



# Crompton Primary School

## Progression Map and End Points



	End of EYFS	KS1	Lower KS2	Upper KS2
Pulse and rhythm	<ul style="list-style-type: none"> <li>To know how to Listen to a range of nursery rhymes and songs and their beat.</li> <li>To know how to sing a range of songs and learn by heart.</li> <li>To know how to performing rhymes, songs and poems.</li> </ul>	<ul style="list-style-type: none"> <li>To know the difference between beat and rhythm.</li> <li>To know how to clap a beat and sing a rhythm at the same time.</li> <li>To know how to play more complex rhythms at faster tempos.</li> </ul> <p>Year 1 (music theory with keyboards)</p> <ul style="list-style-type: none"> <li>To know the terms beat and rhythm and understand them within songs.</li> </ul> <p>(Percussion instruments)</p> <ul style="list-style-type: none"> <li>To know how to use body parts to create sound and rhythm.</li> </ul> <p>Song writing with Glockenspiels/another instrument</p> <ul style="list-style-type: none"> <li>To know how to make soundscapes using body percussion.</li> <li>To know how to identify beat, using body percussion.</li> </ul> <p>Samba/African drumming</p> <ul style="list-style-type: none"> <li>To create rhythms, using call and response.</li> </ul> <p>Year 2 (music theory with keyboards)</p> <ul style="list-style-type: none"> <li>To know the effect that rhythm plays within music and how it can change the mood of the song.</li> </ul> <p>(percussion instruments)</p> <ul style="list-style-type: none"> <li>To know how to create a story using rhythm, tempo and dynamics.</li> </ul> <p>Samba/African drumming</p> <ul style="list-style-type: none"> <li>To create rhythms, using call and response.</li> </ul>	<ul style="list-style-type: none"> <li>To know how to conduct and perform in small groups               <ul style="list-style-type: none"> <li>To know how to listen to the rhythm and pulse.</li> <li>To know how to keep a steady pulse and count the beats and rests.</li> </ul> </li> </ul> <p>Year 3 (music theory with keyboards)</p> <ul style="list-style-type: none"> <li>To know how to compose and create own melodies.</li> </ul> <p>Samba/African drumming</p> <p>To create rhythms, using call and response.</p> <p>Year 4 (music theory with keyboards)</p> <ul style="list-style-type: none"> <li>To know how to play untuned rhythmic pattern</li> <li>To know what inter-related dimensions of music are (dynamics, tempo and articulation).</li> </ul> <p>Samba/African drumming</p> <p>To create rhythms, using call and response.</p>	<ul style="list-style-type: none"> <li>To know how to conduct and perform in small groups</li> <li>To know how to listen to the rhythm and pulse.</li> <li>To know the differences between traditional song lyrics and rap lyrics.</li> <li>To know how the pulse and rhythm are different.</li> </ul> <p>Year 5 Samba/African drumming</p> <ul style="list-style-type: none"> <li>To create rhythms, using call and response.</li> </ul> <p>Year 6 Samba/African drumming</p> <p>To create rhythms, using call and response.</p>

**Sing  
control/expression**

- To know how to Listen to a range of nursery rhymes and songs and their beat.
- To know how to sing a range of songs and learn by heart.
- To know how to performing rhymes, songs and poems.

- To know that warming up happens at the beginning of singing practice.
- To know that cooling down happens at the end of singing practice.
- To know that we need to warm up and cool down to help the muscles we use when singing.
- To know how to say that to engage muscles in the throat and muscles under your lungs when singing.
- To know that breathing deeply, rather than snatching a breath is better when singing.
- To know that bigger/better breathing leads to better singing.
- To know how to show good breathing when asked.
- To know how to be able to breath properly when singing.
- To know that standing properly will help when singing.
- To know how to demonstrate good posture when prompted.
- To know how to use good posture when singing without being prompted.
- To know how to perform a song incorporating the key skills learnt.

**Year 1**

- To know what diction is and how to use it.
- To know what sing scales are.

**Year 2**

- To know what pitch is
- To know what dynamics means and respond to cues.
- To know the terminology crescendo and diminuendos
- To know the term tempo and understand how it is used.

- To know and demonstrate good posture
- To know the importance of posture and how it can affect your ability to sing.
- To know why it is important to warm up and cool down our voices.
- To know that bigger/better breathing leads to better singing.
- To know how to demonstrate good breathing when asked.
- To know how to perform a song using the correct breathing techniques.
- To know how to sing with a focus on diction.
- To know that the correct posture and breathing can improve diction.
- To know how simple actions/movements improve a performance.
- To know what tempo is and be able to sing songs at a variety of different tempos.
- To know how to perform a song from the Junior Jam song bank with simple actions/movements.
- To know how to perform a song using the correct posture and breathing.

**Year 3**

- To know the term beat within music and to understand and recognise it.
- To know the term dynamics and how it changes the emotion within music.

**Song writing with Glockenspiels/a musical instrument**

- To know how to use their voices correctly when performing to an audience.

**Year 4**

- To know the inter-related dimensions of music
- To know the role of a conductor
- To know to term harmony
- To know what range classifications are.

- To know and demonstrate good posture
- To know the importance of posture and how it can affect your ability to sing.
- To know why it is important to warm up and cool down our voices.
- To know that bigger/better breathing leads to better singing.
- To know how to demonstrate good breathing when asked.
- To know how to perform a song using the correct breathing techniques.
- To know how to sing with a focus on diction.
- To know that the correct posture and breathing can improve diction.
- To know how simple actions/movements improve a performance.
- To know what tempo is and be able to sing songs at a variety of different tempos.
- To know how to perform a song from the Junior Jam song bank with simple actions/movements.
- To know how to perform a song using the correct posture and breathing.

**Year 5**

- To know how to perform vocal warm ups in unison and homophonic
- To know what rounds are and how they are used.
- To know 3-part harmony and how it is used.
- To know anatomical factors of singing (breathing and good posture).
- To know the dynamics within music.

**Year 6**

- To know the health benefits of singing in unison.
- To know the terms canon/ round and use them within singing.
- To know what harmonic progression is
- To know the sections that make up a choir (soprano, Alto, Tenor, Bass).
- To know c major.
- To know that you can be a soloist within a choir and to understand what this entails.

**Play musical instruments tuned and untuned**

- Play a range of musical instruments in small groups or independently.
- Performing rhymes, songs and poems.

- To know how to recognise and replicate a treble and bass clef.
- To know how to recognise and accurately replicate a treble and bass clef on the stave freehand.
- To know how to recognise and understand the meaning of dynamic markings and symbols.
- To know the names of the instruments used in a jazz ensemble.
- To know the names of the common instruments in an orchestra and jazz ensemble and recognise them aural and visually.
- To know the names of all the sections in an orchestra and name the instruments within them.
- To know how to sing through Do, Re, Mi and use the hand signs as they sing with confidence.
- To know how to recognise notes by pitch and sing them from memory.
- To know the difference between beat and rhythm.
- To know how to clap a beat and sing a rhythm at the same time.
- To know how long a crotchet, quavers and semibreve last for.
- To know how to recognise and name the symbols for crotchet, quavers and semibreve.
- To know the difference between major and minor.
- To know how to recognise a sharp or flat on a score and be able to notate using the symbols.
- To know how to play the steel pan solo.
- To know what dynamics means and how changes can be marked using crescendos and diminuendos.
- To know what an orchestra is and how to play some beginner songs, using a Boom whacker.
- To know how to play a roll using an instrument.
- Introducing the djembe drum.

Year 1

(Musical theory with keyboards)

- To know what timbre means.
- To know some of the instruments in an orchestra.

Boom whackers

- To know how to perform 12-bar blues using c, f and g.

Steel pans

- To know how to play flick, hit, up-down and roll, using the steel pans.

Year 2

(Musical theory with keyboards)

- To know the parts of a drum kit.

Boom whackers

- To know how to perform 12-bar blues using c, f and g.

- To know how to play the C major scale.
- To know how to play the C major scale using the correct fingers.
- To know how to recognise crotchet, quavers and semibreves and play the C major scale using a combination of these.
- To know the notes on a keyboard.
- To know how to play through a simple melody by following the notes written on the score.
- To know how to keep a steady pulse and count the beats and rests.
- To know what a chord is and how a chord is constructed.
- To know how major and minor chords are constructed based on tones and semi tones.
- To know how to aurally recognise major and minor chords.
- To know how to play chords accurately.
- To know what a melody is and how to recognise one in a piece of music
- To know how to write and perform a five-note hook melody and create a chord sequence
- To know how to perform chords and a melody using both hands
- To know how to read and play other groups compositions and provide one piece of evaluative, constructive feedback.
- To know what orchestra is and how to play some beginner songs, using a Boom whacker.
- To know how to play a roll using an instrument.
- To know what the djembe drum is, how it is made, where it comes from and how to play it.
- To know how to play the steel pan solo.

Year 3

Song writing with Glockenspiels/a musical instrument

- To know how to create soundscapes using the glockenspiel and voices to perform.

Boom whackers

- To know what octavators are to produce lower pitches, using the Boomwhackers.

Steel pans

- To know how to play flick, hit, up-down and roll, using the steel pans.
- To know how to improve accuracy and tone when playing notes.

Year 4

Boom whackers

- To know how to perform advanced songs which include melodies and accompanying harmony parts.

Steel pans

- To know how to play flick, hit, up-down and roll, using the steel pans.
- To know how to improve accuracy and tone when playing notes.

Keyboards Lower KS2

- To know that a semiquaver is played at twice the speed of a quaver.
- To know the difference between a crescendo and diminuendo.
- To know how to explain the difference between allegro and adagio.
- To know to play a crescendo or diminuendo in a piece of music.
- To know that 2/4, 3/4 and 4/4 are types of time signatures.
- To know how to explain how time signatures change the feel of a piece of music.
- To know how to play a piece of music in 3/4 time.
- To know what an irregular time signature and a key signature is
- To know what passing notes are.
- To know what a tonic chord is.
- To know what a scale degree is,
- To know how to compose a melody using passing notes.
- To know that different musical scales and chords evoke different emotions.
- To learn how to play multiple Boomwhackers at the same time.
- To know what the djembe drum is and its origins.
- To know how to play the steel pan solo.

Year 5

(Musical theory with keyboards)

- To know the timbre of different instruments.
- To know major and minor tonality.

Boom whackers

To know how to perform advanced songs which include melodies and accompanying harmony parts.

Steel pans

- To know how to play flick, hit, up-down and roll, using the steel pans.
- To know how to improve accuracy and tone when playing notes.
- To know how to perform more complex songs.

Year 6

Boom whackers

- To know how to perform advanced songs which include melodies and accompanying harmony parts.

Steel pans

- To know how to play flick, hit, up-down and roll, using the steel pans.
- To know how to improve accuracy and tone when playing notes.
- To know how to perform more complex songs.

Keyboards Upper KS2

- To know 3 notes on the keyboard and know how to play them with the correct finger.
- To know how to read notes in the treble clef.
- To know notes length.
- To know how to count the beats.

- To know how to play 2 songs containing Boomwhacker roll.
- To know how to play 2 songs containing Boomwhacker rolls.

#### Steel pans

- To know how to play flick, hit, up-down and roll, using the steel pans.

#### Keyboards KS1

- To know 3 notes on the keyboard and know how to play them with the correct finger.
- To know how to play a piece of music using the three notes covered.
- To know notes length.
- To know how to count the beats.
- To know how to keep in time and rhythm.
- To use the correct fingers to play the notes.
- To know how to hold the notes for the correct number of beats.
- To know how to read and play a piece of music, using a range of keyboard techniques.
- To know how to play a piece of music along to a backing track.
- To know how to perform a piece of music as an ensemble.
- To know how to play the bass clef.
- To know how to play the keyboard using their left hand.
- To know where the C,D, and E notes sit on the bass clef stave.

#### African Drums KS1

- To know where the djembe drum comes from and the materials used to make it.
- To know how to copy and repeat a rhythm demonstrated by the instructor
- To know how to create rudimental drum patterns.
- To know how to say hello 'Jambo' in Swahili.
- To know how to describe how a djembe drum is made.
- To know how to recite more than one common word in Swahili.
- To know how to play in time to a backing track.
- To know how to play in time to a backing track using a combination of the three main djembe hits.
- To know how to play and demonstrate the three main djembe hits with accuracy.
- To know how to copy and repeat a rhythm demonstrated by the instructor.
- To know how to repeat rhythmic patterns with attention to dynamics.
- To know how to lead call and response rhythms with the class.

- To know 3 notes on the keyboard and know how to play them with the correct finger.
- To know how to read notes in the treble clef.
- To know notes length.
- To know how to count the beats.
- To know how to play notes in the bass clef using the left hand.
- To know how to play a piece of music using two hands.
- To know how to perform a new piece of music with octave jumps in the left hand.
- To know how to look at time signatures and counting the beats in each bar.
- To know how to count semibreves, minims and crotchets.

#### African Drums- Lower KS2

- To know how to play and demonstrate the three main djembe drum hits: Bass, Tone and Slap.
- To know how to describe the parts of the djembe and the materials used to make them.
- To know how to create rhythms accurately using one of the main djembe drum hits.
- To know how to play and demonstrate the three main djembe drum hits with accuracy.
- To know how to accurately repeat back rhythms focusing on one of the main djembe hits.
- To know how to create rhythms that combine all three of the main djembe drum hits.
- To know how to play as an ensemble to a backing track.
- To know how to play as part of an ensemble showing musicality and keeping a steady pulse.
- To know how to conduct a call and response performance to a backing track.

- To know how to play notes in the bass clef using the left hand. To know how to play a piece of music using two hands.
- To know how to perform a new piece of music with octave jumps in the left hand.
- To know how to look at time signatures and counting the beats in each bar.
- To know how to count semibreves, minims and crotchets.

#### African Drums- Upper KS2

- To know how to demonstrate and explain the tonal differences between the three main djembe drum hits: Bass, Tone and Slap.
- To know how to listen and repeat back rhythms focusing on one of the main djembe hits.
- To know how to create rhythms that combine all three of the main djembe drum hits.
- To know how to play the basic rhythms, keeping a steady pulse.
- To know how to play the basic rhythms with confidence and accuracy.
- To know how to lead the group in call and response, creating more complicated rhythms with confidence and accuracy.
- To know how to play as part of an ensemble showing musicality and keeping a steady pulse.
- To know how to conduct a call and response performance to a backing track. Some pupils will
- To know how to use their aural skills to copy rhythms with accuracy and varying dynamics.

	End of EYFS	End of KS1	End of Lower KS2	End of Upper KS2
<b>Great composers</b>		<u>Year 1</u> <ul style="list-style-type: none"> <li>• Aretha Franklin</li> <li>• Elvis Presley</li> </ul> Steel pans Calypso carnival <u>Year 2</u> Musical theory with keyboards <ul style="list-style-type: none"> <li>• Clair de lune</li> </ul> Song writing with Glockenspiels/musical instrument <ul style="list-style-type: none"> <li>• Pachelbel's canon</li> </ul>	<u>Year 3</u> <ul style="list-style-type: none"> <li>• Ludwig van Beethoven</li> <li>• Abba</li> </ul> <u>Year 4</u> <ul style="list-style-type: none"> <li>• Claude Debussy</li> <li>• Arianna Grande</li> </ul> Musical theory with keyboards <ul style="list-style-type: none"> <li>• Jackson 5</li> </ul>	<u>Year 5</u> <ul style="list-style-type: none"> <li>• George Frideric Handel</li> <li>• The Beatles</li> </ul> Song writing with Glockenspiels/musical instrument <ul style="list-style-type: none"> <li>• The Lark ascending</li> </ul> <u>Year 6</u> <ul style="list-style-type: none"> <li>• Wolfgang Amadeus Mozart</li> <li>• Queen</li> </ul>
<b>Musical notation</b>	<ul style="list-style-type: none"> <li>• To know how to make music using body percussion and recreate sounds (soundscapes).</li> <li>• To know how to perform a musical story by adding sounds to stories when acting.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>KS1</u></li> <li>• To know how to recognise notes aurally by using solfège symbols and words to help us.</li> <li>• To know how to recognise and replicate a treble and bass clef</li> <li>• To know how to recognise and accurately replicate a treble and bass clef on the stave freehand.</li> <li>• <u>Year 1</u></li> <li>• To know how to compose using body percussion.</li> <li>• To know how to make music from a video and creating a word board.</li> <li>• To know how to write and perform musical story (musical theory with keyboards)</li> <li>• To know middle c</li> <li>• To know rhythmic notation (crotchets,minims,quavers,semibreves)</li> </ul> Boom whackers <ul style="list-style-type: none"> <li>• To know how to read colour coded notation charts.</li> </ul> To know how to read and play using solfege. <ul style="list-style-type: none"> <li>• <u>Year 2</u></li> <li>• To know what a soundscape is and how they can make music.</li> <li>• To know how to compose using body percussion</li> <li>• Introducing making music from a video and creating a word board.</li> <li>• To know how to write and perform a musical story. (musical theory with keyboards)</li> <li>• To know how to compose a soundtrack using rhythmic notation.</li> </ul> Boom whackers <ul style="list-style-type: none"> <li>• To know how to read colour coded notation charts.</li> </ul> To know how to read and play using solfege.	<ul style="list-style-type: none"> <li>• <u>LKS2</u></li> <li>• To know what the major C is.</li> <li>• To know how to read the notes on the treble clef stave.</li> <li>• To know how to notate our compositions using manuscript paper.</li> <li>• To know how to play grouped notes called chords.</li> <li>• <u>Year 3</u></li> <li>• To know professional song writing and soundscapes</li> <li>• To know what plagiarism is and why artists may plagiarise and composing using graphic scores. (musical theory with keyboards)</li> <li>• To know how to play c major scales</li> <li>• To know scales in Western music</li> <li>• To know how to read stave notations (crotchets,quavers,minims)</li> <li>• To know how to identify note c, d, e on treble stave.</li> <li>• To know how to locate note c,d and e on a keyboard.</li> <li>• To know how to create and compose own melodies.</li> </ul> Steel pans <ul style="list-style-type: none"> <li>• To know how to improve accuracy and tone when playing notes.</li> </ul> <ul style="list-style-type: none"> <li>• <u>Year 4</u></li> <li>• To know what a soundtrack is and why they are used.</li> <li>• To know how to create a soundtrack using soundtrack dissonance and word painting</li> </ul> Song writing with Glockenspiels/a musical instrument (musical theory with keyboards) <ul style="list-style-type: none"> <li>• To know what a leitmotifs are and how to create a word board to compose lyrics.</li> <li>• To know how to play c major.</li> <li>• To know how to play untuned rhythmic pattern using quavers, crotchets and minims.</li> <li>• To know how to visually identify notes c,d,e,f and g on the treble clef stave.</li> <li>• To know what a pentatonic scale is and how it is constructed.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>UKS2</u></li> <li>• To know what semiquavers are</li> <li>• To know what musical notation articulation marks are and why they are used.</li> <li>• To know what time signatures are and the effect they have on a piece of music.</li> <li>• To know what passing notes are and how to use chords to compose a melody.</li> <li>• <u>Year 5</u></li> <li>• To know how to use techniques to write lyrics and stories to a piece of music.</li> <li>• To know how to write vocal melodies.</li> <li>• To know the differences between traditional song lyrics and rap lyrics.</li> <li>• To know the knowledge of writing lyrics and how to structurally compose a song. (musical theory with keyboards)</li> <li>• To know how to play major and minor scale.</li> <li>• To know the difference between semiquaver, quaver, crotchet,mimims abnd semibreves.</li> <li>• To know pitch and stave notation with an octave.</li> <li>• To know bass line groove and improvise over it using note c.</li> </ul> Song writing with Glockenspiels/a musical instrument <ul style="list-style-type: none"> <li>• To know how to use the glockenspiels to write top-line melodies.</li> <li>• <u>Year 6</u></li> <li>• To know how to write music for a target market</li> <li>• To know what an EP is and understanding the different ways that music is put together.</li> <li>• To know the role of a record label in the production of music.</li> <li>• To know how music is distributed in the physical and digital world.</li> </ul> Musical theory with keyboards <ul style="list-style-type: none"> <li>• To know how to read and perform music on the stave with range c-c.</li> <li>• To know how to play songs with pitch range of octave om keyboard using stave notation.</li> <li>• To know rhythmic notation.</li> <li>• To know musical families</li> <li>• To know improvisation and scattng.</li> </ul>

## End Points in Learning in the Music Curriculum

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> <li>• Pupils can use their voice expressively</li> <li>• Pupils can play a tuned and untuned instrument musically</li> <li>• Pupils can listen with concentration to a range of music live and recorded</li> <li>• Pupils can create, select and combine sounds</li> <li>• Pupils can perform, listen to and evaluate music across a range of historical periods</li> <li>• Pupils can learn to sing and to use their voices, to create and compose music on their own and with others</li> <li>• Pupils can create, select and combine sounds</li> <li>• Pupils can listen to music with concentration and explain how the music makes them feel</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can use their voice expressively</li> <li>• Pupils can play a tuned and untuned instrument musically</li> <li>• Pupils can listen with concentration to a range of music live and recorded</li> <li>• Pupils can create, select and combine sounds</li> <li>• Pupils can perform, listen to and evaluate music across a range of historical periods</li> <li>• Pupils can learn to sing and to use their voices, to create and compose music on their own and with others</li> <li>• Pupils can create, select and combine sounds</li> <li>• Pupils can listen to music with concentration and explain how the music makes them feel</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can be inspired by music and perform with enthusiasm and growing control, expression, accuracy, fluency and expression</li> <li>• Pupils can perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions</li> <li>• Pupils can learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a tuned and untuned musical instrument</li> <li>• Pupils can listen with attention to detail in music and describe what they have heard using musical vocabulary</li> <li>• Pupils can begin to recognise musical notation</li> <li>• Pupils can perform solo and in ensemble contexts</li> <li>• Pupils can use technology appropriately and have the opportunity to progress to the next level of musical excellence?</li> <li>• Pupils can understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations</li> </ul>
Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Pupils can be inspired by music and perform with enthusiasm and growing control, expression, accuracy, fluency and expression</li> <li>• Pupils can perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions</li> <li>• Pupils can learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a tuned and untuned musical instrument</li> <li>• Pupils can listen with attention to detail in music and describe what they have heard using musical vocabulary</li> <li>• Pupils can begin to recognise musical notation</li> <li>• Pupils can perform solo and in ensemble contexts</li> <li>• Pupils can use technology appropriately and have the opportunity to progress to the next level of musical excellence?</li> <li>• Pupils can understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can play and perform in solo and ensemble contexts using their voices and musical instruments with increasing accuracy</li> <li>• Pupils can improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>• Pupils can use and understand musical notations with increasing accuracy and confidence</li> <li>• Pupils can listen with focused attention to detail in music and describe what they have heard using musical vocabulary</li> <li>• Pupils can perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li> <li>• Pupils can learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</li> <li>• Pupils can understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can play and perform in solo and ensemble contexts using their voices and musical instruments with increasing accuracy</li> <li>• Pupils can improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>• Pupils can use and understand musical notations with increasing accuracy and confidence</li> <li>• Pupils can listen with focused attention to detail in music and describe what they have heard using musical vocabulary</li> <li>• Pupils can perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li> <li>• Pupils can learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</li> <li>• Pupils can understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations</li> </ul>