical vocabulary.</li> <li>• Use the inter-related dimensions accurately to describe, evaluate and compare sounds.</li> <li>• Listen to and imitate more complex patterns.</li> <li>• Suggest musical improvements to performances.</li> </ul> |
| Most | <ul style="list-style-type: none"> <li>• Play 2 or 3-note chords on pitched percussion instruments or keyboards, to accompany a melody.</li> <li>• Play and/or sing own part in an ensemble with confidence and accuracy.</li> <li>• Play a simple ostinato and/or bassline part within the ensemble.</li> <li>• Understand rhythm notation – minims, crotchets and semibreves.</li> <li>• Read pitch notation when reminded of the rhymes.</li> </ul>          | <ul style="list-style-type: none"> <li>• Compose sounds using a range of resources and structures and develop ideas to meet the composition intentions.</li> <li>• Add expression to composing with guidance.</li> <li>• Compose simple melodies to fit lyrics with awareness of rhythm and structures.</li> <li>• Improvise simple patterns over an accompaniment, with guidance.</li> <li>• Use ICT to create and manipulate sounds.</li> </ul>  | <ul style="list-style-type: none"> <li>• Recognise the sound of some instruments and describe them using basic language.</li> <li>• Use the inter-related dimensions accurately to describe and compare sounds.</li> <li>• Listen to and imitate simple melodies.</li> <li>• Improve own work and give suggestions to improve the work of others.</li> </ul>            |
| All  | <ul style="list-style-type: none"> <li>• Play 2 or 3-note concords and discords .</li> <li>• Perform a simple melodic part in an ensemble – playing or singing.</li> <li>• Play or sing a simple ostinato accurately.</li> <li>• Use mnemonics to represent rhythms.</li> <li>• Read pitch notation with support.</li> </ul>  | <ul style="list-style-type: none"> <li>• Create simple sounds to match the stimulus.</li> <li>• Compose sounds showing awareness of the inter-related dimensions.</li> <li>• Compose simple melodies to fit lyrics.</li> <li>• Improvise by imitating simple ideas.</li> <li>• Record sounds using ICT and use basic manipulation techniques.</li> </ul>   | <ul style="list-style-type: none"> <li>• Know the inter-related dimensions and begin to select correct vocabulary to describe sounds.</li> <li>• Select some accurate words to describe their performance.</li> <li>• Listen to and imitate simple rhythms.</li> <li>• Improve own work.</li> </ul>   |

| <b>Key Stage 3, Year 7</b> |   | <i>Students should be able to...</i>   |  |   |
|----------------------------|---|--|--|---|
|                            | <b>Performing</b>   | <b>Composing</b>   |  | <b>Listening and Appraising</b>   |
| Some                       | <ul style="list-style-type: none"> <li>• Play chords on keyboards and change chords accurately in a progression.</li> <li>• Play a more complex melody independently with control and accuracy and expression.</li> <li>• Create a simple descant and play it with the chords.</li> <li>• Lead an ensemble.</li> <li>• Notate rhythms and play accurately against other rhythmic layers.</li> <li>• Read pitches with some fluency.</li> </ul>                  | <ul style="list-style-type: none"> <li>• Manipulate sounds to create interesting moods, atmospheres and expressions to match a stimulus.</li> <li>• Create a simple melodic line to fit a chord sequence.</li> <li>• Compose music with awareness of the impact of expression.</li> <li>• Compose music with clearly defined structures and textures.</li> <li>• Improvise with some confidence using melody and rhythm.</li> </ul>  |  | <ul style="list-style-type: none"> <li>• Recognise different musical styles and know some key features of the styles.</li> <li>• Begin to analyse music, describing and comparing the musical features.</li> <li>• Use appropriate vocabulary to evaluate their performances and those of others, against success criteria.</li> <li>• Suggest musical improvements to performances, giving reasons.</li> </ul> |
| Most                       | <ul style="list-style-type: none"> <li>• Play 2 or 3-note named chords in time with the pulse (e.g. C major).</li> <li>• Play a melody or bassline, accurately in the ensemble.</li> <li>• Work out a simple ostinato or bassline and play it accurately.</li> <li>• Play or sing in an ensemble with some expression.</li> <li>• Create 4-beat rhythms and play them accurately.</li> <li>• Work out pitches on the stave and follow chord symbols.</li> </ul> | <ul style="list-style-type: none"> <li>• Compose atmospheric sounds to match the stimulus, e.g. a film.</li> <li>• Compose short melodic ideas using the notes of given chords, e.g. in song writing.</li> <li>• Change the expression of their compositions to match the mood.</li> <li>• Compose with awareness of structure and rhythm.</li> <li>• Improvise simple melodic ideas over an accompaniment.</li> <li>• Use ICT to add effects and create loops, combining these with live sounds.</li> </ul> |  | <ul style="list-style-type: none"> <li>• Recognise conventional and unconventional instruments and describe them using musical vocabulary.</li> <li>• Use the inter-related dimensions accurately to describe, evaluate and compare sounds.</li> <li>• Listen to and imitate more complex patterns.</li> <li>• Suggest musical improvements to performances.</li> </ul>   |
| All                        | <ul style="list-style-type: none"> <li>• Play 2 or 3-note chords on pitched percussion instruments or keyboards, to accompany a melody.</li> <li>• Play and/or sing own part in an ensemble with confidence and accuracy.</li> <li>• Play a simple ostinato and/or bassline part within the ensemble.</li> <li>• Understand rhythm notation – minims, crotchets and semibreves.</li> <li>• Read pitch notation when reminded of the rhymes.</li> </ul>          | <ul style="list-style-type: none"> <li>• Compose sounds using a range of resources and structures and develop ideas to meet the composition intentions.</li> <li>• Add expression to composing with guidance.</li> <li>• Compose simple melodies to fit lyrics with awareness of rhythm and structures.</li> <li>• Improvise simple patterns over an accompaniment, with guidance.</li> <li>• Use ICT to create and manipulate sounds.</li> </ul>  |  | <ul style="list-style-type: none"> <li>• Recognise the sound of some instruments and describe them using basic language.</li> <li>• Use the inter-related dimensions accurately to describe and compare sounds.</li> <li>• Listen to and imitate simple melodies.</li> <li>• Improve own work and give suggestions to improve the work of others.</li> </ul>  |

|      | <b>Key Stage 3, Year 8</b>  |   |   |
|------|---|---|---|
|      | <i>Students should be able to...</i>  |   |   |
|      | <b>Performing</b>   | <b>Composing</b>  | <b>Listening and Appraising</b>   |
| Some | <ul style="list-style-type: none"> <li>• Find a small range of major/minor chords on keyboards and change chords accurately in the progression.</li> <li>• Accurately perform a melody expressively as a solo.</li> <li>• Create a bassline and descant to play with chords in a layered performance.</li> <li>• Recognise and play syncopated rhythms</li> <li>• Read chords and pitches accurately.</li> </ul>  | <ul style="list-style-type: none"> <li>• Create expressive music, with awareness of harmony, styles etc. that effectively match the stimulus.</li> <li>• Create several melodic lines that fit together harmonically.</li> <li>• Compose expressively.</li> <li>• Compose music using a wide range of structures to imitate known styles.</li> <li>• Improvise music with awareness of style.</li> </ul>  | <ul style="list-style-type: none"> <li>• Describe key features of a range of musical styles.</li> <li>• Analyse music, evaluate and compare it.</li> <li>• Evaluate and compare performances using musical vocabulary.</li> <li>• Suggest practical musical improvements to performances, giving musical reasons.</li> </ul>  |
| Most | <ul style="list-style-type: none"> <li>• Play chords on keyboards and change chords accurately in a progression.</li> <li>• Play a more complex melody with control and accuracy within the ensemble.</li> <li>• Create a simple descant and play it with the chords.</li> <li>• Lead an ensemble.</li> <li>• Notate rhythms and play accurately against other rhythmic layers.</li> <li>• Read pitches with some fluency.</li> </ul>                           | <ul style="list-style-type: none"> <li>• Manipulate sounds to create interesting moods, atmospheres and expressions to match a stimulus.</li> <li>• Create a simple melodic line to fit a chord sequence.</li> <li>• Compose music with awareness of the impact of expression.</li> <li>• Compose music with clearly defined structures and textures.</li> <li>• Improvise with some confidence using melody and rhythm.</li> </ul>   | <ul style="list-style-type: none"> <li>• Recognise different musical styles and know some key features of the styles.</li> <li>• Begin to analyse music, describing and comparing the musical features.</li> <li>• Use appropriate vocabulary to evaluate their performances and those of others, against success criteria.</li> <li>• Suggest musical improvements to performances, giving reasons.</li> </ul> |
| All  | <ul style="list-style-type: none"> <li>• Play 2 or 3-note named chords in time with the pulse (e.g. C major).</li> <li>• Play a melody or bassline, accurately in the ensemble.</li> <li>• Work out a simple ostinato or bassline and play it accurately.</li> <li>• Play or sing in an ensemble with some expression.</li> <li>• Create 4-beat rhythms and play them accurately.</li> <li>• Work out pitches on the staff and follow chord symbols.</li> </ul> | <ul style="list-style-type: none"> <li>• Compose atmospheric sounds to match the stimulus, e.g. a film.</li> <li>• Compose short melodic ideas using the notes of given chords, e.g. in song writing.</li> <li>• Change the expression of their compositions to match the mood.</li> <li>• Compose with awareness of structure and rhythm</li> <li>• Improvise simple melodic ideas over an accompaniment.</li> <li>• Use ICT to add effects and create loops, combining these with live sounds.</li> </ul> | <ul style="list-style-type: none"> <li>• Recognise conventional and unconventional instruments and describe them using musical vocabulary.</li> <li>• Use the inter-related dimensions accurately to describe, evaluate and compare sounds.</li> <li>• Listen to and imitate more complex patterns.</li> <li>• Suggest musical improvements to performances.</li> </ul>   |

|      | <b>Key Stage 3, Year 9</b>  |   |  |
|------|---|---|--|
|      | <i>Students should be able to...</i>  |   |  |
|      | <b>Performing</b>   | <b>Composing</b>  | <b>Listening and Appraising</b>  |
| Some | <ul style="list-style-type: none"> <li>play fluently a variety of major/minor chords with a simple left hand accompaniment on the keyboard.</li> <li>play a rock beat, keeping a steady tempo, with use of fills.</li> <li>play more complex riffs on the bass guitar, with string and hand shifts.</li> <li>read tab and stave notation fluently and apply.</li> <li>take a dominant role within an ensemble performance, performing fluently, and possibly leading or directing.</li> </ul> | <ul style="list-style-type: none"> <li>Compose with a secure sense of style.</li> <li>Compose imaginative melodic lines that use sophisticated devices (such as chromaticism) effectively</li> <li>Develop and extend established structures.</li> <li>Use added note chords to create a musical chord progression.</li> <li>Use ICT imaginatively to manipulate music using advanced FX.</li> </ul>                                  | <ul style="list-style-type: none"> <li>Analyse, evaluate, compare and describe music using appropriate musical terminology.</li> <li>Appraise and compare performances objectively using a musical vocabulary, drawing on greater musical knowledge.</li> <li>Suggest and demonstrate musical improvements to performances, giving detailed musical reasons.</li> </ul>                                  |
| Most | <ul style="list-style-type: none"> <li>play fluently at least 3 major/minor triads on the keyboard as part of a chord progression.</li> <li>play a basic rock beat on the drum kit, with help.</li> <li>play a 4 note bass line on bass guitar with a more complex rhythm or string shifts.</li> <li>read basic tab notation and apply it.</li> <li>hold a musical line as part of an ensemble, within in a more complex structure.</li> </ul>  | <ul style="list-style-type: none"> <li>Compose expressively and with a sense of style.</li> <li>Compose contrasting melodic lines to fit within a given chord progression.</li> <li>Use traditional structures (such as song form) effectively.</li> <li>Compose successful chord progressions that use primary and secondary triads.</li> <li>Use ICT to manipulate music using advanced FX (e.g. different types of EQ).</li> </ul> | <ul style="list-style-type: none"> <li>Describe key features of a range of musical styles .</li> <li>Analyse music, evaluate and compare it.</li> <li>Evaluate and compare performances using musical vocabulary .</li> <li>Suggest practical musical improvements to performances, giving musical reasons .</li> </ul>  |
| All  | <ul style="list-style-type: none"> <li>find and play at least 3 major/minor triads on the keyboard.</li> <li>understand how a basic rock beat is constructed.</li> <li>play a simple 4 note bass line on bass guitar.</li> <li>understand how to read tab notation and will be able to use it with help.</li> <li>hold a simple musical line as part of an ensemble.</li> </ul>   | <ul style="list-style-type: none"> <li>Compose with an awareness of expression and appropriate style.</li> <li>Create a simple melody to fit over a chord progression.</li> <li>Use given basic forms and structures to clearly shape music.</li> <li>Compose chord progressions using clear guidelines.</li> <li>Use ICT to record &amp; manipulate live audio.</li> </ul>   | <ul style="list-style-type: none"> <li>Recognise different musical styles and know some key features of the styles .</li> <li>Begin to analyse music, describing and comparing the musical features.</li> <li>Use appropriate vocabulary to evaluate their performances and those of others, against success criteria.</li> <li>Suggest musical improvements to performances, giving reasons.</li> </ul> |