

Music



Music Curriculum EYFS – Year 6

The primary intent for our curriculum

- To make music an enjoyable interactive learning expressive experience.
- To expose our children to a range of different styles of music (high quality live and recorded music) that show how diverse music can be and how it mirrors the society we live in.
- To enable all children to confidently sing, either individually or as a group.
- To provide our children with wider opportunities to perform inside and outside the school environment to showcase their talents to the community
- To allow all children to have the experience of learning how to play an instrument.
- To develop their self-confidence, creativity and imagination by providing opportunities for self-expression.
- For children to understand musical concepts through a repetition-based approach to learning.
- For children to understand basic notation and musical vocabulary to help them perform within an ensemble.
- To enable children to compose simple compositions for real or electronic instruments.
- Empower children with the skills to records and mix their own compositions.

The primary intent for our EYFS curriculum.

- To become 'Curiously Creative' by embedding their skills, techniques and knowledge of experiences and artists to represent and complete their dreams.
- To become a little 'Musical Mover' to be able to perform a story, song, poem, rap or rhyme to an audience.
- To be able to discern many instruments, listen attentively to the sounds they make, to talk about music and express their feelings and responses to what they can hear.

		umn		oring		ımmer
Nursery	-Listen with increased attent -Respond to what they have -Remember and sing entire s -Sing the pitch of a tone sung -Sing the melodic shape of fa -Create their own songs, or in	heard, expressing their thoughts congs. g by another person ('pitch match	and feelings n'). v know.	2 hey are not similar.	1	2
Reception	 -Watch and talk about dance -Sing in a group or on their o -Develop storylines in their p 	and talk about music, expressing and performance art, expressing wn, increasingly matching the pit oretend play. c making and dance, performing s	g their feelings and responses. cch and following the melody.			
Reception Charanga topic	Me	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind, Replay
Year 1/2 Cycle A		My musical heartbeat		Exploring sounds		Let's perform together
Year 1/2 Cycle B		Pulse, rhythm and pitch		Recognising different sounds	Our big concert	
Year 3/4 Cycle A	Writing music down			More musical styles Or Recorders	Enjoying improvisation	
Year 3/4 Cycle B	Exploring feelings when you play			Feelings through music Or drumming		Expression and improvisation
Year 5/6 Cycle A	Sing and play in different styles		Composing and chords		Battle of the bands	
Year 5/6 Cycle B	Music and technology Or Ukulele		Creative composition			Improvising with confidence.

Nursery	Autumn	Santa	unt, Peace at last, Goldilocks and the three bears, Dear a, The three little pigs, room on the broom, Kipper's
What will be	taught key ideas?	I wonder	Key vocabulary
changed To create so blowing To show an instruments them eg loud	nd learn how sounds and movements can be unds by rubbing, shaking, tapping, striking or interest in the way sound makers and sound and experiment with ways of playing d, quiet, fast, slow the increased attention to sounds	I wonder who lives there? I wonder how you get there? I wonder what it looks/tastes/sounds/feels like? I wonder what happens if? I wonder who it is? I wonder how it's made? I wonder how many? I wonder why/how/who?	Song Sing Beat Pulse Rhythm Tap Clap Copy Play High Low Explore Sounds Voices Notes

Nursery	Spring		tchen disco, cleversticks, sharing a shell
		Cycle 2 – Elmer, Rosie's walk, Bath	room boogie,
What will be	e taught key ideas?	I wonder	Key vocabulary
To use move	ments and sounds to express experiences, ideas and	I wonder who lives there?	Song
feelings	ments and sounds to express experiences, taeas and	I wonder how you get there?	Sing
jeemigs		I wonder what it	Beat
To listen to o	ı wide range of music, across different cultures.	looks/tastes/sounds/feels like?	Pulse
10 1131011 10 0	what range of maste, across agreem calcares.	I wonder what happens if?	Rhythm
To play instr	uments with increasing control to express their	I wonder who it is?	Тар
feelings and	ideas	I wonder how it's made?	Clap
		I wonder how many?	Сору
To sing the p	itch of a tune sung by another person, pitch match.	I wonder why/how/who?	Play
Taraba a Union	and a discrete and a Constitution and a		High
To sing the n	nelodic shape of familiar songs		Low
			Explore
			Sounds
			Voices
			Notes

Nursery	Summer		he selfish crocodile, the very hungry caterpillar gle, Jack and the beanstalk, Owl babies, Farmyard
What will be	taught key ideas?	I wonder	Key vocabulary
To remembe To listen and matching the sound patter To move cre	r and sing entire songs d respond to music and the patterns in music, e sound of a musical instrument, copying a	I wonder who lives there? I wonder how you get there? I wonder what it looks/tastes/sounds/feels like? I wonder what happens if? I wonder who it is? I wonder how it's made? I wonder how many? I wonder why/how/who?	Song Sing Beat Pulse Rhythm Tap Clap Copy Play High Low Explore Sounds Voices Notes

Reception Autumn (Me, My stories)	Superworm, The enormous turnip,	, Funny bones, Gruffalo	, Stick Man, Lost and found
What will be taught key ideas?	I wonder	Key vocabulary	
To learn the following songs: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers I'm A Little Teapot Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song To be able to tap/clap the pulse Explore high sounds and low sounds using voices and glockenspiels. Copy-clap the rhythm of names.	I wonder who lives there? I wonder how you get there? I wonder what it looks/tastes/sounds/feels like? I wonder what happens if? I wonder who it is? I wonder how it's made? I wonder how many? I wonder why/how/who?	Song Sing Beat Pulse Rhythm Tap Clap Copy	Play Glockenspiel High Low Explore Sounds Voices Notes

Reception Spring (everyone, our world)	Mixed, Once there were giants, Three	e billy goats gruff, commo	tion in the ocean.
What will be taught key ideas?	I wonder	Key vocabulary	
To learn the following songs: - Wind The Bobbin Up - Rock-a-bye Baby - Five Little Monkeys - Jumping On The Bed - Twinkle Twinkle - If You're Happy And You Know It - Head, Shoulders, Knees And Toes - Old Macdonald - Incy Wincy Spider - Baa Baa Black Sheep - Row, Row, Row Your Boat - The Wheels On The Bus - The Hokey Cokey Invent ways to find the pulse Find the pulse and show others your ideas. Copy-clap some rhythms of phrases from the songs. Use the starting note to explore melodic patterns using one or two notes.	I wonder who lives there? I wonder how you get there? I wonder what it looks/tastes/sounds/feels like? I wonder what happens if? I wonder who it is? I wonder how it's made? I wonder how many? I wonder why/how/who?	Song Sing Beat Pulse Rhythm Tap Clap Copy	Play Glockenspiel High Low Explore Sounds Voices Notes

Reception	Summer (Big bear funk, reflect rewind replay)	The little red hen, Monkey puzzle	, Handa's Hen, Wha	t the ladybird heard.	
What will be	taught key ideas?	I wonder	Key vocabulary		
- Big E - Baa - Twir - Incy - Rock	llowing songs: Bear Funk Baa Black Sheep nkle Twinkle Wincy Spider k-a-bye Baby r, Row, Row Your Boat	I wonder who lives there? I wonder how you get there? I wonder what it looks/tastes/sounds/feels like? I wonder what happens if? I wonder who it is? I wonder how it's made? I wonder how many? I wonder why/how/who?	Song Sing Beat Pulse Rhythm Tap Clap Copy	Play Glockenspiel High Low Explore Sounds Voices Notes	
Find a funky	pulse.	, , , , , , , , , , , , , , , , , , , ,			
Copy-clap 3	or 4 word phrases from the song.				
Keep the bea	at of the song with a pitched note.				

	Provision For The Learning An Instrument
EYFS	Classroom Instruments
Reception	Classroom Instruments
Year 1	Classroom Instruments
Year 2	Classroom Instruments
Year 3	Recorders Glockenspiels
Year 4	African Drums Glockenspiels Violin/Viola
Year 5	Violin
Year 6	Ukulele Samba Violin iPads

Me!, My Stories, Everyone, Our World, Big Bear Funk & Reflect, Rewind, Replay.	Year: Reception	Term: Autumn, Spring and Summer

Foundations of previous learning: Children can join in and sing along with familiar songs, begin to move rhythmically to music, can make sounds using musical instruments, can dance to the music, tap back repeated rhythms, use movement to express feelings, make up own songs, and use their own ideas to change words, dance movements, or rhythm.

ELGs Expressive Arts and Design Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.

NC Objective - Coverage	Skills	Knowledge	Vocabulary
Children listen attentively in a range of situations.	Performing (singing/playing): To be able to sing simple songs, action songs, speak chants and rhymes. To begin to find the pulse by copying an adult. Improvising and composing: To explore and create simple movements to a piece of music Listening and Respond: To be able to listen and respond by copying to a different song or piece of music in a different style.	To begin to independently play a variety of classroom instruments. To begin to understand music language (pulse, rhythm and pitch and vocabulary to indicate speed and dynamics).	Pulse Steady Beat Heartbeat High sounds Low Sounds Rhythm Pitch Rapping Fast Slow Quick Loud Quiet Singing Instruments
	Assessment of Skills	Assessment of Knowledge	Clap
	Can the child sing simple songs, action songs and nursery rhymes with accuracy? Can the child follow and copy dance movement instruction to the music? Can the child use music to inspire imaginative, initially free and child-led moment?	I understand the musical vocabulary that my teacher is using when describing the different features of music.	

Musical Heartbeat	Year: 1/2 Cycle A	Term: Autumn 2
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Foundations of previous learning: Children have been preparing to be Year 1 ready by knowing how to sing simple songs, actions and chants. They are beginning to find the pulse, explore and create simple movements to a piece of music and are able to listen to and respond by copying to a different song or piece of music in a different style.

NC Objective - Coverage	Skills		Knowledge		
Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the interrelated dimensions of music.	Year 1 Understanding music and improvisation I can move in time with a steady beat. I can find the pulse of the music by moving my body. I can listen to, copy and repeat a simple melody using my voice. I can listen to, copy and repeat a simple melody using my voice. I can sing high or low sounds demonstrating an understanding of pitch Listen and respond I can feel the pulse by moving my body to the music. I can concentrate and listen to a piece of music. I can recognise if the music is foud or quiet. Learning to sing the song I can sing and/or rap as part of a group. I can sing some songs and sections of songs from memory. I can sing a solo demonstrating some level of confidence. I can follow the leader of the group and take simple directions. I can add appropriate actions and movement to the songs I sing. Play instruments with the song I can play a tuned and/or untuned percussion instrument carefully and with respect. I can rehearse a part effectively to improve my overall performance. I can play my instrument as part of an ensemble to pulse and/or steady beat. I can perform repeated rhythmic patterns in time to a backing track. Improvise with the song I can use some notes to create an improvised rhythm/melody. I can stay in time with the music when I improvise. I can use some notes to create an improvise over a steady pulse. Compose with the song I can compose a melodic line with direction creating a beginning and an end using the home key. I can explore pitch and rhythm when composing. I can own provise with the song I can compose a melodic line with direction creating a beginning and an end using the home key. I can perform the song with my dass and without any help from the teacher. I can perform the song with my dass and without any help from the teacher. I can perform the song with my dass and without any help from the teacher. I can perform the song grom memory. I can collectively plan a performance including activities appropriate for an audience.	Year 2 Understanding music and improvisation I can move in time with a steady beat. I can find the pulse of the music by moving my body. I can listen to, copy and repeat a simple melody using varied rhythm and pitch when I sing on my own. I can follow a steady beat. I can follow the leader of the group or the conductor. I understand that when the speed of the music changes, the tempo increases/decreases. I can improvise a simple rhythm using different instruments including my voice. I can clap the rhythm of my name, pet or favourite colour. Listen and respond I can find the pulse/steady beat and move in time to the music. I can keep a steady beat in my head, I can feel the pulse and move in time with the music. I can take the pulse and move in time with the music. I can take the pulse and move in time with the music. I can a steady beat in my head, I can feel the pulse and move in time with the music. I can a principal to a principal singuistion of a group in unison or in 2 parts. I can take the lead and perform solo. I can memorise songs in preparation for performance. I can sing as part of a group in unison or in 2 parts. I can a sing the lead and perform solo. I can memorise songs in preparation for performance. I can sing as part of a choir/group and follow directions. I can listen effectively when performing to ensure accuracy of pulse. I can add appropriate actions and movement to the songs I sing. Play instruments with the song I can use tuned and untuned classroom percussion instruments to perform a spart of a group or solo passages of music with accuracy. I can use instruments respectfully and treat them with care. I can perform as part of a group or solo passages of music keeping in time with a steady beat. Improvise with the song I can use tuned and untuned classroom percussion instruments to improvise and compose. Compose with the song I can compose a melodic line with direction, creating a beginning and an end using the home key. I can create a sound using tuned and untuned percussion instruments t	Year 1 Understanding music and improvisation I understand that the pulse or beat of the music is like a heartheat 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. Listen and respond I can say what I like, or dislike about a piece of music and describe how it makes me feel. I can use some musical words to describe a piece of music. I can recognise some musical instruments and name them. I understand that tempo describes how fast, or slow the music is. I can talk about the songs and music we have listened to and any songs that are similar. I can talk about different styles of music and where they might come from in the world. Learning to sing the song I can demonstrate good posture when singing. I can explain what the song is about. Improvise with the song I know that when I improvise, I am making up my own tune. Compose with the song I can explain what the songhost before making up my own tune of 1 and 2 beats. I can recognise signs and symbols that equate to the note value of 1 and 2 beats. Perform the song I can explain why we chose the song/s to perform. I can asy what I liked or enjoyed about the performance and what could have been better. I can explain the musical spotlight and how music and songs have a social theme i.e how music brings us together.	Year 2 Understanding music and improvisation I understand that rhythm is a pattern of long and short sounds which are performed over the pulse of the music. I understand that pitch describes how high or low sounds are. I can describe my emotions and thoughts when listening to a piece of music. I can explain why I like or don't like a piece of music. I can recognise the difference between fast and slow tempo. I can recognise the difference between loud and soft dynamics. I can recognise differences between two varying styles of music. I can point out differences and similarities of the varying styles. I can discuss as a class what the music might be about and relate it to music I have listened to in the past. I can discusse the tempo as fast or slow and dynamics as loud and soft with confidence. I can recognise some musical instruments within their family groups. I can listen to music from around the world and talk about their features. Learning to sing the song I can demonstrate and maintain good posture when singing. Improvise with the song I can recal musical sequences to build ideas around any given note/s to a steady pulse. Compose with the song I can transity that it can start and finish a composition on the 'home' note. Perform the song I can introduce a song explaining why it was chosen. I have an understanding of the musical themes and how they have shaped my performance. I can talk about my performance.	Pulse Steady Beat Heartbeat High sounds Low Sounds Rhythm Pitch Rapping Fast Slow Quick Loud Quiet Singing Instruments Clap
	Assessment of	 Skills	Assessment of	Knowledge	
	Year 1 I can move in time with a steady beat. I can recognise if the music is fast or slow.	Vear 2 I can follow a steady beat. I can follow the leader of the group or the conductor. I can tap the pulse of a piece of music and recognise changes/fluctuations in tempo.	Vear 1 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.	Year 2 I understand that pitch describes how high or low sounds are. I understand that rhythm is a pattern of long and short sounds which are	

Exploring sounds	Year: 1/2 Cycle A	Spring 2

Foundations of previous learning: The children are able to find the pulse by copying an adult. The children know the very basic style indicators of Hip Hop and understand how pulse, rhythm and pitch work together.

NC Objective - Coverage	Skills		Kn	owledge	Vocabulary
Use their voices expressively and	Understanding music and improvisation	Year 2	Understanding music and improvisation	Year 2	Pulse
creatively by singing	I can move in time with a steady beat.	Understanding music and improvisation	I understand that the pulse or beat of the	Understanding music and improvisation	Steady Beat
songs and speaking chants and	I can find the pulse of the music by moving my body. I can listen to, copy and repeat a simple rhythm through call and	I can move in time with a steady beat. I can find the pulse of the music by moving my body.	music is like a heartbeat that doesn't stop. I understand and can demonstrate that	I understand that rhythm is a pattern of long and short sounds which are performed over the	Heartbeat
rhymes	response.	I can listen to, copy and repeat a simple rhythm.	rhythm is a pattern of long and short	pulse of the music.	High sounds
,	I can listen to, copy and repeat a simple melody using my voice.	I can listen to, copy and repeat a simple myelmi.	sounds which are performed over the	I understand that pitch describes how high or	Low Sounds
Play tuned and untuned	I can sing high or low sounds demonstrating an understanding of	rhythm and pitch when I sing on my own.	pulse of the music.	low sounds are.	Rhythm
,	pitch	I can follow a steady beat. I can follow the leader of the group or	Listen and respond	Listen and respond	· ·
instruments musically	Listen and respond	the conductor.	I can say what I like, or dislike about a	I can describe my emotions and thoughts when	Pitch
	I can feel the pulse by moving my body to the music. I can concentrate and listen to a piece of music.	I understand that when the speed of the music changes, the tempo increases/decreases.	piece of music and describe how it makes me feel.	listening to a piece of music.	Rapping
Listen with concentration and	I can concentrate and listen to a piece of music. I can recognise if the music is fast or slow.	I can improvise a simple rhythm using different instruments	I can use some musical words to describe	I can explain why I like or don't like a piece of music.	Fast
understanding to a range of	I can recognise if the music is loud or quiet.	including my voice.	a piece of music.	I can recognise the difference between fast and	Slow
high-quality live and recorded	Learning to sing the song	I can clap a rhythm that I have made up by myself.	I can recognise some musical instruments	slow tempo.	Quick
music	I can sing and/or rap as part of a group.	I can clap the rhythm of my name, pet or favourite colour.	and name them.	I can recognise the difference between loud and	Loud
	I can sing some songs and sections of songs from memory.	Listen and respond	I understand that tempo describes how	soft dynamics.	Quiet
Cynorimont with greats calest	I can sing a solo demonstrating some level of confidence.	I can find the pulse/steady beat and move in time to the music.	fast, or slow the music is.	I can recognise differences between two varying	· ·
Experiment with, create, select	I can sing a solo with confidence.	I can keep a steady beat in my head,	I can talk about the songs and music we	styles of music.	Singing
and combine sounds using the	I can follow the leader of the group and take simple directions.	I can feel the pulse and move in time with the music.	have listened to and any songs that are similar.	I can point out differences and similarities of the	Instruments
inter-related dimensions of	I can add appropriate actions and movement to the songs I sing. Play instruments with the song	I can tap the pulse of a piece of music and recognise changes/fluctuations in tempo.	I can talk about different styles of music	varying styles. I can discuss as a class what the music might be	Clap
music.	I can play a tuned and/or untuned percussion instrument	Learning to sing the song	and where they might come from in the	about and relate it to music I have listened to in	Blues
	carefully and with respect.	I can sing as part of a group in unison or in 2 parts.	world.	the past.	Baroque
	I can rehearse a part effectively to improve my overall	I can take the lead and perform solo.	Learning to sing the song	I can describe the tempo as fast or slow and	Ltin
	performance.	I can memorise songs in preparation for performance.	I can demonstrate good posture when	dynamics as loud and soft with confidence.	Bhangra
	I can play my instrument as part of an ensemble to pulse and/or	I can sing with fluency and accuracy of pitch.	singing.	I can recognise some musical instruments within	Folk
	steady beat.	I can sing as part of a choir/group and follow directions.	I can explain what the song is about.	their family groups.	
	I can perform repeated rhythmic patterns in time to a backing	I can listen effectively when performing to ensure accuracy of pulse.	Improvise with the song	I can listen to music from around the world and	Funk
	track. Improvise with the song	I can add appropriate actions and movement to the songs I sing.	I know that when I improvise, I am making up my own tune.	talk about their features.	Irish
	I can use some notes to create an improvised rhythm/melody.	Play instruments with the song I can use tuned and untuned classroom percussion instruments to	Compose with the song	Learning to sing the song I can demonstrate and maintain good posture	
	I can stay in time with the music when I improvise.	perform	I can evaluate my composition through	when singing.	
	I can use call and response/ question and answer to improvise	accompaniments and/or melody.	performance up to 5 notes.	Improvise with the song	
	simple vocal patterns.	I can rehearse and then perform sections of music with accuracy.	I can recognise signs and symbols that	I can recall musical sequences to build ideas	
	I can use both rhythm and/or pitch to improvise over a steady	I can use instruments respectfully and treat them with care.	equate to the note value of 1 and 2 beats.	around any given note/s to a steady pulse.	
	pulse.	I can perform as part of a group/ensemble keeping in time with a	Perform the song	Compose with the song	
	Compose with the song	steady beat.	I can explain why we chose the song/s to	I understand that I can start and finish a	
	I can compose a melodic line with direction creating a beginning	I can perform as a group or solo passages of music keeping in time	perform.	composition on the 'home' note.	
	and an end using the home key. I can explore pitch and rhythm when composing.	with a steady beat. Improvise with the song	I can say what I liked or enjoyed about the performance and what could have been	Perform the song I can introduce a song explaining why it was	
	I can write my melody using manuscript/online resources and/or	I can use tuned and untuned classroom percussion instruments to	better.	chosen.	
	graphic score.	improvise and compose.	I can explain the musical spotlight and	I have an understanding of the musical themes	
	Perform the song	Compose with the song	how music and songs have a social theme	and how they have shaped my performance.	
	I can perform the song with my class and without any help from	I can compose a melodic line with direction, creating a beginning	i.e how music brings us together.	I can talk about my performance considering	
	the teacher.	and an end using the home key.		what was good and what could be improved.	
	I can perform the song confidently with movement and/or	I can create a sound using tuned and untuned percussion			
	actions.	instruments in response to a stimulus.			
	I can perform the song from memory. I can follow the leader or conductor.	I can use musical symbols to compose simple pieces of music. Perform the song			
	I can follow the leader of conductor. I can collectively plan a performance including activities	I can practise, rehearse and perform music to an audience with			
		confidence.			
	appropriate for an audience.		1	1	1
	appropriate for an audience.	I can add actions to a song where appropriate.			
	арргоргіаte іот an audience.	I can perform a song from memory.			
		I can perform a song from memory. I can follow the leader or conductor.			
	Assessme	I can perform a song from memory. I can follow the leader or conductor. ent of Skills		nt of Knowledge	
	Assessmo	I can perform a song from memory. I can follow the leader or conductor. ent of Skills Year 2	Year 1	Year 2	
	Assessmoth Team 1 I can sing some songs and sections of songs from memory.	I can perform a song from memory. I can follow the leader or conductor. ent of Skills Year 2 I can sing as part of a group in unison or in 2 parts.	Year 1 I can say what I like, or dislike about a	Year 2 I can describe my emotions and thoughts	
	Assessmo	I can perform a song from memory. I can follow the leader or conductor. ent of Skills Year 2 I can sing as part of a group in unison or in 2 parts.	Year 1	Year 2	

Let's perform together Year: 1/2 Cycle A Summer 2

Foundations of previous learning: The children are able to find the pulse by copying an adult. The children know the very basic style indicators of Latin music and understand how pulse, rhythm and pitch work together.

NC Objective - Coverage	Skills	5	Knowledge		Vocabulary
Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the interrelated dimensions of music.	Year 1 Understanding music and improvisation I can move in time with a steady beat. I can find the pulse of the music by moving my body. I can listen to, copy and repeat a simple rhythm through call and response. I can listen to, copy and repeat a simple melody using my voice. I can sing high or low sounds demonstrating an understanding of pitch Listen and respond I can feel the pulse by moving my body to the music. I can concentrate and listen to a piece of music. I can recognise if the music is fast or slow. I can recognise if the music is loud or quiet. Learning to sing the song I can sing and/or rap as part of a group. I can sing some songs and sections of songs from memory. I can sing a solo demonstrating some level of confidence. I can sing a solo with confidence. I can as a solo demonstrating some level of confidence. I can apapropriate actions and movement to the songs I sing. Play instruments with the song I can play a tuned and/or untuned percussion instrument carefully and with respect. I can rehearse a part effectively to improve my overall performance. I can play my instrument as part of an ensemble to pulse and/or steady beat. I can perform repeated rhythmic patterns in time to a backing track. Improvise with the song I can use some notes to create an improvised rhythm/melody. I can stay in time with the music when I improvise. I can use some notes to create an improvise over a steady pulse. Compose with the song I can use some notes to create an improvise over a steady pulse. Compose with the song I can compose a melodic line with direction creating a beginning and an end using the home key. I can expore pitch and rhythm when composing. I can compose a melodic line with direction creating a beginning and an end using the home key. I can expore pitch and rhythm when composing. I can expore pitch and rhythm when composing. I can perform the song I can perform the song confidently with movement and/or actions. I can perform the song promemony. I can follow the	Year 2 Understanding music and improvisation I can move in time with a steady beat. I can find the pulse of the music by moving my body. I can listen to, copy and repeat a simple rhythm. I can listen to, copy and repeat a simple rhythm. I can listen to, copy and repeat a simple melody using varied rhythm and pitch when I sing on my own. I can follow a steady beat. I can follow the leader of the group or the conductor. I understand that when the speed of the music changes, the tempo increases/decreases. I can improvise a simple rhythm using different instruments including my voice. I can clap a rhythm that I have made up by myself. I can clap the rhythm of my name, pet or favourite colour. Uisten and respond I can find the pulse/steady beat and move in time to the music. I can keep a steady beat in my head, I can fiel the pulse and move in time with the music. I can tap the pulse of a piece of music and recognise changes/fluctuations in tempo. Learning to sing the song I can sing as part of a group in unison or in 2 parts. I can take the lead and perform solo. I can memorise songs in preparation for performance. I can sing with fluency and accuracy of pitch. I can ilsten effectively when performing to ensure accuracy of pulse. I can add appropriate actions and movement to the songs I sing. Play instruments with the song I can use tuned and untuned classroom percussion instruments to perform accompaniments and/or melody. I can rehearse and then perform sections of music with accuracy. I can use instruments respectfully and treat them with care. I can perform as a group or solo passages of music keeping in time with a steady beat. I can perform as a melodic line with direction, creating a beginning and an end using the home key. I can compose a melodic line with direction, creating a beginning and an end using the home key. I can compose a melodic line with direction, creating a beginning and an end using the home key. I can create a sound using tuned and untuned percussion instruments to improvise and composes	Vear 1 Understanding music and improvisation 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. Listen and respond I can say what I like, or dislike about a piece of music and describe how it makes me feel. I can use some musical words to describe a piece of music. I can recognise some musical instruments and name them. I understand that tempo describes how fast, or slow the music is. I can talk about the songs and music we have listened to and any songs that are similar. I can talk about different styles of music and where they might come from in the world. Learning to sing the song I can demonstrate good posture when singing. I can explain what the song is about. Improvise with the song I can evaluate my composition through performance up to 5 notes. I can recognise signs and symbols that equate to the note value of 1 and 2 beats. Perform the song I can explain why we chose the song/s to perform. I can say what I liked or enjoyed about the performance and what could have been better. I can explain the musical spotlight and how music and songs have a social theme i.e how music brings us together.	Year 2 Understanding music and improvisation I understand that rhythm is a pattern of long and short sounds which are performed over the pulse of the music. I understand that pitch describes how high or low sounds are. Listen and respond I can describe my emotions and thoughts when listening to a piece of music. I can explain why I like or don't like a piece of music. I can recognise the difference between fast and slow tempo. I can recognise the difference between loud and soft dynamics. I can recognise differences between two varying styles of music. I can point out differences and similarities of the varying styles. I can discuss as a class what the music night be about and relate it to music I have listened to in the past. I can describe the tempo as fast or slow and dynamics as loud and soft with confidence. I can recognise some musical instruments within their family groups. I can listen to music from around the world and talk about their features. Learning to sing the song I can demonstrate and maintain good posture when singing. Improvise with the song I can recall musical sequences to build ideas around any given note/s to a steady pulse. Compose with the song I can recall musical sequences to build ideas around any given note/s to a steady pulse. Compose with the song I can introduce a song explaining why it was chosen. I have an understanding of the musical themes and how they have shaped my performance.	Pulse Steady Beat Heartbeat High sounds Low Sounds Rhythm Pitch Rapping Fast Slow Quick Loud Quiet Singing Instruments Clap Flim Music
		I can add actions to a song where appropriate. I can perform a song from memory. I can follow the leader or conductor.		considering what was good and what could be improved.	
	Assessment		Assessment of Knov		
	Year 1 I can use some notes to create an improvised rhythm/melody. I can perform the song confidently with movement and/or actions.	Year 2 I can use tuned and untuned classroom percussion instruments to improvise and compose. I can create a sound using tuned and untuned percussion instruments in response to a stimulus.	Year 1 I know that when I improvise, I am making up my own tune. I can say what I liked or enjoyed about the performance and what could have been better.	Year 2 I can recall musical sequences to build ideas around any given note/s to a steady pulse. I can talk about my performance considering what was good and what could be improved.	

Pulse, Rhythm and Pitch	Year: 1/2 Cycle B	Autumn 2

Foundations of previous learning: Children can sing and play within different setting and ensembles. Children are able to find the pulse of a piece of music independently or with support. Children have been exploring creating rhythms and responding to them. Children can recognise different styles of music, they are beginning to identify and name the different instruments. Children are beginning to understand how music makes them feel.

NC Objective - Coverage		Skills		Kno	owledge	Vocabular
Use their	Year 1	Year 2		Year 1	Year 2	Pulse
voices	Understanding music and improvisation	Understanding music and improvisation		Understanding music and improvisation	Understanding music and improvisation	Steady Beat
expressively	I can move in time with a steady beat.	I can move in time with a steady beat.		I understand that the pulse or beat of the	I understand that rhythm is a pattern of long and	Heartbeat
	I can find the pulse of the music by moving my body.	I can find the pulse of the music by moving my body.		music is like a heartbeat that doesn't stop.	short sounds which are performed over the pulse	High sounds
and creatively	I can listen to, copy and repeat a simple rhythm through call and	I can listen to, copy and repeat a simple rhythm.		I understand and can demonstrate that	of the music.	Low Sounds
oy singing	response.	I can listen to, copy and repeat a simple melody using varied rhyth	im and pitch when I	rhythm is a pattern of long and short sounds	I understand that pitch describes how high or low	Rhythm
ongs and	I can listen to, copy and repeat a simple melody using my voice.	sing on my own.	h	which are performed over the pulse of the	sounds are.	Pitch
speaking	I can sing high or low sounds demonstrating an understanding of pitch Listen and respond	I can follow a steady beat. I can follow the leader of the group or I understand that when the speed of the music changes, the temp		music. Listen and respond	Listen and respond I can describe my emotions and thoughts when	Rapping Fast
chants and	I can feel the pulse by moving my body to the music.	increases/decreases.	0	I can say what I like, or dislike about a piece	listening to a piece of music.	Slow
	I can concentrate and listen to a piece of music.	I can improvise a simple rhythm using different instruments include	ling my voice	of music and describe	I can explain why I like or don't like a piece of	Quick
rhymes	I can recognise if the music is fast or slow.	I can clap a rhythm that I have made up by myself.	iiig iiiy voice.	how it makes me feel.	music.	Loud
	I can recognise if the music is loud or quiet.	I can clap the rhythm of my name, pet or favourite colour.		I can use some musical words to describe a	I can recognise the difference between fast and	Quiet
Play tuned	Learning to sing the song	Listen and respond		piece of music.	slow tempo.	Singing
and untuned	I can sing and/or rap as part of a group.	I can find the pulse/steady beat and move in time to the music.		I can recognise some musical instruments	I can recognise the difference between loud and	Instruments
	I can sing some songs and sections of songs from memory.	I can keep a steady beat in my head,		and name them.	soft	Clap
instruments	I can sing a solo demonstrating some level of confidence.	I can feel the pulse and move in time with the music.		I understand that tempo describes how fast,	dynamics.	South African
musically	I can sing a solo with confidence.	I can tap the pulse of a piece of music and recognise changes/fluc	tuations in tempo.	or slow the music is.	I can recognise differences between two varying	Music
	I can follow the leader of the group and take simple directions.	Learning to sing the song		I can talk about the songs and music we have	styles of music.	Record
Listen with	I can add appropriate actions and movement to the songs I sing.	I can sing as part of a group in unison or in 2 parts.		listened to and any songs that are similar.	I can point out differences and similarities of the	Compose
concentration	Play instruments with the song	I can take the lead and perform solo.		I can talk about different styles of music and	varying styles.	Melodies
	I can play a tuned and/or untuned percussion instrument carefully and	I can memorise songs in preparation for performance.		where they might	I can discuss as a class what the music might be	Rhythm
and	with respect.	I can sing with fluency and accuracy of pitch.		come from in the world.	about and relate it to music I have listened to in	Patterns
understanding	I can rehearse a part effectively to improve my overall performance.	I can sing as part of a choir/group and follow directions.		Learning to sing the song	the past.	Festive Music
to a range of	I can play my instrument as part of an ensemble to pulse and/or steady	I can listen effectively when performing to ensure accuracy of puls	ie.	I can demonstrate good posture when	I can describe the tempo as fast or slow and	
high-quality	beat.	I can add appropriate actions and movement to the songs I sing.		singing.	dynamics as loud and soft with confidence.	
live and	I can perform repeated rhythmic patterns in time to a backing track.	Play instruments with the song		I can explain what the song is about.	I can recognise some musical instruments within	
	Improvise with the song	I can use tuned and untuned classroom percussion instruments to	pertorm	Improvise with the song	their family groups. I can listen to music from around the world and	
recorded	I can use some notes to create an improvised rhythm/melody. I can stay in time with the music when I improvise.	accompaniments and/or melody. I can rehearse and then perform sections of music with accuracy.		I know that when I improvise, I am making up my own tune.	talk about their features.	
music	I can use call and response/ question and answer to improvise simple	I can use instruments respectfully and treat them with care.		Compose with the song	Learning to sing the song	
	vocal patterns.	I can perform as part of a group/ensemble keeping in time with a	steady heat	I can evaluate my composition through	I can demonstrate and maintain good posture	
Experiment	I can use both rhythm and/or pitch to improvise over a steady pulse.	I can perform as a group or solo passages of music keeping in time		performance up to 5 notes.	when singing.	
with, create,	Compose with the song	Improvise with the song	with a steady beat.	I can recognise signs and symbols that equate	Improvise with the song	
	I can compose a melodic line with direction creating a beginning and an	I can use tuned and untuned classroom percussion instruments to	improvise and	to the note value of 1 and 2 beats.	I can recall musical sequences to build ideas	
select and	end using the home key.	compose.		Perform the song	around any given note/s to a steady pulse.	
combine	I can explore pitch and rhythm when composing.	Compose with the song		I can explain why we chose the song/s to	Compose with the song	
sounds using	I can write my melody using manuscript/online resources and/or	I can compose a melodic line with direction, creating a beginning	and an end using the	perform.	I understand that I can start and finish a	
the inter-	graphic score.	home key.		I can say what I liked or enjoyed about the	composition on the 'home' note.	
related	Perform the song	I can create a sound using tuned and untuned percussion instrum	ents in response to a	performance and what could have been	Perform the song	
	I can perform the song with my class and without any help from the	stimulus.		better.	I can introduce a song explaining why it was	
dimensions of	teacher.	I can use musical symbols to compose simple pieces of music.		I can explain the musical spotlight and how	chosen.	
nusic.	I can perform the song confidently with movement and/or actions.	Perform the song		music and songs have a social theme i.e how	I have an understanding of the musical themes	
	I can perform the song from memory.	I can practise, rehearse and perform music to an audience with co	ntidence.	music brings us together.	and how they have shaped my performance.	
	I can follow the leader or conductor.	I can add actions to a song where appropriate.			I can talk about my performance considering what	
	I can collectively plan a performance including activities appropriate for	I can perform a song from memory. I can follow the leader or conductor.			was good and what could be improved.	
	an audience.	I can follow the leader or conductor.	Assessment of K	Inowledge		
	Assessment of Skills					
ear 1	Year 2	and the second s	Year 1		Year 2	
can move in time w		at. I can follow the leader of the group or the conductor.			I understand that pitch describes how high or low sound	
can recognise if the	music is fast or slow. I can tap the pulse of a	piece of music and recognise changes/fluctuations in tempo.	that doesn't stop.		I understand that rhythm is a pattern of long and short s	ounds which are
				demonstrate that rhythm is a pattern of long		
				ich are performed over the pulse of the		
			music.			

Recognising different sounds	Year: 1/2 Cycle B	Spring 2

Foundations of previous learning: Children can sing and play within different setting and ensembles. Children are able to find the pulse of a piece of music independently or with support. Children have been exploring creating rhythms and responding to them. Children are able to copy a rhythm which has been played for them. Children can recognise different styles of music, they are beginning to identify and name the different instruments. Children are beginning to understand how music makes them feel. Children can say whether they like a piece of music and why. They also and beginning to understanding how all the dimensions of music are working together.

Unit Learning

NC Objective - Coverage		Skills		Knowledge		Vocabulary
Use their	Year 1	Year 2		Year 1	Year 2	Pulse
oices	Understanding music and improvisation	<u>Understanding music and improvisation</u>		Understanding music and improvisation	Understanding music and improvisation	Steady Beat
xpressively	I can move in time with a steady beat.	I can move in time with a steady beat.		I understand that the pulse or beat of the	I understand that rhythm is a pattern of long and	Heartbeat
	I can find the pulse of the music by moving my body.	I can find the pulse of the music by moving my body.		music is like a heartbeat that doesn't stop.	short sounds which are performed over the pulse	High sounds
nd creatively	I can listen to, copy and repeat a simple rhythm through call and	I can listen to, copy and repeat a simple rhythm.		I understand and can demonstrate that	of the music.	Low Sounds
y singing	response.	I can listen to, copy and repeat a simple melody using varied rhythm a	ind pitch	rhythm is a pattern of long and short	I understand that pitch describes how high or low	Rhythm
ongs and	I can listen to, copy and repeat a simple melody using my voice.	when I sing on my own.		sounds which are performed over the	sounds are.	Pitch
peaking	I can sing high or low sounds demonstrating an understanding of pitch	I can follow a steady beat. I can follow the leader of the group or the c	conductor.	pulse of the music.	<u>Listen and respond</u>	Rapping
-	<u>Listen and respond</u>	I understand that when the speed of the music changes, the tempo		Listen and respond	I can describe my emotions and thoughts when	Fast
hants and	I can feel the pulse by moving my body to the music.	increases/decreases.		I can say what I like, or dislike about a	listening to a piece of music.	Slow
nymes	I can concentrate and listen to a piece of music.	I can improvise a simple rhythm using different instruments including	my voice.	piece of music and describe	I can explain why I like or don't like a piece of	Quick
	I can recognise if the music is fast or slow.	I can clap a rhythm that I have made up by myself.		how it makes me feel.	music.	Loud
lay tuned and	I can recognise if the music is loud or quiet.	I can clap the rhythm of my name, pet or favourite colour.		I can use some musical words to describe	I can recognise the difference between fast and	Quiet
•	Learning to sing the song	Listen and respond		a piece of music.	slow tempo.	Singing
ntuned	I can sing and/or rap as part of a group. I can sing some songs and sections of songs from memory.	I can find the pulse/steady beat and move in time to the music.		I can recognise some musical instruments and name them.	I can recognise the difference between loud and	Instruments
nstruments		I can keep a steady beat in my head,			soft dynamics.	Clap
nusically	I can sing a solo demonstrating some level of confidence.	I can feel the pulse and move in time with the music.		I understand that tempo describes how	I can recognise differences between two varying	South African
,	I can sing a solo with confidence.	I can tap the pulse of a piece of music and recognise changes/fluctuati	ions in tempo.	fast, or slow the music is.	styles of music.	Music
	I can follow the leader of the group and take simple directions.	Learning to sing the song I can sing as part of a group in unison or in 2 parts.		I can talk about the songs and music we	I can point out differences and similarities of the varying styles.	Record Compose
sten with	I can add appropriate actions and movement to the songs I sing.	I can take the lead and perform solo.		have listened to and any songs that are similar.	, , ,	Melodies
oncentration	Play instruments with the song				I can discuss as a class what the music might be about and relate it to music I have listened to in	Rhythm Patter
nd	I can play a tuned and/or untuned percussion instrument carefully and with respect.			I can talk about different styles of music and where they might	the past.	Reggae Music
nderstanding	I can rehearse a part effectively to improve my overall performance.	I can sing with ridericy and accuracy of pitch.		come from in the world.	I can describe the tempo as fast or slow and	Neggae Wiusic
0	I can play my instrument as part of an ensemble to pulse and/or steady	I can listen effectively when performing to ensure accuracy of pulse.		Learning to sing the song	dynamics as loud and soft with confidence.	
o a range of	beat.	I can add appropriate actions and movement to the songs I sing.		I can demonstrate good posture when	I can recognise some musical instruments within	
igh-quality	I can perform repeated rhythmic patterns in time to a backing track.	Play instruments with the song		singing.	their family groups.	
ve and	Improvise with the song	I can use tuned and untuned classroom percussion instruments to per	form	I can explain what the song is about.	I can listen to music from around the world and	
ecorded	I can use some notes to create an improvised rhythm/melody.	accompaniments and/or melody.	101111	Improvise with the song	talk about their features.	
	I can stay in time with the music when I improvise.	I can rehearse and then perform sections of music with accuracy.		I know that when I improvise, I am making	Learning to sing the song	
nusic	I can use call and response/ question and answer to improvise simple	I can use instruments respectfully and treat them with care.		up my own tune.	I can demonstrate and maintain good posture	
	vocal patterns.	I can perform as part of a group/ensemble keeping in time with a stea	dy beat.	Compose with the song	when singing.	
xperiment	I can use both rhythm and/or pitch to improvise over a steady pulse.	I can perform as a group or solo passages of music keeping in time wit		I can evaluate my composition through	Improvise with the song	
vith, create,	Compose with the song	beat.	,	performance up to 5 notes.	I can recall musical sequences to build ideas	
	I can compose a melodic line with direction creating a beginning and an	Improvise with the song		I can recognise signs and symbols that	around any given note/s to a steady pulse.	
elect and	end using the home key.	I can use tuned and untuned classroom percussion instruments to imp	provise and	equate to the note value of 1 and 2 beats.	Compose with the song	
ombine	I can explore pitch and rhythm when composing.	compose.		Perform the song	I understand that I can start and finish a	
ounds using	I can write my melody using manuscript/online resources and/or graphic	Compose with the song		I can explain why we chose the song/s to	composition on the 'home' note.	
ne inter-	score.	I can compose a melodic line with direction, creating a beginning and	an end using	perform.	Perform the song	
	Perform the song	the home key.		I can say what I liked or enjoyed about the	I can introduce a song explaining why it was	
elated	I can perform the song with my class and without any help from the	I can create a sound using tuned and untuned percussion instruments	in response	performance and what could have been	chosen.	
imensions of	teacher.	to a stimulus.	·	better.	I have an understanding of the musical themes	
iusic.	I can perform the song confidently with movement and/or actions.	I can use musical symbols to compose simple pieces of music.		I can explain the musical spotlight and	and how they have shaped my performance.	
	I can perform the song from memory.	Perform the song		how music and songs have a social theme	I can talk about my performance considering what	
	I can follow the leader or conductor.	I can practise, rehearse and perform music to an audience with confid	ence.	i.e how music brings us together.	was good and what could be improved.	
	I can collectively plan a performance including activities appropriate for	I can add actions to a song where appropriate.				
	an audience.	I can perform a song from memory.				
		I can follow the leader or conductor.				
	Assessment of Skills			Assessn	nent of Knowledge	
ar 1			Year 1		Year 2	
			I can say what I like, or dislike about a piece of music I can describe my emotions and thoughts when listening to a piece of music			istening to a pie
	ted rhythmic patterns in time to a backing track.	• • • • • • • • • • • • • • • • • • • •		ow it makes me feel.	of music.	
perioriti repeat	,		I can explain wl	hat the song is about.	I can point out differences and similarities of the	varying styles.

Our Big concert	Year: 1/2 Cycle B	Summer 1

Foundations of previous learning: Children can sing and play within different setting and ensembles. Children are able to find the pulse of a piece of music independently or with support. Children have been exploring creating rhythms and responding to them. Children are able to copy a rhythm which has been played for them. Children can recognise different styles of music, they are beginning to identify and name the different instruments. Children are beginning to understand how music makes them feel. Children can say whether they like a piece of music and why. They also and beginning to understanding how all the dimensions of music are working together.

NC Objective	iective					
- Coverage		Skills	Kı	nowledge	Vocabulary	
Use their	Year 1	Year 2	Year 1	Year 2	Pulse	
voices	Understanding music and improvisation	Understanding music and improvisation	Understanding music and improvisation	Understanding music and improvisation	Steady Beat	
expressively	I can move in time with a steady beat.	I can move in time with a steady beat.	I understand that the pulse or beat of the	I understand that rhythm is a pattern of long and	Heartbeat	
and creatively	I can find the pulse of the music by moving my body.	I can find the pulse of the music by moving my body.	music is like a heartbeat that doesn't stop.	short sounds which are performed over the pulse	High sounds	
by singing	I can listen to, copy and repeat a simple rhythm through call and	I can listen to, copy and repeat a simple rhythm.	I understand and can demonstrate that	of the music.	Low Sounds	
songs and	response.	I can listen to, copy and repeat a simple melody using varied rhythm and pitch when I sing	rhythm is a pattern of long and short	I understand that pitch describes how high or low	Rhythm	
speaking	I can listen to, copy and repeat a simple melody using my voice.	on my own.	sounds which are performed over the	sounds are.	Pitch	
chants and	I can sing high or low sounds demonstrating an understanding of pitch	I can follow a steady beat. I can follow the leader of the group or the conductor.	pulse of the music.	<u>Listen and respond</u>	Rapping	
	<u>Listen and respond</u>	I understand that when the speed of the music changes, the tempo increases/decreases.	<u>Listen and respond</u>	I can describe my emotions and thoughts when	Fast	
rhymes	I can feel the pulse by moving my body to the music.	I can improvise a simple rhythm using different instruments including my voice.	I can say what I like, or dislike about a	listening to a piece of music.	Slow	
	I can concentrate and listen to a piece of music.	I can clap a rhythm that I have made up by myself.	piece of music and describe how it makes	I can explain why I like or don't like a piece of	Quick	
Play tuned and	I can recognise if the music is fast or slow.	I can clap the rhythm of my name, pet or favourite colour.	me feel.	music.	Loud	
untuned	I can recognise if the music is loud or quiet.	<u>Listen and respond</u>	I can use some musical words to describe a	I can recognise the difference between fast and	Quiet	
instruments	Learning to sing the song	I can find the pulse/steady beat and move in time to the music.	piece of music.	slow tempo.	Singing	
musically	I can sing and/or rap as part of a group.	I can keep a steady beat in my head,	I can recognise some musical instruments	I can recognise the difference between loud and	Instruments	
	I can sing some songs and sections of songs from memory.	I can feel the pulse and move in time with the music.	and name them.	soft dynamics.	Clap	
Listen with	I can sing a solo demonstrating some level of confidence.	I can tap the pulse of a piece of music and recognise changes/fluctuations in tempo.	I understand that tempo describes how	I can recognise differences between two varying	South African	
concentration	I can sing a solo with confidence.	Learning to sing the song	fast, or slow the music is.	styles of music.	Music	
and	I can follow the leader of the group and take simple directions.	I can sing as part of a group in unison or in 2 parts.	I can talk about the songs and music we	I can point out differences and similarities of the	Record	
understanding	I can add appropriate actions and movement to the songs I sing.	I can take the lead and perform solo.	have listened to and any songs that are	varying styles.	Compose	
to a range of	Play instruments with the song	I can memorise songs in preparation for performance.	similar.	I can discuss as a class what the music might be	Melodies	
high-quality	I can play a tuned and/or untuned percussion instrument carefully and	I can sing with fluency and accuracy of pitch.	I can talk about different styles of music	about and relate it to music I have listened to in the	Rhythm	
	with respect.	I can sing as part of a choir/group and follow directions.	and where they might come from in the	past.	Patterns	
live and	I can rehearse a part effectively to improve my overall performance.	I can listen effectively when performing to ensure accuracy of pulse.	world.	I can describe the tempo as fast or slow and	Mixed Style	
recorded	I can play my instrument as part of an ensemble to pulse and/or steady	I can add appropriate actions and movement to the songs I sing.	Learning to sing the song	dynamics as loud and soft with confidence.		
music	beat.	Play instruments with the song	I can demonstrate good posture when	I can recognise some musical instruments within		
	I can perform repeated rhythmic patterns in time to a backing track.	I can use tuned and untuned classroom percussion instruments to perform	singing.	their family groups. I can listen to music from around the world and talk		
Experiment	Improvise with the song I can use some notes to create an improvised rhythm/melody.	accompaniments and/or melody. I can rehearse and then perform sections of music with accuracy.	I can explain what the song is about.	about their features.		
with, create,		'	Improvise with the song			
select and	I can stay in time with the music when I improvise. I can use call and response/ question and answer to improvise simple	I can use instruments respectfully and treat them with care. I can perform as part of a group/ensemble keeping in time with a steady beat.	I know that when I improvise, I am making	Learning to sing the song		
combine	vocal patterns.	I can perform as a group or solo passages of music keeping in time with a steady beat.	up my own tune. Compose with the song	I can demonstrate and maintain good posture when singing.		
sounds using	I can use both rhythm and/or pitch to improvise over a steady pulse.	Improvise with the song	I can evaluate my composition through	Improvise with the song		
the inter-	Compose with the song	I can use tuned and untuned classroom percussion instruments to improvise and	performance up to 5 notes.	I can recall musical sequences to build ideas around		
related	I can compose a melodic line with direction creating a beginning and an	compose.	I can recognise signs and symbols that	any given note/s to a steady pulse.		
dimensions of	end using the home key.	Compose with the song	equate to the note value of 1 and 2 beats.	Compose with the song		
music.	I can explore pitch and rhythm when composing.	I can compose a melodic line with direction, creating a beginning and an end using the	Perform the song	I understand that I can start and finish a		
music.	I can write my melody using manuscript/online resources and/or graphic	home key.	I can explain why we chose the song/s to	composition on the 'home' note.		
	score.	I can create a sound using tuned and untuned percussion instruments in response to a	perform.	Perform the song		
	Perform the song	stimulus.	I can say what I liked or enjoyed about the	I can introduce a song explaining why it was		
	I can perform the song with my class and without any help from the	I can use musical symbols to compose simple pieces of music.	performance and what could have been	chosen.		
	teacher.	Perform the song	better.	I have an understanding of the musical themes and		
	I can perform the song confidently with movement and/or actions.	I can practise, rehearse and perform music to an audience with confidence.	I can explain the musical spotlight and how	how they have shaped my performance.		
	I can perform the song from memory.	I can add actions to a song where appropriate.	music and songs have a social theme i.e	I can talk about my performance considering what		
	I can follow the leader or conductor.	I can perform a song from memory.	how music brings us together.	was good and what could be improved.		
	I can collectively plan a performance including activities appropriate for	I can follow the leader or conductor.				
	an audience.					
					l	

Assessment of Skills			Assessmo	ent of Knowledge	
Year 1 I can use some notes to create an improvised rhythm/melody. I can perform the song confidently with movement and/or actions.	Year 2 I can use tuned and untuned classroom percussion I can create a sound using tuned and untuned perc stimulus.	ussion instruments in response to a I can say wha	hen I improvise, I am making up my own tune. t I liked or enjoyed about the performance and ave been better.	Year 2 I can recall musical sequences to build ideas around an to a steady pulse. I can talk about my performance considering what was	, .

Topic: Recorders	Year: 3	Spring 2

Foundations of previous learning: I can play a variety of classroom instruments, playing whole class musical instruments as an ensemble. I can understand the various music language to describe the musical dimensions of a piece. I can listen to music and understand the different musical dimensions running through it.

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory	Skills To know how to play different notes on the recorder (octave range). To be able to follow the conductor's instructions to start and stop together, maintain speed and pulse during an ensemble.	Knowledge To know how to play different notes on the recorder (octave range). To know how play with different dynamics on the recorder.	Vocabulary Left hand Right hand Mouthpiece Window Tone holes Double tones holes Thumb hole
increasing add inclinory	Assessment of Skills I can play the recorder I can follow the conductor's instruction and maintain speed and pulse during an ensemble.	Assessment of Knowledge I know that the recorder is a melodic instrument and that is part of the woodwind family. I know that I can play different notes of the scale by placing different amount of fingers above the wholes of the instrument. I know how that the sound is made and how to change the volume of the instrument. I know how to produce 6 different sounds.	Head Middle joint Foot Front back Call Response Rhythm Pattern Note Crotchet Quaver Minum

Writing music down Year: 3/4 Cycle A Autumn 1

Foundations of previous learning: I can play a variety of classroom instruments, playing whole class musical instruments, including African drums, as an ensemble. I can understand the various music language to describe the musical dimensions of a piece. I can listen to music and understand the different musical dimensions running through it.

Unit Learning					
NC Objective - Coverage		Skills	Knowled	ge	Vocabulary
Use and understand staff and other musical notations. Listen with attention to detail and recall sounds with increasing aural memory. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Year3 Understanding music and improvisation I can sing and play my instrument in different time signatures. That means counting 2, 3 or 4 in time to the music. I can copy back simple patterns availy and visually following basic notation. I can increognise a minor sound. I can recognise a minor sound. I can recognise a minor sound. I can recognise a minor sound. I can find the pulse of the music by moving my body. I can clap a rhythm that I have made up by myself. I can clap a rhythm that I have made up by myself. I can clap the pulse of the music accentuating the first beat of the bar. I can confidently move in time to the music and create suitable actions. Learning to sing the song I can sing songs in unison and in multiple parts with increasing confidence. I can sing songs in unison and in multiple parts with increasing confidence. I can sing songs in unison and in multiple parts with increasing confidence. I can sing songs on fidently from memory. I can listen and respond confidently to ensure an awareness of time when following the beat. I can sing apying attention to clear diction and articulation. I can sing with expression. I can sing with expression. I can sing with attention to good posture, breathing and phrasing. I can sing a solo when required. I can confidently follow the leader or conductor. I can sing expressively with attention to the meaning of the words. I can use a tuned instrument to play and perform in solo or ensemble contexts with confidence. I can play securely with good levels of accuracy. I can play as part of an ensemble keeping a steady beat. I can lollow musical directions as part of an ensemble or as a soloist. I can use instruments respectfully and treat them with care. I can demonstrate good posture when playing my instrument. I can demonstrate good technique for the instrument I am playing. Improvise with the song I can compose a simple melody in response to musical stimuli. I can compose a simple melody by using conjunct and disjunct movement (moving in steps and leaps) in a st	Vear4 Understanding music I can copy increasingly challenging rhythms using body percussion and untuned instruments. I can perform with an understanding of simple time, time signatures. I can move in time with a beat recognising the accentuated first beat of the bar. I can hear a note and suggest its length in relation to other notes over a steady pulse. I can use short sentences to create rhythmic patterns, recognising patterns of long and short sounds. I can match rhythmic patterns to movement. I can copy back more complex rhythmic patterns as a call and response exercise, both aurally and visually. I can copy back more complex rhythmic patterns as a call and response exercise, both aurally and visually. I can sing or clap memorable rhythmic/melodic phrases heard In a piece of music. I can sing or clap memorable rhythmic/melodic phrases heard In a piece of music. I carning to sing the song I can rehearse a song and learn it from memory both aurally and visually. I can sing songs that have different simple time, time signatures. I can sing songs that have different simple time, time signatures. I can sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture. I can sing on pitch and in time, adjusting for accuracy when needed. I can sing expressively, paying attention to articulation on my own or as directed. Play instruments with the song I can rehearse and play a melodic line aurally and/or visually in various keys with understanding of accidental notation. I can play, with improved accuracy as part of an ensemble keeping a steady beat. I can demonstrate excellent posture when playing my instrument. I can demonstrate excellent posture when playing my instrument. I can demonstrate excellent posture when playing my instrument. I can demonstrate excellent posture when playing my instrument. I can use my chosen instrument to improvise on a limited range of notes. I can use my chosen instrument to improvise on a limited range of notes. I can use my chosen instrum	Year 3 Understanding music and improvisation 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. I know the pulse or beat of the music is like a heartbeat that doesn't stop. I can recognise various notes and equivalent rests on a stave and understand their note values. I can identify the position of some notes on a stave. Listen and respond I can communicate to others my thoughts and feelings about music that it listen to. I can communicate to others the meaning of the song or music. I can talk about the musical features relating to the style of the music. I can communicate effectively the emotions I feel when listening to music. I can confidently recognise a range of musical instruments within their family groups I can discuss a piece of music using appropriate musical language. I can think about and discuss what the music might be about, why it was written and the meaning of the song. I can listen to music from around the world and talk more confidently about their features. I can compare and contrast songs with similar styles. Learning to sing the song I can discuss as pared of a group what the song might be about. Play instruments with the song I can discuss as a part of a group what the song might be about. Play instruments with the song I can understand some formal, written notation which includes crotchets and their equivalent rests. Improvise with the song I can understand some formal, written notation which includes crotchets and their equivalent rests. Improvise with the song I can understand some formal, written notation which includes crotchets and their equivalent rests. Improvise with the song I can understand some formal, written notation which includes crotchets and their equivalent rests. Improvise with the song I can explain why a song was chosen and in what context. I have an understanding of the musical themes and how they hav	Year 4 Understanding music I can understand some formal, written notation which includes crotchets, minims and paired quavers and their equivalent rests on a stave. I can identify some pitched note names on the treble stave. Listen and respond I can talk about the words of a song and explain why the song/music was written. I can identify the difference between a fast, steady and slow tempo using appropriate vocabulary. I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators. I can recognise and discuss the sections of music from various styles and genres I understand the importance of a musical introduction and the information it offers. I recognise the sound and tonal structure of a pentatonic scale both visually and aurally. I can describe the differences between legato and staccato, identifying these articulatory effects when heard. Learning to sing the song I understand that phonetics create various sounds when singing. The vowel gives the length on a note while the consonant creates percussive timbres. Have an understanding of the various styles of singing used in correlation to the styles of song. Compose with the song I know my composition has a start, a middle and an end. Music Notepad I can describe how my melody is structured and what processes I went through to create my melodic composition. Perform the song I can explain why a song was chosen and in what context including historical information about the piece. I can reflect on my performance and how well it suited the occasion. I can discuss and reflect upon my performance to improve upon future performances.	Pulse Rhythm Pitch Dynamics Tempo Timbre Structure Texture Notation Glockenspiel Beaters Note Names
	Year 3 I can clap a rhythm that I have made up by myself. I can confidently move in time to the music and create suitable actions.	Year 4 I can copy increasingly challenging rhythms using body percussion and untuned instruments. I can match rhythmic patterns to movement.	Year 3 I understand that long and short sounds (rhythm) and high and low sounds (pitch) can be represented by studies in the sounds of the so	ar 4 an identify some pitched note names on the treble the treble love, an talk about the words of a song and explain why e song/music was written.	

More musical styles Year: 3/4 Cycle A Spring 2

Foundations of previous learning: I can play a variety of classroom instruments, playing whole class musical instruments, including African drums, as an ensemble. I can understand the various music language to describe the musical dimensions of a piece. I can listen to music and understand the different musical dimensions running through it.

		Unit Learning			
NC Objective - Coverage	Ski	ills	Know	vledge	Vocabulary
Use and understand staff and other musical notations. Listen with attention to detail and recall sounds with increasing aural memory. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Vear 3 Understanding music and improvisation I can sing and play my instrument in different time signatures. That means counting 2, 3 or 4 in time to the music. I can copy back simple patterns aurally and visually following basic notation. I can improvise using simple patterns that include basic rhythms. I can recognise a major sound. I can recognise a major sound. I can free the music by moving my body. I can clap a rhythm that I have made up by myself. I can clap the rhythm of my name, pet or favourite colour. Listen and respond I can find the pulse in songs/music with confidence. I can clap the beat of the music accentuating the first beat of the bar. I can confidently move in time to the music and create suitable actions. Learning to sing the song I can sing songs in unison and in multiple parts with increasing confidence. I can sing songs confidently from memory. I can listen and respond confidently to ensure an awareness of time when following the beat. I can sing songs confidently from memory. I can sing with expression. I can sing with expression. I can sing with attention to good posture, breathing and phrasing. I can sing a solo when required. I can confidently follow the leader or conductor. I can sing expressively with attention to the meaning of the words. I can confidently follow the leader or conductor. I can sing expressively with attention to the meaning of the words. I can confidently perform actions in time with the music. I can sing a collection of songs in unison, of varying styles and structures. Play instruments with the song I can use a tuned instrument to play and perform in solo or ensemble contexts with confidence. I can play securely with good levels of accuracy. I can play as part of an ensemble keeping a steady beat. I can follow musical directions as part of an ensemble or as a soloist. I can use instruments respectfully and treat them with care. I can demonstrate good technique for the instrument I am playing. Inprovise with the song I can improvise successfully, listening and re	Vear 4 Understanding music I can copy increasingly challenging rhythms using body percussion and untuned instruments. I can perform with an understanding of simple time, time signatures. I can perform with a beat recognising the accentuated first beat of the bar. I can move in time with a beat recognising the accentuated first beat of the bar. I can hear a note and suggest its length in relation to other notes over a steady pulse. I can use short sentences to create rhythmic patterns, recognising patterns of long and short sounds. I can match rhythmic patterns to movement. I can copy back more complex rhythmic patterns as a call and response exercise, both aurally and visually. Listen and respond I can find the pulse and demonstrate the beat, identifying the first beat of the bar in simple time. I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music. Learning to sing the song I can rehearse a song and learn it from memory both aurally and visually. I can sing songs that have different simple time, time signatures. I can sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture. I can sing exposs that have different simple time, time signatures. I can sing expressively, paying attention to articulation on my own or as directed. Play instruments with the song I can rehearse and play a melodic line aurally and/or visually in various keys with understanding of accidental notation. I can play, securely with good levels of accuracy, I can play, with improved accuracy as part of an ensemble or as a soloist. I can demonstrate excellent posture when playing my instrument. I can demonstrate excellent posture when playing my instrument. I can demonstrate excellent posture when playing my instrument. I can demonstrate excellent posture when playing my instrument. I can demonstrate excellent posture when playing my instrument. I can demonstrate excellent posture when playing my instrument. I can demonstrate excellent posture when playing my instr	Vear 3 Understanding music and improvisation 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. I know the pulse or beat of the music is like a heartbeat that doesn't stop. I can recognise various notes and equivalent rests on a stave and understand their note values. I can identify the position of some notes on a stave. Listen and respond I can communicate to others my thoughts and feelings about music that I listen to. I can communicate to others my thoughts and feelings about music that I listen to. I can communicate to others the meaning of the song or music. I can talk about the musical features relating to the style of 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. I can confidently recognise a range of musical instruments within their family groups I can discuss a piece of music using appropriate musical language. I can think about and discuss what the music might be about, why it was written and the meaning of the song. I can listen to music from around the world and talk more confidently about their features. I can compare and contrast songs with similar styles. Learning to sing the song I can demonstrate good singing posture when rehearing/performing. I can discuss as part of a group what the song might be about. Play instruments with the song I can understand some formal, written notation which includes crotchets and their equivalent rests. Improvise with the song I can understand that improvisation is when you make up your own melody. Compose with the song I can explain why a song was chosen and in what context. I have an understanding of the musical themes and how they have shaped my performance. I can explain why a song was chosen and in what context. I have an understanding of the musical themes and how they have shaped my	Vear 4 Understanding music I can understand some formal, written notation which includes crotchets, minims and paired quavers and their equivalent rests on a stave. I can identify some pitched note names on the treble stave. Listen and respond I can talk about the words of a song and explain why the song/music was written. I can identify the difference between a fast, steady and slow tempo using appropriate vocabulary. I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators. I can recognise and discuss the sections of music from various styles and genree I understand the importance of a musical introduction and the information it offers. I recognise the sound and tonal structure of a pentatonic scale both visually and aurally. I can describe the differences between legato and staccato, identifying these articulatory effects when heard. Learning to sing the song I understand that phonetics create various sounds when singing. The vowel gives the length on a note while the consonant creates percussive timbres. Have an understanding of the various styles of singing used in correlation to the styles of song. Compose with the song I know my composition has a start, a middle and an end. Music Notepad I can describe how my melody is structured and what processes I went through to create my melodic composition. Perform the song I can explain why a song was chosen and in what context including historical information about the piece. I can reflect on my performance and how well it suited the occasion. I can discuss and reflect upon my performance to improve upon future performances.	Pulse Rhythm Pitch Dynamics Tempo Timbre Structure Texture Notation Glockenspie Beaters Note Name
	A	stave notation with confidence.	A		1
	Assessment of Skills	Visit	Assessment of Knowledge	I was a	
	Year 3 I can sing songs in unison and in multiple parts with increasing confidence. I can confidently perform actions in time with the music.	Year 4 I can sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture. I can play, with improved accuracy as part of an ensemble keeping a steady beat.	Year 3 I can communicate to others my thoughts and feelings about music that I listen to. I can think about and discuss what the music might be about, why it was written and the meaning of the song.	Year 4 I can identify the difference between a fast, steady and slow tempo using appropriate vocabulary. I understand the importance of a musical introduction and the information it offers.	

Enjoying improvisation Year: 3/4 Cycle A Summer 1

Foundations of previous learning: I can play a variety of classroom instruments, playing glockenspiels as a whole class ensemble. I can understand the various music language to describe the musical dimensions of a piece. I can listen to music and am beginning to understand the different musical dimensions running through it.

	Unit Learning				
NC Objective - Coverage	Si	kills	Knowle	dge	Vocabulary
Objective -	Vear 3 Understanding music and improvisation I can sing and play my instrument in different time signatures. That means counting 2, 3 or 4 in time to the music. I can copy back simple patterns aurally and visually following basic notation. I can improvise using simple patterns that include basic rhythms. I can recognise a major sound. I can recognise a minor sound. I can recognise a minor sound. I can fine the pulse of the music by moving my body. I can clap a rhythm that I have made up by myself. I can clap the rhythm of my name, pet or favourite colour. Listen and respond I can find the pulse in songs/music with confidence. I can clap the beat of the music accentuating the first beat of the bar. I can confidently move in time to the music and create suitable actions. Learning to sing the song I can sing songs in unison and in multiple parts with increasing confidence. I can sing songs confidently from memory. I can listen and respond confidently to ensure an awareness of time when following the beat. I can sing and respond confidently to ensure an awareness of time when following the beat. I can sing a sond when required. I can sing with expression. I can sing with expression. I can sing with expression in the sum of the music and phrasing. I can sing a solo when required. I can confidently follow the leader or conductor. I can sing a sol owhen required. I can confidently follow the leader or conductor. I can sing a sole when required. I can use a tuned instrument to play and perform in solo or ensemble contexts with confidently perform actions in time with the music. I can sing a solloettion of songs in unison, of varying styles and structures. Play instruments with the song I can use a tuned instrument to play and perform in solo or ensemble contexts with confidence. I can play securely with good levels of accuracy, I can play as part of an ensemble keeping a steady beat. I can incompose a simple melody in response to musical stimuli. I can use instruments respectfully and	Year 4 Understanding music I can copy increasingly challenging rhythms using body percussion and untuned instruments. I can perform with an understanding of simple time, time signatures. I can opy back and improvise a rhythm using varied note lengths and their equivalent rests. I can move in time with a beat recognising the accentuated first beat of the bar. I can hear a note and suggest its length in relation to other notes over a steady pulse. I can use short sentences to create rhythmic patterns, recognising patterns of long and short sounds. I can match rhythmic patterns to movement. I can copy back more complex rhythmic patterns as a call and response exercise, both aurally and visually. I can find the pulse and demonstrate the beat, identifying the first beat of the bar in simple time. I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music. I can sing or sing the song I can rehearse a song and learn it from memory both aurally and visually. I can sing songs that have different simple time, time signatures. I can sing asp and of a choir with an understanding that unison/harmony performance will affect the musical texture. I can sing on pitch and in time, adjusting for accuracy when needed. I can sing expressively, paying attention to articulation on my own or as directed. Play instruments with the song I can rehearse and play a melodic line aurally and/or visually in various keys with understanding of accidental notation. I can play securely with good levels of accuracy. I can play, with improved accuracy as part of an ensemble keeping a steady beat. I can offlow musical direction as part of an ensemble keeping a steady beat. I can demonstrate excellent posture when playing my instrument. I can demonstrate excellent posture when playing my instrument. I can demonstrate consistently good technique for the instrument I am playing. Improvise with the song I can improvise demonstrating use of articulation (legato/staccato) and use of dynamics (piano/forte). I can improvise demonstrat	Year 3 Understanding music and improvisation I understand that long and short sounds (rhythm) and high and low sounds (plich) 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. I know the pulse or beat of the music is like a heartbeat that doesn't stop. I can recognise various notes and equivalent rests on a stave and understand their note values. I can identify the position of some notes on a stave. Listen and respond I can communicate to others my thoughts and feelings about music that I listen to. I can can that is the too the stop of the song or music. I can talk about the musical features relating to the style of the music. I can communicate to others the meaning of the song or music. I can express an opinion as to why I like or dislike a piece of music. I can express an opinion as to why I like or dislike a piece of music. I can confidently recognise a range of musical instruments within their family groups I can discuss a piece of music using appropriate musical language. I can think about and discuss what the music might be about, why it was written and the meaning of the song. I can listen to music from around the world and talk more confidently about their features. I can compare and contrast songs with similar styles. Learning to sing the song I can diensus as part of a group what the song might be about. Play instruments with the song I can diensus as part of a group what the song might be about. Play instruments with the song I can diensus as part of a group what the song might be about. Play instruments with the song I can diensus as part of a group what the song might be about. Play instruments with the song I can dienstrand that composition is when a composer writes down and records musical ideas. I can describe how my melody was created. I know my composition has a start, a middle and an end.	Year 4 Understanding music I can understand some formal, written notation which includes crotchets, minims and paired quavers and their equivalent rests on a stave. I can identify some pitched note names on the treble stave. Listen and respond I can talk about the words of a song and explain why the song/music was written. I can identify the difference between a fast, steady and slow tempo using appropriate vocabulary. I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators. I can recognise and discuss the sections of music from various styles and generes I understand the importance of a musical introduction and the information it offers. I recognise the sound and tonal structure of a pentatonic scale both visually and aurally. I can describe the differences between legato and staccato, identifying these articulatory effects when heard. Learning to sing the song I understand that phonetics create various sounds when singing. The vowel gives the length on a note while the consonant creates percussive timbres. Have an understanding of the various styles of singing used in correlation to the styles of song. Compose with the song I know my composition has a start, a middle and an end. Music Notepad I can describe how my melody is structured and what processes I went through to create my melodic composition. Perform the song I can explain why a song was chosen and in what context including historical information about the piece. I can reflect on my performance and how well it suited the occasion.	Pulse Pitch Rhythm Dynamics Texture Tempo Structure Tibre Notation Listening Album Reggae Music Jamaican Vocal Line Accompainment Hook Style Chorus Verse
	I can use a simple structure when composing. I can use simple dynamics and tempo to express loud and quiet/fast and slow. I can compose basic song accompaniments using pulse and rhythm on tuned and untuned percussion instruments. I can create simple rhythmic patterns using both notes and rests. Music Notepad I can use music explorer to compose a structured piece of music of varying length thinking about the essential ingredients that are needed in order for my composition to make musical sense. Perform the song I can play and perform in solo or ensemble contexts with confidence. I can follow the leader or conductor. I may include musical ideas/passages within a rehearsal to enhance future performances.	I can use a simple structure when composing. I can compose a basic song accompaniment using pulse and rhythm on tuned and untuned percussion instruments. I can compose using a pentationic tonality. I can compose using notation from a chosen key. Music Notepad I can use Music Notepad to compose a structured melody of varying length, thinking about the essential ingredients that are needed in order for my composition to make musical sense. I can rehearse and comfortably perform to others the progress I have made during my lesson. I can play and perform with confidence in solo or ensemble contexts following stave notation with confidence.	I know my composition has two contrasting sections. Perform the song I can explain why a song was chosen and in what context. I have an understranding of the musical themes and how they have shaped my performance. I can talk about/evaluate my performance considering what was good and what could be improved. I can introduce the song and explain why it was chosen, focusing on relevant personal connections. I can express how my performance affected me emotionally.	Cnowledge	
	Year 3	ent of Skills Year 4	Assessment of Year 3	Year 4	
	Tear is a tuned instrument to play and perform in solo or ensemble contexts with confidence. I can use a simple melody in response to musical stimuli.	Tear 4 I can improvise using more complex rhythms, including varying notes and their equivalent rests I can compose a basic song accompaniment using pulse and rhythm on tuned and untuned percussion instruments.	Teat 3 I can understand that composition is when a composer writes down and records musical ideas. I can talk about/evaluate my performance considering what was good and what could be improved.	Teat 4 I know my composition has a start, a middle and an end. I can reflect on my performance and how well it suited the occasion.	

Exploring feelings when you play

Year: 3/4 Cycle B

Autumn 1

Foundations of previous learning: I can play a variety of classroom instruments, playing whole class musical instruments, including African drums, as an ensemble. I can understand the various music language to describe the musical dimensions of a piece. I can listen to music and understand the different musical dimensions running through it.

		Unit Learning			
NC Objective - Coverage	Sk	ills	Knowle	edge	Vocabular
Use and	Year 3	Year 4	Year 3	Year 4	Pulse
nderstand staff	Understanding music and improvisation	Understanding music	Understanding music and improvisation	Understanding music	Rhythm
nd other musical	I can sing and play my instrument in different time signatures. That means counting 2, 3 or 4	I can copy increasingly challenging rhythms using body percussion and untuned	I understand that long and short sounds (rhythm) and		,
otations.	in time to the music.	instruments.	high and low sounds (pitch) can be represented by	notation which includes crotchets,	Pitch
	I can copy back simple patterns aurally and visually following basic notation.	I can perform with an understanding of simple time, time signatures.	musical symbols.	minims and paired quavers and their	Dynamics
sten with	I can improvise using simple patterns that include basic rhythms.	I can copy back and improvise a rhythm using varied note lengths and their equivalent rests.	These symbols can be written on a stave, helping us t	equivalent rests on a stave.	,
ttention to detail	I can recognise a major sound.	I can move in time with a beat recognising the accentuated first beat of the bar.	remember what we are going to sing and play.	I can identify some pitched note names	Tempo
nd recall sounds	I can recognise a minor sound.	I can hear a note and suggest its length in relation to other notes over a steady pulse.	I know the pulse or beat of the music is like a heartbe	at on the treble stave.	Timbre
ith increasing	I can find the pulse of the music by moving my body.	I can use short sentences to create rhythmic patterns, recognising patterns of long and	that doesn't stop.	Listen and respond	
ural memory.	I can clap a rhythm that I have made up by myself.	short sounds.	I can recognise various notes and equivalent rests on	a I can talk about the words of a song and	Structure
	I can clap the rhythm of my name, pet or favourite colour.	I can match rhythmic patterns to movement.	stave and understand their note values.	explain why the song/music was	Texture
	Listen and respond	I can copy back more complex rhythmic patterns as a call and response exercise, both	I can identify the position of some notes on a stave.	written.	Notation
nprovise and	I can find the pulse in songs/music with confidence.	aurally and visually.	Listen and respond	I can identify the difference between a	NOtation
ompose music for	I can clap the beat of the music accentuating the first beat of the bar.	Listen and respond	I can communicate to others my thoughts and feeling	fast, steady and slow tempo using	Glockensp
range of	I can confidently move in time to the music and create suitable actions.	I can find the pulse and demonstrate the beat, identifying the first beat of the bar in simple	about music that I listen to.	appropriate vocabulary.	Beaters
urposes using the	Learning to sing the song	time.	I can communicate to others the meaning of the song	or I can confidently recognise and explore	
ter-related	I can sing songs in unison and in multiple parts with increasing confidence.	I can sing or clap memorable rhythmic/melodic phrases heard	music.	a range of musical styles and traditions	Note Name
imensions of	I can sing songs confidently from memory.	in a piece of music.	I can talk about the musical features relating to the st		
nusic.	I can listen and respond confidently to ensure an awareness of time when following the	Learning to sing the song	of the music.	I can recognise and discuss the sections	1
aure.	heat.	I can rehearse a song and learn it from memory both aurally and visually.	I can communicate effectively the emotions I feel wh		1
lay and perform	I can sing paying attention to clear diction and articulation.	I can sing songs that have different simple time, time signatures.	listening to music.	I understand the importance of a	1
n solo and	I can sing paying attention to clear diction and articulation. I can sing with expression.	I can sing songs that have different simple time, time signatures. I can sing as part of a choir with an understanding that unison/harmony performance will	I can express an opinion as to why I like or dislike a pi		I
nsemble	I can sing with expression. I can sing with attention to good posture, breathing and phrasing.	affect the musical texture.	of music.	information it offers.	1
					1
ontexts, using	I can sing a solo when required.	I can sing on pitch and in time, adjusting for accuracy when needed.	I can confidently recognise a range of musical	I recognise the sound and tonal	
neir voices and	I can confidently follow the leader or conductor.	I can sing expressively, paying attention to articulation on my own or as directed.	instruments within their family groups	structure of a pentatonic scale both	
laying musical	I can sing expressively with attention to the meaning of the words.	Play instruments with the song	I can discuss a piece of music using appropriate music		
struments with	I can confidently perform actions in time with the music.	I can rehearse and play a melodic line aurally and/or visually in various keys with	language.	I can describe the differences between	
creasing	I can sing a collection of songs in unison, of varying styles and structures.	understanding of accidental notation.	I can think about and discuss what the music might b		
ccuracy, fluency,	Play instruments with the song	I can play securely with good levels of accuracy.	about, why it was written and the meaning of the sor		
ontrol and	I can use a tuned instrument to play and perform in solo or ensemble contexts with	I can play, with improved accuracy as part of an ensemble keeping a steady beat.	I can listen to music from around the world and talk	when heard.	
xpression	confidence.	I can follow musical direction as part of an ensemble or as a soloist.	more confidently about their features.	Learning to sing the song	
	I can play securely with good levels of accuracy.	I can demonstrate excellent posture when playing my instrument.	I can compare and contrast songs with similar styles.	I understand that phonetics create	
	I can play as part of an ensemble keeping a steady beat.	I can demonstrate consistently good technique for the instrument I am playing.	Learning to sing the song	various sounds when singing. The vowel	
	I can follow musical directions as part of an ensemble or as a soloist.	Improvise with the song	I can demonstrate good singing posture when	gives the length on a note while the	
	I can use instruments respectfully and treat them with care.	I can improvise within a major scale using 1 to 5 notes.	rehearsing/performing.	consonant creates percussive timbres.	
	I can demonstrate good posture when playing my instrument.	I can use my chosen instrument to improvise on a limited range of notes.	I can discuss as part of a group what the song might b	e Have an understanding of the various	
	I can demonstrate good technique for the instrument I am playing.	I can improvise demonstrating use of articulation (legato/staccato) and use of dynamics	about.	styles of singing used in correlation to	
	Improvise with the song	(piano/forte).	Play instruments with the song	the styles of song.	
	I can improvise successfully, listening and responding to stimuli from the unit backing track.	I can improvise over a simple chord progression using conjunct and disjunct movement	I can understand some formal, written notation which	Compose with the song	
	I sometimes use silent beats (rests) within my improvisation.	(moving in step and leaps).	includes crotchets and their equivalent rests.	I know my composition has a start, a	
	I can create simple rhythms to build phrases using limited notes.	I can improvise using more complex rhythms, including varying notes and their equivalent	Improvise with the song	middle and an end.	
	Compose with the song	rests.	I understand that improvisation is when you make up		
	I can compose a simple melody in response to musical stimuli.	I can improvise sections of music which include structured phrases.	your own melody.	I can describe how my melody is	
	I can write a melody that starts and ends on the home note.	When improvising I have a clear vision of key structure and	Compose with the song	structured and what processes I went	
	I can perform my own composition using the notes I have chosen.	relevant use of the home note.	I can understand that composition is when a composi		ĺ
	I can shape the melody by using conjunct and disjunct movement (moving in steps and	Compose with the song	writes down and records musical ideas.	composition.	I
	leaps) in a structured fashion.	I can compose a melody over a chord progression or groove.	I can describe how my melody was created.	Perform the song	I
	I can use a simple structure when composing.	I can use music technology effectively to capture, edit and combine sounds.	I know my composition has a start, a middle and an e		1
	I can use a simple structure when composing. I can use simple dynamics and tempo to express loud and quiet/fast and slow.	I can use music technology effectively to capture, edit and combine sounds. I can use a simple structure when composing.	I know my composition has a start, a middle and an e I know my composition has two contrasting sections.		1
	I can use simple dynamics and tempo to express loud and quiet/rast and slow. I can compose basic song accompaniments using pulse and rhythm on tuned and untuned	I can use a simple structure when composing. I can compose a basic song accompaniment using pulse and rhythm on tuned and untuned		information about the piece.	ĺ
			Perform the song		1
	percussion instruments.	percussion instruments.	I can explain why a song was chosen and in what con		ĺ
	I can create simple rhythmic patterns using both notes and rests.	I can compose using a pentatonic tonality.	I have an understanding of the musical themes and h		
	Music Notepad	I can compose using notation from a chosen key.	they have shaped my performance.	I can discuss and reflect upon my	1
	I can use music explorer to compose a structured piece of music of varying length thinking	Music Notepad	I can talk about/evaluate my performance considerin		ĺ
	about the essential ingredients that are needed in order for my composition to make	I can use Music Notepad to compose a structured melody of varying length, thinking about	what was good and what could be improved.	performances.	I
	musical sense.	the essential ingredients that are needed in order for my composition to make musical	I can introduce the song and explain why it was chose	n,	I
	Perform the song	sense.	focusing on relevant personal connections.		ĺ
	I can play and perform in solo or ensemble contexts with confidence.	Perform the song	I can express how my performance affected me		I
	I can follow the leader or conductor.	I can rehearse and comfortably perform to others the progress I have made during my	emotionally.		I
	I may include musical ideas/passages within a rehearsal to enhance future performances.	lesson.			1
		I can play and perform with confidence in solo or ensemble contexts following stave			
	Assessment of Skills	notation with confidence.	Assessment of Knowledge		
	Assessment of Skills Year 3	Year 4	Assessment of Knowledge Year 3	Year 4	
	I can clap a rhythm that I have made up by myself.	I can copy increasingly challenging rhythms using body percussion and untuned	I understand that long and short sounds	I can identify some pitched note names on the	1
	I can confidently move in time to the music and create suitable actions.	instruments.	(rhythm) and high and low sounds (pitch) can be	treble stave.	ĺ
		I can match rhythmic patterns to movement.	represented by musical symbols.	I can talk about the words of a song and explain	ĺ
		- can matering to movement			1
			These symbols can be written on a stave, helping us to remember what we are going to	why the song/music was written.	

Topic: African Drums	Year: 4	Spring 2

Foundations of previous learning: Children have being playing a variety of classroom instruments, playing glockenspiels as a whole class ensemble. Children can understand the various music language to describe the musical dimensions of a piece. Children can listen to music and am beginning to understand the different musical dimensions running through it.

NC Objective - Coverage	Skills	Knowledge	Vocabulary
play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory	To be able to play the djembe, creating the three different sounds (Tone, Slap and Bass) by hitting the instrument appropriately. To be able to respond to the leader of the group (Djembefela). To be able to play with increasing confidence within an ensemble setting. To be able to repeat rhythms performed by the Djembefola. To be able to compose own rhythms.	To know that the djembe is an African drum and is a percussion instrument. To know that it is made from wood, rope and animal skin. To know how the sound is made. To know how produce three different sounds.	Djembe Bass sound (Low pitch) Tone sound (Medium Pitch) Slap sound (High Pitch) Rhythm Posture Djembefola Call and response Polyrhythms Djembe Skin Striking Edge of the Skin
	Assessment of Skills	Assessment of Knowledge	Middle of the skin
	I can play the djembe, creating the three different sounds (Tone, Slap and Bass) by hitting the instrument appropriately. I can repeat rhythms performed by the Djembefola.	I know that the djembe drum is an African drum and that it is part of the percussion family. I know that it is made from wood, rope and animal skin. I know how that the sound is made. I know how to produce three different sounds.	

Feelings through music Year: 3/4 Cycle B Spring 2

Foundations of previous learning: I can play a variety of classroom instruments, playing whole class musical instruments, including African drums, as an ensemble. I can understand the various music language to describe the musical dimensions of a piece. I can listen to music and understand the different musical dimensions running through it.

Unit Learning					
NC Objective - Coverage	Skills		Knowled	ge	Vocabulary
	Vear 3	Year 4	Year 3	Year 4	Dulas
Use and understand staff and other musical notations. Listen with attention to detail and recall sounds with increasing aural memory. Improvise and compose music for a range of purposes using the inter-related dimensions of music. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Understanding music and improvisation I can sing and play my instrument in different time signatures. That means counting 2, 3 or 4 in time to the music. I can improvise using simple patterns aurally and visually following basic notation. I can improvise using simple patterns that include basic rhythms. I can recognise a major sound. I can recognise a minor sound. I can recognise a minor sound. I can find the pulse of the music by moving my body. I can clap a rhythm that I have made up by myself. I can clap the rhythm of my name, pet or favourite colour. Listen and respond I can find the pulse is ongs/music with confidence. I can clap the beat of the music accentuating the first beat of the bar. I can confidently move in time to the music and create suitable actions. Learning to sing the song I can sing songs in unison and in multiple parts with increasing confidence. I can sing songs in unison and in multiple parts with increasing confidence. I can sing songs in unison and in multiple parts with increasing confidence. I can sing songs in unison and in multiple parts with increasing confidence. I can sing songs in unison and in multiple parts with increasing confidence. I can sing songs confidently from memory. I can listen and respond confidently to ensure an awareness of time when following the beat. I can sing syming attention to clear diction and articulation. I can sing a solo when required. I can osing with expression. I can sing a solo when required. I can confidently follow the leader or conductor. I can sing a solo when required. I can osing expressively with attention to the meaning of the words. I can osing expressively with attention to the meaning of the words. I can osing a collection of songs in unison, of varying styles and structures. Play instruments with the song I can use a funded ity perform a steady beat. I can follow musical directions as part of an ensemble or as a soloist. I can play securely with good levels of accuracy. I can play as part of an ensem	Vear 4 Understanding music I can copy increasingly challenging rhythms using body percussion and untuned instruments. I can perform with an understanding of simple time, time signatures. I can copy back and improvise a rhythm using varied note lengths and their equivalent rests. I can move in time with a beat recognising the accentuated first beat of the bar. I can hear a note and suggest its length in relation to other notes over a steady pulse. I can use short sentences to create rhythmic patterns, recognising patterns of long and short sounds. I can match rhythmic patterns to movement. I can copy back more complex rhythmic patterns as a call and response exercise, both aurally and visually. Listen and respond I can find the pulse and demonstrate the beat, identifying the first beat of the bar in simple time. I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music. Leaming to sing the song I can rehearse a song and learn it from memory both aurally and visually. I can sing songs that have different simple time, time signatures. I can sing a spart of a choir with an understanding that unison/harmony performance will affect the musical texture. I can sing on pitch and in time, adjusting for accuracy when needed. I can sing on pitch and in time, adjusting for accuracy when needed. I can sing on pitch and in time, adjusting for accuracy when needed. I can sing on pitch and in time, adjusting for accuracy when needed. I can jay on yell and the song I can rehearse and palay a melodic line aurally and/or visually in various keys with understanding of accidental notation. I can play, with improved accuracy as part of an ensemble keeping a steady beat. I can demonstrate consistently good technique for the instrument I am playing. Improvise with the song I can rehearse and palay a melodic line aurally and/or visually in various keys with understanding of accidental notation. I can play, with improved accuracy as part of an ensemble keeping a steady beat. I can demonstrate consistently good t	Year 3 Understanding music and improvisation 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. I know the pulse or beat of the music is like a heartbeat that doesn't stop. I can recognise various notes and equivalent rests on a stave and understand their note values. I can identify the position of some notes on a stave. Listen and respond I can communicate to others my thoughts and feelings about music that I listen to. I can communicate to others the meaning of the song or music. I can talk about the musical features relating to the style of the music. I can express an opinion as to why I like or dislike a piece of music. I can express an opinion as to why I like or dislike a piece of music. I can confidently recognise a range of musical instruments within their family groups I can discuss a piece of music using appropriate musical language. I can think about and discuss what the music might be about, why it was written and the meaning of the song. I can listen to music from around the world and talk more confidently about their features. I can compare and contrast songs with similar styles. Learning to sing the song I can describe song the song I can describe some formal, written notation which includes crotchets and their equivalent rests. Improvise with the song I can understand that improvisation is when you make up your own melody. Compose with the song I can describe how my melody was created. I know my composition is when a composer writes down and records musical ideas. I can describe how my melody was created.	notation which includes crotchets, minims and paired quavers and their equivalent rests on a stave. I can identify some pitched note names on the treble stave. Listen and respond I can talk about the words of a song and explain why the song/music was written. I can identify the difference between a fast, steady and slow tempo using appropriate vocabulary. I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators. I can recognise and discuss the sections of music from various styles and genres I understand the importance of a musical introduction and the information it offers.	Pulse Rhythm Pitch Dynamics Tempo Timbre Structure Texture Notation Glockenspie Beaters Note Names
	percussion instruments. I can create simple rhythmic patterns using both notes and rests. Music Notepad I can use music explorer to compose a structured piece of music of varying length thinking about the essential ingredients that are needed in order for my composition to make musical sense. Perform the song I can play and perform in solo or ensemble contexts with confidence. I can follow the leader or conductor. I may include musical ideas/passages within a rehearsal to enhance future performances. Assessment of Skills Year 3	I can compose a melody over a chord progression or groove. I can use music technology effectively to capture, edit and combine sounds. I can use a simple structure when composing. I can compose a basic song accompaniment using pulse and rhythm on tuned and untuned percussion instruments. I can compose using a pentatonic tonality. I can compose using notation from a chosen key. Music Notepad I can use Music Notepad to compose a structured melody of varying length, thinking about the essential ingredients that are needed in order for my composition to make musical sense. Perform the song I can rehearse and comfortably perform to others the progress I have made during my lesson. I can play and perform with confidence in solo or ensemble contexts following stave notation with confidence.	I know my composition has two contrasting sections. Perform the song I can explain why a song was chosen and in what context. I have an understanding of the musical themes and how they have shaped my performance. I can talk about/evaluate my performance considering wha was good and what could be improved. I can introduce the song and explain why it was chosen, focusing on relevant personal connections. I can express how my performance affected me emotionally. Assessment of Knowledge Year 3	I can reflect on my performance and how well it suited the occasion. I can discuss and reflect upon my performance to improve upon future performances.	
	I can confidently perform actions in time with the music.	can sing as part of a choir with an understanding that unison/harmony performance will ffect the musical texture. can play, with improved accuracy as part of an ensemble keeping a steady beat.	feelings about music that I listen to. I can think about and discuss what the music might	an identify the difference between a fast, steady d slow tempo using appropriate vocabulary. nderstand the importance of a musical rroduction and the information it offers.	

Expression and improvisation Year: 3/4 Cycle B Summer

Foundations of previous learning: Children have been learning the glockenspiel. They can play in an ensemble and have any awareness of the interrelated dimensions of music. Children are becoming more familiar with the links to sound and notation.

notation. Unit Learning					
NC		Onit Learning			
Objective -		Skills	Know	ledge	Vocabular
Coverage					
overage we and nderstand aff and her musical stations. sten with tention to tetatial and call sounds tith creasing ural emory. hoprovise do compose usic for a nge of ruprovise di compose usic for a nge of ruprovise ing the ter-related mensions music. ay and ay and ay the ter-related mensions for a nge of ruprovise ster or a nge of ruprovise	Vear 3 Understanding music and improvisation I can sing and play my instrument in different time signatures. That means counting 2, 3 or 4 in time to the music. I can copy back simple patterns aurally and visually following basic notation. I can improvise using simple patterns that include basic rhythms. I can recognise a major sound. I can find the pulse of the music by moving my body. I can clap a rhythm that I have made up by myself. I can clap the rhythm of my name, pet or favourite colour. Listen and respond I can find the pulse in songs/music with confidence. I can clap the beat of the music accentuating the first beat of the bar. I can can fidently move in time to the music and create suitable actions. Learning to sing the song I can sing songs in unison and in multiple parts with increasing confidence. I can sing songs to unison and in multiple parts with increasing confidence. I can sing songs to unison and in multiple parts with increasing confidence. I can sing songs to unison and in multiple parts with increasing confidence. I can sing songs to unison and in multiple parts with increasing confidence. I can sing songs to unison and in multiple parts with increasing confidence. I can sing songs to unison and in multiple parts with increasing confidence. I can sing so so so when required. I can sing a solo when required. I can sing with expression. I can sing with attention to good posture, breathing and phrasing. I can confidently follow the leader or conductor. I can sing expressively with attention to the meaning of the words. I can onlinedity perform actions in time with the music. I can onlinedity perform actions in time with the music. I can onlinedity perform actions in time with the music. I can use a tuned instrument to play and perform in solo or ensemble contexts with confidence. I can play as part of an ensemble context with confidence. I can play as part of an ensemble keeping a steady beat. I can lollow mu	Vear 4 Understanding music I can copy increasingly challenging rhythms using body percussion and untuned instruments. I can perform with an understanding of simple time, time signatures. I can copy back and improvise a rhythm using varied note lengths and their equivalent rests. I can move in time with a beat recognising the accentuated first beat of the bar. I can hear a note and suggest its length in relation to other notes over a steady pulse. I can use short sentences to create rhythmic patterns, recognising patterns of long and short sounds. I can match rhythmic patterns to movement. I can copy back more complex rhythmic patterns as a call and response exercise, both aurally and visually. Usten and respond I can find the pulse and demonstrate the beat, identifying the first beat of the bar in simple time. I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music. Learning to sing the song I can rehearse a song and learn it from memory both aurally and visually. I can sing songs that have different simple time, time signatures. I can sing so spart of a choir with an understanding that unison/harmony performance will affect the musical texture. I can sing on pitch and in time, adjusting for accuracy when needed. I can sing expressively, paying attention to articulation on my own or as directed. Play instruments with the song I can rehearse and play a melodic line aurally and/or visually in various keys with understanding of accidental notation. I can play securely with good levels of accuracy. I can play, with improved 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 demonstrate excellent posture when playing my instrument. I can demonstrate excellent posture when playing my instrument. I can demonstrate excellent posture when playing my instrument. I can demonstrate excellent posture when playing my instrument. I can improvise within a major scale using 1 to 5 notes. I can improvise within a major scale	Vear 3 Understanding music and improvisation I understand that long and short sounds (rhythm) and high and low sounds (pith) 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. I know the pulse or beat of the music is like a heartbeat that doesn't stop. I can recognise various notes and equivalent rests on a stave and understand their note values. I can identify the position of some notes on a stave. Listen and respond I can communicate to others my thoughts and feelings about music that I listen to. I can communicate to others my thoughts and feelings about music that I listen to. I can communicate to others the meaning of the song or music. I can talk about the musical features relating to the style of the music. I can communicate effectively the emotions I feel when listening to music. I can campress an opinion as to why I like or dislike a piece of music. I can confidently recognise a range of musical instruments within their family groups I can discuss a piece of music using appropriate musical language. I can think about and discuss what the music might be about, why it was written and the meaning of the song. I can listen to music from around the world and talk more confidently about their features. I can compare and contrast songs with similar styles. Learning to sing the song I can demonstrate good singing posture when rehearsing/performing. I can discuss as part of a group what the song might be about. Play instruments with the song I can understand some formal, written notation which includes crotchets and their equivalent rests. Improvise with the song I can understand that composition is when a composer writes down and records musical ideas. I can understand that composition is when a composer writes down and records musical ideas. I can explain why a song was chosen and in what context. I have an understand that composition is when a composer writes down and records musical ideas. I can explain why a song was ch	Vear 4 Understanding music I can understand some formal, written notation which includes crotchets, minims and paired quavers and their equivalent rests on a stave. I can identify some pitched note names on the treble stave. Isten and respond I can talk about the words of a song and explain why the song/music was written. I can identify the difference between a fast, steady and slow tempo using appropriate vocabulary. I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators. I can recognise and discuss the sections of music from various styles and genres I understand the importance of a musical introduction and the information it offers. I recognise the sound and tonal structure of a pentatonic scale both visually and aurally. I can describe the differences between legato and staccato, identifying these articulatory effects when heard. Learning to sing the song I understand that phonetics create various sounds when singing. The vowel gives the length on a note while the consonant creates percussive timbres. Have an understanding of the various styles of singing used in correlation to the styles of song. Compose with the song I know my composition has a start, a middle and an end. Music Notepad I can describe how my melody is structured and what processes I went through to create my melodic composition. Perform the song I can explain why a song was chosen and in what context including historical information about the piece. I can reflect on my performance and how well it suited the occasion. I can discuss and reflect upon my performance to improve upon future performances.	Pulse Pitch Rhythm Dynamics Texture Tempo Structure Tibre Notation Listening Album Reggae Music Jamaican Vocal Line Accompainmen Hook Style Chorus Verse
	Perform the song I can play and perform in solo or ensemble contexts with confidence. I can follow the leader or conductor. I may include musical ideas/passages within a rehearsal to enhance future	I can rehearse and comfortably perform to others the progress I have made during my lesson. I can play and perform with confidence in solo or ensemble contexts following stave notation with confidence.			
	performances.				
		ssment of Skills		of Knowledge	
	Year 3 I can use a tuned instrument to play and perform in solo or ensemble contexts with confidence. I can compose a simple melody in response to musical stimuli.	Year 4 I can improvise using more complex rhythms, including varying notes and their equivalent rests I can compose a basic song accompaniment using pulse and rhythm on tuned and untuned percussion instruments.	Year 3 I can understand that composition is when a composer writes down and records musical ideas. I can talk about/evaluate my performance considering what was good and what could be improved.	Year 4 I know my composition has a start, a middle and an end. I can reflect on my performance and how well it suited the occasion.	

Sing and play in different styles Year: 5/6 Cycle A Autumn 1

Foundations of previous learning: Children have been learning about the music of ABBA. They are able to recognise this particular style of music, find the pulse, recognise instruments, listen and discuss other dimensions of music. Children have been playing classroom instruments to play along with song Mama Mia. Children have been composing their own responses and melodies and have been able to record them.

Unit Learning					
NC Objective - Coverage		Skills	Knowled	dge	Vocabular
lay and perform in	Year 5	Year 6	Year 5	Year 6 Understanding music	Pulse
and ensemble	Understanding music	Understanding music	Understanding music	I understand and can respond to music	Pitch
exts, using their	I can confidently find and keep a steady beat.	I can use body percussion, instruments and my voice with confidence in response to musical stimuli.	I understand how pulse, rhythm and pitch work	using simple and complex time signatures.	Rhythm
s and playing	I can listen and copy back more complex rhythmic patterns including triplets as a call and response	I can actively respond and understand musical activities centred around the keys of C major, G major, D major, A	together.	Listen and respond	Dynamics
cal instruments	exercise, both aurally and visually.	minor and D minor.	I can understand some formal, written notation	I can talk about the emotions I feel when I	Texture
increasing	I can copy back complex melodic patterns as a call and response exercise, both aurally and	I can find and keep a steady beat/pulse.	which includes semibreves, triplets and dotted	listen to a piece of music and pinpoint	Tempo
acy, fluency,	visually.	I can listen and copy back complex rhythmic patterns including triplets, dotted notes and semi quavers as a call	crotchets recognising their position on a stave.	specifics within the music that heightened	Structure
rol and	<u>Listen and respond</u>	and response exercise both aurally and visually.	Listen and respond	the emotion.	Timbre
ession	I can find the pulse and demonstrate the beat identifying the first beat of the bar in a simple and	I can understand formal, written notation which includes	I can talk about the emotions I feel when I listen to	I can confidently recognise and explore a	Notation
	complex time signature.	semibreves, triplets and dotted notes and recognise their position on a stave.	a piece of music.	range of musical styles and traditions and	Listening Rock Anthems
ovise and	I can confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.	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.	I can justify a personal opinion making reference to musical elements.	discuss their style indicators making reference to the Musical Elements.	Vocal Line
pose music for a	I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music.	Listen and respond	I can accurately identify instruments and describe	I can accurately identify most instruments	Accompaniment
ge of purposes g the inter-	Learning to sing the song	I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music.	their timbre.	and describe their timbre, including various	Style
ed dimensions	I can rehearse a song and learn it from memory both aurally and visually.	I can confidently recognise the difference between major and minor tonality, primary chords and intervals within	I can explain what a bridge passage is and identify	vocal styles	Chorus
nusic	I can sing songs that have different simple and complex, time signatures.	a major scale.	its position within a song.	I can recognise and discuss the sections of	Verse
ilasic	I can sing as part of a choir with an understanding that unison/harmony performance will affect	Learning to sing the song	I understand and can describe the role of a main	music from various styles and genres.	Compose
en with attention	the musical texture.	I can rehearse a song and learn it from memory both aurally and visually.	theme in musical structure.	I understand and can describe the role of a	Improvise
detail and recall	I can sing at pitch and in time with the music.	I can sing a broad range of songs as part of a group or soloist.	I understand the importance of a musical	main theme in musical structure.	
nds with	I can sing a second part in a song.	I can sing songs with complex and syncopated rhythms.	introduction and the information it offers.	I can identify and describe the sounds of	
reasing aural	I can self correct if lost or out of tune/time.	I can perform with accuracy observing correct techniques where appropriate.	I understand that rap is a musical form of vocal	various and contrasting vocal/instrumental	1
mory	I can sing expressively, paying attention to articulation on my own or as directed.	I can sing in unison and up to three parts.	delivery.	styles including Rock, Gospel, A capella	1
. ,	Play instruments with the song	I can sing Acapella or with accompaniment - live or recorded.	I can describe the three components of rap.	groups and a symphony orchestra.	1
e and understand	I can rehearse and play a melodic line aurally and/or visually in various keys with understanding of	I can sing syncopated patterns accentuating the beat where appropriate.	Learning to sing the song	I can confidently recognise and explore a	1
ff and other	accidental notation.	Play instruments with the song	I have an understanding of the various styles of	range of musical styles and	1
sical notations	I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard,	I can rehearse and play a melodic line aurally and/or visually in various keys with understanding of accidental	singing used in correlation to the styles of song.	traditions/history and know their basic style	1
	reading notation within the range of 1 octave.	notation in various major and minor keys.	I can discuss in depth how the song connects to the	indicators.	
preciate and	I can perform this melody as part of a wider ensemble, small group or individually as a soloist.	I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation	world and its relevant culture.	Learning to sing the song	1
derstand a wide	I can play securely with good levels of accuracy.	within the range of 1 octave paying attention to a broad dynamic range.	Compose with the song	I can demonstrate and maintain good	
ge of high-quality	I can rehearse and perform some or all parts in context of the unit song.	I can perform this melody as part of a wider ensemble, small group or individually as a soloist.	I know my composition has multiple sections and	posture, breath control and attention to	1
and recorded	I can play with accuracy as part of an ensemble keeping a steady beat.	I can play securely with good levels of accuracy.	can be labelled as such.	phrasing whilst singing expressively.	1
sic drawn from	I can follow musical direction as part of an ensemble or as a soloist.	I can rehearse and perform some or all parts in context of the unit song.	I understand and can explain the structure of my	I have a good understanding of the various	1
erent traditions	I can use instruments respectfully and treat them with care.	I can play with accuracy as part of an ensemble keeping a steady beat.	composition.	styles of singing used in correlation to the	1
from great	I can demonstrate excellent posture when playing my instrument.	I can follow musical direction as part of an ensemble or as a soloist.	I understand and can explain the musical shape that	styles of song I have performed this year.	1
posers	I understand and can practise in a manner that will benefit my improvement over time.	I can use instruments respectfully and treat them with care.	my composition moves in. I can include a home note with my composition to	I can discuss in depth how the song connects to the world and its relevant	1
	Improvise with the song I can improvise with increasing confidence using my own voice, rhythms and different pitches.	Improvise with the song I can improvise with increasing confidence using my own voice, rhythms and different pitches.	give it credential recognition.	connects to the world and its relevant culture.	
	can improvise with increasing confidence using my own voice, mythms and different pitches. can improvise over a simple chord progression using conjunct and disjunct movement (moving in	I can improvise with increasing confidence using my own voice, mythms and different pitches. I can improvise over a simple chord progression using conjunct and disjunct movement (moving in step and	I can compose using my own choice of notes.	I understand the connection I have to the	1
	steps and leaps).	leans).	Music Notepad	music I am performing.	1
	I can improvise using more complex rhythms, including varying notes and their equivalent rests.	I can improvise using more complex rhythms, including varying notes and their equivalent rests.	I can describe how my melody is structured and	Play instruments with the song	1
	I can improvise asing more complex righting, including varying notes and their equivalent less. I can improvise sections of music which include structured phrases and improved melodic shape.	I can improvise sections of music which include structured phrases and improved melodic shape.	what processes I went through to create my	I can demonstrate excellent posture when	
	When improvising I have a clear vision of key structure and relevant use of the home note.	When improvising I have a clear vision of key structure and relevant use of the home note.	melodic composition.	playing my instrument.	
	I can improvise using a wider range of dynamics including pp, mp, mf and ff.	I can improvise using a wider range of dynamics including pp, mp, mf and ff.	Perform the song	I understand and can practise in a manner	
	Follow a steady beat, keeping in time with the pulse of the music.	Compose with the song	I can explain why a song was chosen and in what	that will benefit my improvement over time	
	Use additional notes and rhythms to show progression.	I can compose and perform an 8 to 16 bar melodic phrase using a pentatonic scale in known key centres.	context including historical information about the	Compose with the song	
	I can improvise using more complex rhythms, including varying notes and their equivalent	I can perform this melody on tuned percussion and/or melodic instruments following the notated score.	piece.	I know my composition has multiple	
	rests/silent beats.	I can enhance my melody with simple chord progressions.	I can record performances to compare and	sections and can be labelled as such.	
	I can improvise demonstrating use of articulation (legato/staccato) and use of extended dynamics.	I can compose a ternary form piece showing variation between my A and B sections and discuss how these	evaluate.	I can use and understand the pentatonic	
	Compose with the song	contrast.	I can evaluate how well the performances	scale and full octave range of both major	l
	I can compose music in response to musical and/or video stimuli.	I can use music software/technology to capture, change, combine and record sounds.	communicated the mood of each piece.	and minor scales.	l
	I can use music technology effectively to capture, edit and combine sounds.	I can use a planned structure when composing.	I can discuss in detail using appropriate vocabulary	I understand and can explain the structure	1
	I can use a planned structure when composing.	I can compose using a variety of rhythms including notes and their equivalent rests.	strengths and weaknesses of my performance.	of my composition.	1
	I can compose with chords to create an emotive/atmospheric mood.	I can use a wide range of dynamics and tempo to express loud and quiet/fast and slow.	1	Perform the song	1
	I can use simple dynamics and tempo to express loud and soft/fast and slow.	I can compose using full one octave scales in selected major and minor keys as well as pentatonic scales.	1	I can record performances to compare and	1
	I can compose using a variety of rhythms including notes and their equivalent rests.	I can compose using my own choice of notes.		evaluate.	1
	I can use a wide range of dynamics and tempo direction to express loud and quiet/fast and slow.	I can create a composition with an awareness of basic harmonic structure.		I can evaluate how well the performances	
	I can compose using full one octave scales in selected major and minor keys as well as pentatonic	Music Notepad	1	communicated the mood of each piece.	1
	scales.	I can use various Charanga composition tools to compose a structured melody of varying length, thinking about	1	I can discuss in detail using appropriate	1
	I understand the structure of a major and minor	the essential ingredients that are needed in order for my composition to make musical sense.		vocabulary strengths and weaknesses of my	
	triad and can demonstrate them on an appropriate instrument.	Perform the song		performance.	
	I can create a melody in line with the style and harmonic structure of the backing track.	I can create, organise, rehearse and perform to an unknown audience.	1	I can evaluate and discuss how my	1
	Music Notepad	I can perform as part of a smaller group as well as a whole class in school or to a wider audience.		performance might change in different	
	I can use various Charanga composition tools to compose a structured melody of varying length,	I can perform as part of a mixed ensemble of acoustic instruments which reflect an understanding of the cultural	1	venues/spaces.	1
	thinking about the essential ingredients that are needed in order for my composition to make musical sense.	and historical context of the song/piece. I can perform from memory or visually, using staved notation with confidence and accuracy.	1	1	1
			1	1	1
	Perform the song I can organise, rehearse and perform to an unknown audience.	I can collect feedback and reflect to ensure progression within future performances.	1	1	1
	I can organise, renearse and perform to an unknown audience. I can perform as part of a smaller group as well as a whole class.		1	1	1
	I can perform as part of a smaller group as well as a whole class. I can perform as part of a mixed ensemble of acoustic instruments.		1	1	1
	I can perform a song in solo or ensemble contexts including instrumental performances that might			1	
	be rehearsed, improvised or composed.		1	1	1
	,, p	sment of Skills	Assessment of	Knowledge	
	Year 5	Year 6	Year 5	Year 6	
	I can confidently find and keep a steady beat. I can find the pulse and demonstrate the beat identifying the first beat of the bar in a simple and complex time signature.	I can find and keep a steady beat/pulse. I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music.	I understand how pulse, rhythm and pitch work together. I can justify a personal opinion making reference to musical elements.	I can talk about the emotions I feel when I listen to a piece of music and pinpoint specifics within the music that heightened the emotion. I can recognise and discuss the sections of music from various tables and	
				I can recognise and discuss the sections of music from various styles and genres.	

Composing and chords Year: 5/6 Cycle A Spring 1

Foundations of previous learning: Children have been learning about the style of Rock Anthems. With increased confidence, children have performed within an ensemble, showing a greater depth awareness of the interrelated dimensions of music. Children have improvised and composed in the rock anthem style. They have recorded their composition and have worked together to improve their work.

	Unit Learning					
NC Objective - Coverage	- Skills		Kno	wledge	Vocabulary	
	W =	Tu e	v -		- 1	
play and perform in	Year 5 Understanding music	Year 6 Understanding music	Year 5 Understanding music	Year 6 Understanding music I understand and can respond to music	Pulse	
solo and ensemble					Pitch	
contexts, using their	I can confidently find and keep a steady beat.	I can use body percussion, instruments and my voice with confidence in response to musical stimuli.	I understand how pulse, rhythm and	using simple and complex time signatures.	Rhythm	
voices and playing	I can listen and copy back more complex rhythmic patterns including triplets as a call and response exercise, both	I can actively respond and understand musical activities centred around the keys of C major, G major, D	pitch work together.	<u>Listen and respond</u>	Dynamics	
musical instruments	aurally and visually.	major, A minor and D minor.	I can understand some formal, written	I can talk about the emotions I feel when I	Texture	
	I can copy back complex melodic patterns as a call and response exercise, both aurally and visually.	I can find and keep a steady beat/pulse.	notation which includes semibreves,	listen to a piece of music and pinpoint	Tempo	
with increasing	<u>Listen and respond</u>	I can listen and copy back complex rhythmic patterns including triplets, dotted notes and semi quavers as	triplets and dotted crotchets	specifics within the music that heightened		
accuracy, fluency,	I can find the pulse and demonstrate the beat identifying the first beat of the bar in a simple and complex time	a call and response exercise both aurally and visually.	recognising their position on a stave.	the emotion.	Structure	
control and	signature.	I can understand formal, written notation which includes	Listen and respond	I can confidently recognise and explore a	Timbre	
expression	I can confidently recognise and explore a range of musical styles and traditions and know their basic style	semibreves, triplets and dotted notes and recognise their position on a stave.	I can talk about the emotions I feel	range of musical styles and traditions and	Notation	
·	indicators.	I can copy back complex melodic patterns as a call and response exercise both aurally and visually.	when I listen to a piece of music.	discuss their style indicators making	Listening	
immended and	I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music.	I can listen with attention to detail and recall sounds with increasing aural memory and accuracy.	I can justify a personal opinion making	reference to the Musical Elements.		
improvise and	Learning to sing the song	Listen and respond	reference to musical elements.	I can accurately identify most instruments	Old School Hip Hop	
compose music for a	I can rehearse a song and learn it from memory both aurally and visually.	I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music.	I can accurately identify instruments	and describe their timbre, including various	Vocal Line	
range of purposes					Accompaniment	
using the inter-related	I can sing songs that have different simple and complex, time signatures.	I can confidently recognise the difference between major and minor tonality, primary chords and intervals	and describe their timbre.	vocal styles.	Style	
dimensions of music	I can sing as part of a choir with an understanding that unison/harmony performance will affect the musical	within a major scale.	I can explain what a bridge passage is	I can recognise and discuss the sections of	Chorus	
unicusions of music	texture.	Learning to sing the song	and identify its position within a song.	music from various styles and genres.		
I	I can sing at pitch and in time with the music.	I can rehearse a song and learn it from memory both aurally and visually.	I understand and can describe the role	I understand and can describe the role of a	Verse	
listen with attention	I can sing a second part in a song.	I can sing a broad range of songs as part of a group or soloist.	of a main theme in musical structure.	main theme in musical structure.	Compose	
to detail and recall	I can self correct if lost or out of tune/time.	I can sing songs with complex and syncopated rhythms.	I understand the importance of a	I can identify and describe the sounds of	Improvise	
sounds with	I can sing expressively, paying attention to articulation on my own or as directed.	I can perform with accuracy observing correct techniques where appropriate.	musical introduction and the	various and contrasting vocal/instrumental	,	
	Play instruments with the song	I can sing in unison and up to three parts.	information it offers.	styles including Rock, Gospel, A capella		
increasing aural						
memory	I can rehearse and play a melodic line aurally and/or visually in various keys with understanding of accidental	I can sing Acapella or with accompaniment - live or recorded.	I understand that rap is a musical form	groups and a symphony orchestra.		
l	notation.	I can sing syncopated patterns accentuating the beat where appropriate.	of vocal delivery.	I can confidently recognise and explore a		
use and understand	I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation	Play instruments with the song	I can describe the three components of	range of musical styles and		
	within the range of 1 octave.	I can rehearse and play a melodic line aurally and/or visually in various keys with understanding of	rap.	traditions/history and know their basic style		
staff and other	I can perform this melody as part of a wider ensemble, small group or individually as a soloist.	accidental notation in various major and minor keys.	Learning to sing the song	indicators.		
musical notations	I can play securely with good levels of accuracy.	I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading	I have an understanding of the various	Learning to sing the song		
I	I can rehearse and perform some or all parts in context of the unit song.	notation within the range of 1 octave paying attention to a broad dynamic range.	styles of singing used in correlation to	I can demonstrate and maintain good		
appreciate and	I can play with accuracy as part of an ensemble keeping a steady beat.	I can perform this melody as part of a wider ensemble, small group or individually as a soloist.	the styles of song.	posture, breath control and attention to		
understand a wide	I can follow musical direction as part of an ensemble or as a soloist.	I can play securely with good levels of accuracy.	I can discuss in depth how the song	phrasing whilst singing expressively.		
range of high-quality	I can use instruments respectfully and treat them with care.	I can rehearse and perform some or all parts in context of the unit song.	connects to the world and its relevant	I have a good understanding of the various		
live and recorded	I can demonstrate excellent posture when playing my instrument.	I can play with accuracy as part of an ensemble keeping a steady beat.	culture.	styles of singing used in correlation to the		
music drawn from	I understand and can practise in a manner that will benefit my improvement over time.	I can follow musical direction as part of an ensemble or as a soloist.	Compose with the song	styles of song I have performed this year.		
	Improvise with the song	I can use instruments respectfully and treat them with care.	I know my composition has multiple	I can discuss in depth how the song		
different traditions	I can improvise with increasing confidence using my own voice, rhythms and different pitches.	Improvise with the song	sections and can be labelled as such.	connects to the world and its relevant		
and from great	can improvise over a simple chord progression using conjunct and disjunct movement (moving in steps and	I can improvise with increasing confidence using my own voice, rhythms and different pitches.	I understand and can explain the	culture.		
composers and	leaps).	I can improvise over a simple chord progression using conjunct and disjunct movement (moving in step	structure of my composition.	I understand the connection I have to the		
musicians develop an		and leaps).				
understanding of the	I can improvise using more complex rhythms, including varying notes and their equivalent rests.		I understand and can explain the	music I am performing.		
	I can improvise sections of music which include structured phrases and improved melodic shape.	I can improvise using more complex rhythms, including varying notes and their equivalent rests.	musical shape that my composition	Play instruments with the song		
history of music	When improvising I have a clear vision of key structure and relevant use of the home note.	I can improvise sections of music which include structured phrases and improved melodic shape.	moves in.	I can demonstrate excellent posture when		
	I can improvise using a wider range of dynamics including pp, mp, mf and ff.	When improvising I have a clear vision of key structure and relevant use of the home note.	I can include a home note with my	playing my instrument.		
	Follow a steady beat, keeping in time with the pulse of the music.	I can improvise using a wider range of dynamics including pp, mp, mf and ff.	composition to give it credential	I understand and can practise in a manner		
	Use additional notes and rhythms to show progression.	Compose with the song	recognition.	that will benefit my improvement over time		
	I can improvise using more complex rhythms, including varying notes and their equivalent rests/silent beats.	I can compose and perform an 8 to 16 bar melodic phrase using a pentatonic scale in known key centres.	I can compose using my own choice of	Compose with the song		
	I can improvise demonstrating use of articulation (legato/staccato) and use of extended dynamics.	I can perform this melody on tuned percussion and/or melodic instruments following the notated score.	notes.	I know my composition has multiple		
	Compose with the song	I can enhance my melody with simple chord progressions.	Music Notepad	sections and can be labelled as such.		
I	I can compose music in response to musical and/or video stimuli.	I can compose a ternary form piece showing variation between my A and B sections and discuss how	I can describe how my melody is	I can use and understand the pentatonic		
	I can use music technology effectively to capture, edit and combine sounds.	these contrast.	structured and what processes I went	scale and full octave range of both major		
l	I can use a planned structure when composing.	I can use music software/technology to capture, change, combine and record sounds.	through to create my melodic	and minor scales.		
l	I can compose with chords to create an emotive/atmospheric mood.	I can use a planned structure when composing.	composition.	I understand and can explain the structure		
l	I can use simple dynamics and tempo to express loud and soft/fast and slow.	I can compose using a variety of rhythms including notes and their equivalent rests.	Perform the song	of my composition.		
l	I can compose using a variety of rhythms including notes and their equivalent rests.	I can use a wide range of dynamics and tempo to express loud and quiet/fast and slow.	I can explain why a song was chosen and	Perform the song		
l	I can use a wide range of dynamics and tempo direction to express loud and quiet/fast and slow.	I can compose using full one octave scales in selected major and minor keys as well as pentatonic scales.		I can record performances to compare and		
I						
			in what context including historical			
	I can compose using full one octave scales in selected major and minor keys as well as pentatonic scales.	I can compose using my own choice of notes.	information about the piece.	evaluate.		
	I can compose using full one octave scales in selected major and minor keys as well as pentatonic scales. I understand the structure of a major and minor	I can compose using my own choice of notes. I can create a composition with an awareness of basic harmonic structure.	information about the piece. I can record performances to compare	evaluate. I can evaluate how well the performances		
	I can compose using full one octave scales in selected major and minor keys as well as pentatonic scales. I understand the structure of a major and minor triad and can demonstrate them on an appropriate instrument.	I can compose using my own choice of notes. I can create a composition with an awareness of basic harmonic structure. Music Notepad	information about the piece. I can record performances to compare and evaluate.	evaluate. I can evaluate how well the performances communicated the mood of each piece.		
	I can compose using full one octave scales in selected major and minor keys as well as pentatonic scales. I understand the structure of a major and minor triad and can demonstrate them on an appropriate instrument. I can create a melody in line with the style and harmonic structure of the backing track.	I can compose using my own choice of notes. I can create a composition with an awareness of basic harmonic structure. Music Notepad I can use various Charanga composition tools to compose a structured melody of varying length, thinking	information about the piece. I can record performances to compare and evaluate. I can evaluate how well the	evaluate. I can evaluate how well the performances communicated the mood of each piece. I can discuss in detail using appropriate		
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Battle of the bands	Year: 5/6 Cycle A	Summer 1

Foundations of previous learning: Children have been learning about the style of Old School Hip Hop . With increased confidence, children have performed within an ensemble, showing a greater depth awareness of the interrelated dimensions of music. Children have improvised and composed in the rock anthem style. They have recorded their composition and have worked together to improve their work.

Unit	Learning

NC Object		Unit Learning	T .		
NC Objective - Coverage	Skills Knowledge		rledge	Vocabula	
olay and	Year 5	Year 6	Year 5	Year 6 Understanding music	Pulse
erform in solo	Understanding music I can confidently find and keep a steady beat.	<u>Understanding music</u> I can use body percussion, instruments and my voice with confidence in response to musical stimuli.	Understanding music I understand how pulse, rhythm and pitch work	I understand and can respond to music using simple and complex time signatures.	Rhythm
nd ensemble	I can listen and copy back more complex rhythmic patterns including triplets as a call and response exercise,	I can actively respond and understand musical activities centred around the keys of C major, G major,	together.	Listen and respond	Pitch
ontexts, using	both aurally and visually.	D major, A minor and D minor.	I can understand some formal, written notation	I can talk about the emotions I feel when I listen to	
neir voices	I can copy back complex melodic patterns as a call and response exercise, both aurally and visually.	I can find and keep a steady beat/pulse.	which includes semibreves, triplets and dotted	a piece of music and pinpoint specifics within the	Dynamic
nd playing	Listen and respond I can find the pulse and demonstrate the beat identifying the first beat of the bar in a simple and complex	I can listen and copy back complex rhythmic patterns including triplets, dotted notes and semi quavers as a call and response exercise both aurally and visually.	crotchets recognising their position on a stave. <u>Listen and respond</u>	music that heightened the emotion. I can confidently recognise and explore a range of	Tempo
nusical	time signature.	I can understand formal, written notation which includes	I can talk about the emotions I feel when I listen to	musical styles and traditions and discuss their style	Timbre
nstruments	I can confidently recognise and explore a range of musical styles and traditions and know their basic style	semibreves, triplets and dotted notes and recognise their position on a stave.	a piece of music.	indicators making reference to the Musical	Texture
vith increasing	indicators.	I can copy back complex melodic patterns as a call and response exercise both aurally and visually.	I can justify a personal opinion making reference to	Elements.	
	I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music. Learning to sing the song	I can listen with attention to detail and recall sounds with increasing aural memory and accuracy. Listen and respond	musical elements. I can accurately identify instruments and describe	I can accurately identify most instruments and describe their timbre, including various vocal	Timbre
iccuracy,	I can rehearse a song and learn it from memory both aurally and visually.	I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music.	their timbre.	styles.	Notation
luency, control	I can sing songs that have different simple and complex, time signatures.	I can confidently recognise the difference between major and minor tonality, primary chords and	I can explain what a bridge passage is and identify	I can recognise and discuss the sections of music	Rhythm
and expression	I can sing as part of a choir with an understanding that unison/harmony performance will affect the musical	intervals within a major scale.	its position within a song. I understand and can describe the role of a main	from various styles and genres. I understand and can describe the role of a main	Section
	texture. I can sing at pitch and in time with the music.	Learning to sing the song I can rehearse a song and learn it from memory both aurally and visually.	theme in musical structure.	theme in musical structure.	
mprovise and	I can sing a second part in a song.	I can sing a broad range of songs as part of a group or soloist.	I understand the importance of a musical	I can identify and describe the sounds of various	Brass
compose music	I can self correct if lost or out of tune/time.	I can sing songs with complex and syncopated rhythms.	introduction and the information it offers.	and contrasting vocal/instrumental styles including	Section
for a range of	I can sing expressively, paying attention to articulation on my own or as directed.	I can perform with accuracy observing correct techniques where appropriate.	I understand that rap is a musical form of vocal	Rock, Gospel, A capella groups and a symphony	Riff
purposes using	Play instruments with the song I can rehearse and play a melodic line aurally and/or visually in various keys with understanding of accidental	I can sing in unison and up to three parts. I can sing Acapella or with accompaniment - live or recorded.	delivery. I can describe the three components of rap.	orchestra. I can confidently recognise and explore a range of	
the inter-	notation.	I can sing Acapella of with accompaniment - live of recorded. I can sing syncopated patterns accentuating the beat where appropriate.	Learning to sing the song	musical styles and traditions/history and know	Clapping
related	I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation	Play instruments with the song	I have an understanding of the various styles of	their basic style indicators.	riffs
dimensions of	within the range of 1 octave.	I can rehearse and play a melodic line aurally and/or visually in various keys with understanding of	singing used in correlation to the styles of song.	Learning to sing the song	Stucture
music	I can perform this melody as part of a wider ensemble, small group or individually as a soloist.	accidental notation in various major and minor keys.	I can discuss in depth how the song connects to the	I can demonstrate and maintain good posture,	Solo
	I can play securely with good levels of accuracy. I can rehearse and perform some or all parts in context of the unit song.	I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of 1 octave paying attention to a broad dynamic range.	world and its relevant culture. Compose with the song	breath control and attention to phrasing whilst singing expressively.	
listen with	I can play with accuracy as part of an ensemble keeping a steady beat.	I can perform this melody as part of a wider ensemble, small group or individually as a soloist.	I know my composition has multiple sections and	I have a good understanding of the various styles of	Lead
attention to	I can follow musical direction as part of an ensemble or as a soloist.	I can play securely with good levels of accuracy.	can be labelled as such.	singing used in correlation to the styles of song I	Vocalist
detail and	I can use instruments respectfully and treat them with care.	I can rehearse and perform some or all parts in context of the unit song.	I understand and can explain the structure of my	have performed this year.	Melody
ecall sounds	I can demonstrate excellent posture when playing my instrument. I understand and can practise in a manner that will benefit my improvement over time.	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.	composition. I understand and can explain the musical shape that	I can discuss in depth how the song connects to the world and its relevant culture.	Backing
	Improvise with the song	I can use instruments respectfully and treat them with care.	my composition moves in.	I understand the connection I have to the music I	U
with increasing	I can improvise with increasing confidence using my own voice, rhythms and different pitches.	Improvise with the song	I can include a home note with my composition to	am performing.	Vocals
aural memory	can improvise over a simple chord progression using conjunct and disjunct movement (moving in steps and	I can improvise with increasing confidence using my own voice, rhythms and different pitches.	give it credential recognition.	Play instruments with the song	Hook
	leaps).	I can improvise over a simple chord progression using conjunct and disjunct movement (moving in	I can compose using my own choice of notes.	I can demonstrate excellent posture when playing	Call and
use and	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.	step and leaps). I can improvise using more complex rhythms, including varying notes and their equivalent rests.	Music Notepad I can describe how my melody is structured and	my instrument. I understand and can practise in a manner that will	
understand	When improvising I have a clear vision of key structure and relevant use of the home note.	I can improvise sections of music which include structured phrases and improved melodic shape.	what processes I went through to create my	benefit my improvement over time	Response
staff and other	I can improvise using a wider range of dynamics including pp, mp, mf and ff.	When improvising I have a clear vision of key structure and relevant use of the home note.	melodic composition.	Compose with the song	Pop Musi
musical	Follow a steady beat, keeping in time with the pulse of the music.	I can improvise using a wider range of dynamics including pp, mp, mf and ff.	Perform the song	I know my composition has multiple sections and	
notations	Use additional notes and rhythms to show progression.	Compose with the song	I can explain why a song was chosen and in what	can be labelled as such.	
	I can improvise using more complex rhythms, including varying notes and their equivalent rests/silent beats. I can improvise demonstrating use of articulation (legato/staccato) and use of extended dynamics.	I can compose and perform an 8 to 16 bar melodic phrase using a pentatonic scale in known key centres.	context including historical information about the piece.	I can use and understand the pentatonic scale and full octave range of both major and minor scales.	
appreciate and	Compose with the song	I can perform this melody on tuned percussion and/or melodic instruments following the notated	I can record performances to compare and	I understand and can explain the structure of my	
understand a	I can compose music in response to musical and/or video stimuli.	score.	evaluate.	composition.	
wide range of	I can use music technology effectively to capture, edit and combine sounds.	I can enhance my melody with simple chord progressions.	I can evaluate how well the performances	Perform the song	
high-quality	I can use a planned structure when composing. I can compose with chords to create an emotive/atmospheric mood.	I can compose a ternary form piece showing variation between my A and B sections and discuss how these contrast.	communicated the mood of each piece. I can discuss in detail using appropriate vocabulary	I can record performances to compare and evaluate.	
live and	I can use simple dynamics and tempo to express loud and soft/fast and slow.	I can use music software/technology to capture, change, combine and record sounds.	strengths and weaknesses of my performance.	I can evaluate how well the performances	
	I can compose using a variety of rhythms including notes and their equivalent rests.	I can use a planned structure when composing.	, , , , , , , , , , , , , , , , , , , ,	communicated the mood of each piece.	
recorded music	I can use a wide range of dynamics and tempo direction to express loud and quiet/fast and slow.	I can compose using a variety of rhythms including notes and their equivalent rests.		I can discuss in detail using appropriate vocabulary	
drawn from	I can compose using full one octave scales in selected major and minor keys as well as pentatonic scales. I understand the structure of a major and minor	I can use a wide range of dynamics and tempo to express loud and quiet/fast and slow.		strengths and weaknesses of my performance. I can evaluate and discuss how my performance	
different	triad and can demonstrate them on an appropriate instrument.	I can compose using full one octave scales in selected major and minor keys as well as pentatonic scales.	1	might change in different venues/spaces.	
raditions and	I can create a melody in line with the style and harmonic structure of the backing track.	I can compose using my own choice of notes.		gge in american vendes/spaces.	
rom great	Music Notepad	I can create a composition with an awareness of basic harmonic structure.			
omposers and	I can use various Charanga composition tools to compose a structured melody of varying length, thinking	Music Notepad	1		
nusicians	about the essential ingredients that are needed in order for my composition to make musical sense. Perform the song	I can use various Charanga composition tools to compose a structured melody of varying length, thinking about the essential ingredients that are needed in order for my composition to make musical	1		
	I can organise, rehearse and perform to an unknown audience.	sense.			
	I can perform as part of a smaller group as well as a whole class.	Perform the song			
	I can perform as part of a mixed ensemble of acoustic instruments.	I can create, organise, rehearse and perform to an unknown audience.	1		
	I can perform a song in solo or ensemble contexts including instrumental performances that might be	I can perform as part of a smaller group as well as a whole class in school or to a wider audience.	1		
	rehearsed, improvised or composed.	I can perform as part of a mixed ensemble of acoustic instruments which reflect an understanding of the cultural and historical context of the song/piece.			
	1	I can perform from memory or visually, using staved notation with confidence and accuracy.	1		
		I can collect feedback and reflect to ensure progression within future performances.			
l.	Assessment of Skills		Assessment of Knowledge		
	Assessment				
		OI SKIIIS	Year 5		
	Assessment Year 5 Lan improvise with increasing confidence using my own voice, rhythms and different pitches.	o. o	Year 5 I can describe how my melody is structured and what p	processes I went through to create my melodic	
	Year 5	or January 1	I can describe how my melody is structured and what composition		
	Year 5 I can improvise with increasing confidence using my own voice, rhythms and different pitches. I can compose using a variety of rhythms including notes and their equivalent rests. Year 6		I can describe how my melody is structured and what p composition I can evaluate how well the performances communicat		
	Year 5 I can improvise with increasing confidence using my own voice, rhythms and different pitches. I can compose using a variety of rhythms including notes and their equivalent rests.		I can describe how my melody is structured and what composition	ed the mood of each piece.	

Ukulele/Garage Band Year: 5/6 Cycle B Autumn 1

Foundations of previous learning: Children have been learning about Motown Music. They have gained a greater understanding of how the interrelated dimensions of music all work together. Children have been improvising and composing in the Motown style. Children are becoming more familiar with music notation and have been recording their own compositions.

NC Objective - Coverage	Skills	Knowledge	Vocabulary	
play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory	Performing (singing/playing): To play the ukulele either in a solo context or ensemble. To perform a range of chords and to play in time. Take the lead in performances and provide suggestions to others. Improvising and experimenting: Compose a piece of music based on a theme. Describe how music can be used to create expressive effects and convey emotion. Create complex rhythmic patterns, using a variety of instrumentation with an awareness of timbre and duration. Listening, developing knowledge and understanding: Identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performers.	I know a range of chords on the ukulele. I can identify the different parts of a ukulele. I can play in time while singing the melody. Use Garage Band layering different instruments to compose a piece of music based on a Shakespeare Play.	Ukulele Frets Fret board Sound Hole Neck Adjusters/Tuners/Machine Heads Headstock Nut Strings Saddle Bridge Chord Compose Loop Mixing Pan Time Signature Metronome Chords Major Minor Rhythm Rap Lyrics Theme Melody Tempo Verse Chorus Track	Pulse Rhythm Pitch Dynamics Is Tempo Timbre Texture Timbre Notation
	Assessment of Skills I can create tracks, record and mix down a backing track for their lyrics. I can write lyrics that fit into the meter of the 4/4.	Assessment of Knowledge To know the three chords C major, F major and G Major To know how to use garage band to create music to accompany a rap		

Music and technology	Year: 5/6 Cycle B	Autumn 1
<i>-</i> ,		

Foundations of previous learning: Children have been learning about Motown Music. They have gained a greater understanding of how the interrelated dimensions of music all work together. Children have been improvising and composing in the Motown style. Children are becoming more familiar with music notation and have been recording their own compositions.

		Unit Learning			
NC Objective - Coverage	Skills		Knowledge		Vocabulary
ay and perform in lo and ensemble mothests, using their lotes and playing ususal instruments thin increasing curvacy, fluency, introl and pression mprovise and improvise and mpose music for a nge of purposes ing the interlated dimensions imusic sten with attention detail and recall unds with a see and understand aff and other usical notations purediste and inderstand inderst	Vear 5 Understanding music Lan confidently find and keep a steady beat. Lan confidently find and keep a steady beat. Lan copy back complex melodic patterns as a call and response exercise, both aurally and visually. Lan copy back complex melodic patterns as a call and response exercise, both aurally and visually. Listen and respond Lan find the pulse and demonstrate the beat identifying the first beat of the bar in a simple and complex time signature. Lan confidently recognise and explore a range of musical styles and traditions and know their basic style indicators. Lan sing or clap memorable rhythmic/melodic phrases heard in a piece of music. Learning to sing the song. Lan riehasse a song and learn it from memory both aurally and visually. Lan sing songs that have different simple and complex, time signatures. Lan sing songs that have different simple and complex, time signatures. Lan sing sapt part of a choir with an understanding that unison/harmony performance will affect the musical texture. Lan sing a spit pitch and in time with the music. Lan sing a spitch and in time with the music. Lan sing a spitch and in time with the music. Lan sing a spitch and in time with the music. Lan sing expressively, paying attention to articulation on my own or as directed. Play instruments with the song Lan self correct if lost or out of tune/time. Lan play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of 1 cotave. Lan play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of 1 cotave. Lan play securely with good levels of accuracy. Lan play securely with good levels of accuracy. Lan play securely with good levels of an ensemble cyan sa soloist. Lan play securely with good levels of an ensemble keeping a steady beat. Lan play securely with good levels of an ensemble keeping as teady beat. Lan use instruments respectfully and treat there with care. Lan berton that a	Year 6 Understanding music Lan use body percussion, instruments and my voice with confidence in response to musical stimuli. Lan actively respond and understand musical activities centred around the keys of C major, G major, D major, A minor and D minor. Lan find and keep a steady beat/pulse. Lan listen and copy back complex rhythmic patterns including triplets, dotted notes and semi quavers as a call and response exercise both aurally and visually. Lan understand formal, written notation which includes semibreves, triplets and dotted notes and recognise their position on a stave. Lan copy back complex mediodic patterns as a call and response exercise both aurally and visually. Lan isten with attention to detail and recall sounds with increasing aural memory and accuracy. Listen and respond. Lan sing or clap memorable rhythmic/melodic phrases heard in a piece of music. Lan sing or clap memorable rhythmic/melodic phrases heard in a piece of music. Lan sing in min a major scale. Learning to sing the song. Lan sing a broad range of songs as part of a group or soloist. Lan sing a broad range of songs as part of a group or soloist. Lan sing is ongs with complex and syncopated rhythms. Lan perform with accuracy observing correct techniques where appropriate. Lan sing is unison and up to three parts. Lan sing acapella or with accompaniment - live or recorded. Lan sing accompated patterns accentuating the beat where appropriate. Lan sing is unison and up to three parts. Lan sing accompate dipatterns accentuating the beat where appropriate. Play instruments with the song Lan play securely with good levels of accuracy. Lan play securely with good levels of accuracy. Lan play securely with good percussion instrument, melodic instrument and/or keyboard, reading notation within the range of 1 octave paying attention to a broad dynamic range. Lan play securely with good levels of accuracy. Lan play securely with good levels of accuracy. Lan play securely with good levels of accuracy. Lan perform	Year 5 Understanding music Lunderstand how pulse, rhythm and pitch work together. Lean understand some formal, written notation which includes semibrewes, triplets and dotted crotchets recognising their position on a stave. Litan and respond Lean talk about the emotions I feel when I listen to a piece of music. Lean justify a personal opinion making reference to musical elements. Lean accurately identify instruments and describe their timbre. Lean explain what a bridge passage is and identify its position within a song. Lunderstand and can describe the role of a main theme in musical structure. Lunderstand the importance of a musical introduction and the information it offers. Lunderstand that rap is a musical form of vocal delivery. Lean discuss in depth how the song connects to the world and its relevant culture. Lean discuss in depth how the song connects to the world and its relevant culture. Compose with the song Linderstand and can explain the structure of my composition. Lunderstand and can explain the structure of my composition moves in. Lean include as such. Linderstand and can explain the musical shape that my composition incoves in. Lean chief as such. Linderstand and can explain the musical shape that my composition incoves in. Lean chief as such. Linderstand and can explain the musical shape that my composition incoves in. Lean chief as such. Linderstand and can explain the musical shape that my composition incoves in. Lean chief as such. Linderstand and can explain the musical shape that my composition. Lean chief as such. L	Year 6 Understanding music I understand and can respond to music using simple and complex time signatures. Listen and respond to music using simple and complex time signatures. Listen and respond to a listen to a piece of music and pinpoint specifics within the music that heightened the emotion. I can confidently recognise and explore a range of musical styles and traditions and discuss their style indicators making reference to the Musical Elements. I can accurately identify most instruments and describe their timbre, including various vocal styles. I can recognise and discuss the sections of music from various styles and genres. I can recognise and discuss the sections of music from various styles and genres. I can describe their timbre, including various vocal styles. I can discuss the sections of warious and contrasting vocal/instrumental styles including Rock, Gospel, A capella groups and a symphony corbestra. I can confidently recognise and explore a range of musical styles and traditions/history and know their basic style indicators. I can demonstrate and maintain good posture, breath control and attention to phrasing whilst singing expressively. I have a good understanding of the various styles of singing used in correlation to the styles of singing e	Ukulele Frets Fret board Sound Hole Neck Adjusters/Tuners/ Machine Heads Headstock Nut Strings Saddle Bridge Chord Mixing Pan Time Signature Metronome Chords Major Minor Khythm Rap Lyrics Theme Melody Tempo Verse Chorus Track Pulse Rhythm Pitch Dynamics Teempo Timbre Texture Timbre Notation
	I can perform a song in solo or ensemble contexts including instrumental performances that might be rehearsed, improvised or composed. According	I can perform from memory or visually, using staved notation with confidence and accuracy. I can collect feedback and reflect to ensure progression within future performances.	Assassment of V	nowledge	
	Assessment of Skills Year 5 I can confidently find and keep a steady beat. I can find the pulse and demonstrate the beat identifying the first beat of the bar in a simple and complex time signature. Year 6 I can find and keep a steady beat/pulse. I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music.		Year 5 I understand how pulse, rhythm and pitch work together. I can justify a personal opinion making reference to musical elements. Year 6 I can talk about the emotions I feel when I listen to a piece of music and pinpoint specifics within the music than heightened the emotion. I can recognise and discuss the sections of music from various styles and genres.		

Creative composition Year: 5/6 Cycle B Spring 1

Foundations of previous learning: Children have been learning the ukulele and can play a range of chord on the instruments. Children have been performing songs, singing and playing at the same time. Children have been composing their own raps (lyrics and backing tracks on Garageband) and have recorded these. Children have a very good understanding of how the interrelated dimensions of music all work together. Children will have studied Motown music in Year 5 which this song is built upon.

Unit Learning NC Objective Skills Knowledge Vocabulary - Coverage nlay and perform in Year 5 Year 6 Year 5 Year 6 Understanding music Understanding music Understanding music Lunderstand and can respond to music using Rhythm solo and ensemble Understanding music contexts, using their I can confidently find and keep a steady beat. I can use body percussion, instruments and my voice with confidence in response to musical stimuli. I understand how pulse, rhythm and pitch work together. simple and complex time signatures. Pitch I can actively respond and understand musical activities centred around the keys of C major, G major I can understand some formal, written notation which voices and playing I can listen and copy back more complex rhythmic patterns including triplets as a call and respo Listen and respond Dynamics exercise, both aurally and visually includes semibreves, triplets and dotted crotchets musical instruments D major. A minor and D minor. I can talk about the emotions I feel when I Tempo I can find and keep a steady heat/pulse I can copy back complex melodic patterns as a call and response exercise, both aurally and visually. with increasing recognising their position on a stave listen to a piece of music and pinpoint Timbre accuracy, fluency Listen and respond I can listen and copy back complex rhythmic patterns including triplets, dotted notes and semi quavers Listen and respond specifics within the music that heightened the Texture control and I can find the pulse and demonstrate the beat identifying the first beat of the bar in a simple and complex as a call and response exercise both aurally and visually. I can talk about the emotions I feel when I listen to a piece Timbre I can understand formal, written notation which includes I can confidently recognise and explore a Notation time signature of music range of musical styles and traditions and I can confidently recognise and explore a range of musical styles and traditions and know their basic style semibreves, triplets and dotted notes and recognise their position on a stave. I can justify a personal opinion making reference to musical Rhythm Section discuss their style indicators making reference I can copy back complex melodic patterns as a call and response exercise both aurally and visually Brass Section improvise and indicators. elements. I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music I can listen with attention to detail and recall sounds with increasing aural memory and accuracy. I can accurately identify instruments and describe their to the Musical Elements. compose music for a I can accurately identify most instruments range of purposes Learning to sing the song Listen and respond Clapping riffs I can rehearse a song and learn it from memory both aurally and visually. I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music. I can explain what a bridge passage is and identify its and describe their timbre, including various Stucture using the inter-I can sing songs that have different simple and complex, time signatures. I can confidently recognise the difference between major and minor tonality, primary chords and related dimensions position within a song. vocal styles. Solo I understand and can describe the role of a main theme in I can recognise and discuss the sections of I can sing as part of a choir with an understanding that unison/harmony performance will affect the intervals within a major scale Lead Vocalist of music Learning to sing the song musical structure. music from various styles and genres. Melody I can rehearse a song and learn it from memory both aurally and visually. listen with attention I can sing at pitch and in time with the music. Lunderstand the importance of a musical introduction and I understand and can describe the role of a Backing Vocals I can sing a second part in a song. I can sing a broad range of songs as part of a group or soloist the information it offers. main theme in musical structure. Hook to detail and recall I can self correct if lost or out of tune/time. I understand that rap is a musical form of vocal delivery. I can identify and describe the sounds of Call and Response sounds with I can sing songs with complex and syncopated rhythms. I can perform with accuracy observing correct techniques where appropriate. I can describe the three components of rap. I can sing expressively, paying attention to articulation on my own or as directed various and contrasting vocal/instrumental Pop music increasing aural Play instruments with the song I can sing in unison and up to three parts. Learning to sing the song styles including Rock, Gospel, A capella Emotions memory I can sing Acapella or with accompaniment - live or recorded I can rehearse and play a melodic line aurally and/or visually in various keys with understanding of I have an understanding of the various styles of singing groups and a symphony orchestra. Introduction I can sing syncopated patterns accentuating the beat where appropriate. used in correlation to the styles of song. I can confidently recognise and explore a accidental notation. use and understand I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading Play instruments with the song I can discuss in depth how the song connects to the world range of musical styles and traditions/history staff and other I can rehearse and play a melodic line aurally and/or visually in various keys with understanding of notation within the range of 1 octave. and its relevant culture. and know their basic style indicators. musical notations I can perform this melody as part of a wider ensemble, small group or individually as a soloist accidental notation in various major and minor keys. Compose with the song Learning to sing the song I know my composition has multiple sections and can be I can play securely with good levels of accuracy. I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading I can demonstrate and maintain good appreciate and I can rehearse and perform some or all parts in context of the unit song. notation within the range of 1 octave paying attention to a broad dynamic range. labelled as such posture, breath control and attention to understand a wide I can play with accuracy as part of an ensemble keeping a steady beat. I can perform this melody as part of a wider ensemble, small group or individually as a soloist I understand and can explain the structure of my phrasing whilst singing expressively. range of high-quality I can follow musical direction as part of an ensemble or as a soloist. I can play securely with good levels of accuracy. I have a good understanding of the various live and recorded I can rehearse and perform some or all parts in context of the unit song. I understand and can explain the musical shape that my styles of singing used in correlation to the I can use instruments respectfully and treat them with care. music drawn from I can demonstrate excellent posture when playing my instrument. I can play with accuracy as part of an ensemble keeping a steady beat. styles of song I have performed this year. composition moves in. different traditions I understand and can practise in a manner that will benefit my improvement over time I can follow musical direction as part of an ensemble or as a soloist I can include a home note with my composition to give it I can discuss in depth how the song connects and from great I can use instruments respectfully and treat them with care credential recognition. to the world and its relevant culture. composers and I can improvise with increasing confidence using my own voice, rhythms and different pitches. Improvise with the song I can compose using my own choice of notes. Lunderstand the connection Lhave to the musicians can improvise over a simple chord progression using conjunct and disjunct movement (moving in steps I can improvise with increasing confidence using my own voice, rhythms and different pitches. Music Notepad music I am performing. I can improvise over a simple chord progression using conjunct and disjunct movement (moving in I can describe how my melody is structured and what Play instruments with the song I can improvise using more complex rhythms, including varying notes and their equivalent rests. processes I went through to create my melodic I can demonstrate excellent posture when I can improvise sections of music which include structured phrases and improved melodic shape. I can improvise using more complex rhythms, including varying notes and their equivalent rests. playing my instrument. When improvising I have a clear vision of key structure and relevant use of the home note. I understand and can practise in a manner I can improvise sections of music which include structured phrases and improved melodic shape. Perform the song I can improvise using a wider range of dynamics including pp, mp, mf and ff. When improvising I have a clear vision of key structure and relevant use of the home note. I can explain why a song was chosen and in what context that will benefit my improvement over time Follow a steady beat, keeping in time with the pulse of the music I can improvise using a wider range of dynamics including pp. mp. mf and fi including historical information about the piece. Compose with the song Use additional notes and rhythms to show progression Compose with the song I can record performances to compare and evaluate I know my composition has multiple sections I can compose and perform an 8 to 16 bar melodic phrase using a pentatonic scale in known key I can evaluate how well the performances communicated I can improvise using more complex rhythms, including varying notes and their equivalent rests/silent and can be labelled as such. the mood of each piece. I can use and understand the pentatonic scale beats. centres. I can improvise demonstrating use of articulation (legato/staccato) and use of extended dynamics. I can perform this melody on tuned percussion and/or melodic instruments following the notated I can discuss in detail using appropriate vocabulary and full octave range of both major and minor Compose with the song strengths and weaknesses of my performance. I can compose music in response to musical and/or video stimuli. Lunderstand and can explain the structure of I can enhance my melody with simple chord progressions. I can use music technology effectively to capture, edit and combine sounds I can compose a ternary form piece showing variation between my A and B sections and discuss how my composition I can use a planned structure when composing. Perform the song I can record performances to compare and I can use music software/technology to capture, change, combine and record sounds. I can compose with chords to create an emotive/atmospheric mood I can use simple dynamics and tempo to express loud and soft/fast and slow I can use a planned structure when composing evaluate I can compose using a variety of rhythms including notes and their equivalent rests. I can evaluate how well the performances I can compose using a variety of rhythms including notes and their equivalent rests. I can use a wide range of dynamics and tempo direction to express loud and quiet/fast and slow. can use a wide range of dynamics and tempo to express loud and quiet/fast and slow communicated the mood of each piece. I can compose using full one octave scales in selected major and minor keys as well as pentatonic scales I can compose using full one octave scales in selected major and minor keys as well as pentatonic I can discuss in detail using appropriate Lunderstand the structure of a major and minor vocabulary strengths and weaknesses of my triad and can demonstrate them on an appropriate instrument. I can compose using my own choice of notes. performance. I can create a melody in line with the style and harmonic structure of the backing track. I can create a composition with an awareness of basic harmonic structure I can evaluate and discuss how my Music Notepad Music Notepad performance might change in different I can use various Charanga composition tools to compose a structured melody of varying length, thinking I can use various Charanga composition tools to compose a structured melody of varying length, venues/spaces. about the essential ingredients that are needed in order for my composition to make musical sense thinking about the essential ingredients that are needed in order for my composition to make musical Perform the song I can organise, rehearse and perform to an unknown audience. I can create, organise, rehearse and perform to an unknown audience. I can perform as part of a smaller group as well as a whole class. I can perform as part of a mixed ensemble of acoustic instruments. I can perform as part of a smaller group as well as a whole class in school or to a wider audience. I can perform a song in solo or ensemble contexts including instrumental performances that might be I can perform as part of a mixed ensemble of acoustic instruments which reflect an understanding of the cultural and historical context of the song/piece. I can perform from memory or visually, using staved notation with confidence and accuracy can collect feedback and reflect to ensure progression within future performances Assessment of Skills Assessment of Knowledge I can sing songs that have different simple and complex, time signatures I have an understanding of the various styles of singing used in correlation to the styles of song. I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of 1 octave I know my composition has multiple sections and can be labelled as such. I can identify and describe the sounds of various and contrasting vocal/instrumental styles including Rock, I can sing songs with complex and syncopated rhythms I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of 1 octave paying attention to a broad dynamic range Gospel, A capella groups and a symphony orchestra. I understand the connection I have to the music I am performing.

Improvising with confidence Year: 5/6 Cycle B Summer 2

Foundations of previous learning: Children have performed either solo or in ensemble context. Children understand a range of musical vocabulary and how to perform in various styles following the instruction of their conductor. Children have created, composed and recorded their own songs. Children have learnt a variety of styles and can perform a range of repertoire from these styles. Children have composed and improved and have gained much confidence in the interrelated dimensions of music.

		Unit Learning			
NC Objective - Coverage	Skills		Knowledge		Vocabulary
play and perform in	Year 5	Year 6	Year 5	Year 6 Understanding music	Pulse
olay and perform in colo and ensemble contexts, using their coices and playing musical instruments with increasing securacy, fluency, control and expression mprovise and compose music for a ange of purposes sing the interest of the context of the color	Year S Understanding music Lan confidently find and keep a steady beat. Lan confidently find and keep a steady beat. Lan copy back complex melodic patterns as a call and response exercise, both aurally and visually. Lan copy back complex melodic patterns as a call and response exercise, both aurally and visually. Listen and respond Lan find the pulse and demonstrate the beat identifying the first beat of the bar in a simple and complex time signature. Lan confidently recognise and explore a range of musical styles and traditions and know their basic style indicators: Lan sing or clap memorable rhythmic/melodic phrases heard in a piece of musica. Learning to sing the song: Lan sing songs that have different simple and complex, time signatures. Lan sing songs that have different simple and complex, time signatures. Lan sing so part of a choir with an understanding that unison/harmony performance will affect the musical texture. Lan sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture. Lan sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture. Lan sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture. Lan sing as part of a choir with an understanding that unison/harmony performance will affect the musical texture. Lan sing as percoal part in a song. Lan self correct if lost or out of tune/time. Lan sing as pressively, paying attention to articulation on my own or as directed. Play instruments with the song Lan self correct if lost or out of tune/time. Lan play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of 1 catave. Lan play securely with good levels of accuracy, Lan perform this melody as part of a wider ensemble, small group or individually as a soloist. Lan perform this melody as part of an ensemble keeping a steady beat. Lan hollow musical direction a	Year 6 Understanding music I can use body percussion, instruments and my voice with confidence in response to musical stimuli. I can actively respond and understand musical activities centred around the keys of C major, G major, D major, A minor and D minor. I can find and keep a steady beat/pulse. I can listen and copy back complex rhythmic patterns including triplets, dotted notes and semi quavers 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. Listen and respond I can sing or clap memorable rhythmic/melodic phrases heard in a piece of music. I can confidently recognise the difference between major and minor tonality, primary chords and intervals within a major scale. Learning to sing the song I can rehearse a song and learn it from memory both aurally and visually. I can sing a broad range of songs as part of a group or soloist. I can sing songs with complex and syncopated rhythms. I can perform with accuracy observing correct techniques where appropriate. I can sing apose with complex and syncopated rhythms. I can perform with accuracy observing correct techniques where appropriate. I can sing Acapella or with accompaniment - live or recorded. I can rehearse and play a melode line aurally and/or visually in various keys with understanding of accidental notation in various major and minor keys. I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of 1 octave paying attention to a broad dynamic range. I can play a melody on a tuned percussion instrument, melodic instrument and/or keyboard, reading notation within the range of 1 ordave paying attention to a broad dynamic range.	Year S Understanding music I understand how pulse, rhythm and pitch work together. I can understand some formal, written notation which includes semibreves, triplets and dotted crotches recognising their position on a stave. Listen and respond I can talk about the emotions I feel when I listen to a piece of music. I can justify a personal opinion making reference to musical elements. I can accurately identify instruments and describe their timber. I can explain what a bridge passage is and identify its position within a song. I understand and can describe the role of a main theme in musical structure. I understand the importance of a musical introduction and the information it offers. I understand that rap is a musical form of vocal delivery. I can describe the three components of rap. Learning to sing the song. I have an understanding of the various styles of singing used in correlation to the styles of song. I can discuss in depth how the song connects to the world and its relevant culture. Compose with the song. I know my composition has multiple sections and can be labelled as such. I understand and can explain the structure of my composition. I can include a home note with my composition. I can include a home note with my composition. I can describe how my melody is structured and what processes i went through to create my melodic composition. I can compose using my own choice of notes. Music Notepad I can explain why a song was chosen and in what context including historical information about the piece. I can record performances to compare and evaluate. I can evaluate how well the performance.	Vear 6 Understanding music Lunderstand and can respond to music using simple and complex time signatures. Listen and respond Loan talk about the emotions I feel when I listen to a piece of music and pinpoint specifics within the music that heightened the emotion. Loan confidently recognise and explore a range of musical styles and traditions and discuss their style indicators making reference to the Musical Elements. Loan accurately identify most instruments and describe their timbre, including various vocal styles. Loan recognise and discuss the sections of music from various styles and generes. Loan dientify and describe the role of a main theme in musical structure. Loan identify and describe the role of a main theme in musical structure. Loan identify and describe the sounds of various and contrasting vocal/instrumental styles including Rock, Gospel, A capella groups and a symphony orchestra. Loan confidently recognise and explore a range of musical styles and traditions/history and know their basic style indicators. Learning to sing the song Loan demonstrate and maintain good posture, breath control and attention to phrasing whilst singing expressively. I have a good understanding of the various styles of singing used in correlation to the styles of song I have performed this year. Loan discuss in depth how the song connects to the world and its relevant culture. Lunderstand the connection I have to the music I am performing. Play instruments with the song Loan demonstrate excellent posture when playing my instrument. Lunderstand and can practise in a manner that will benefit my improvement over time Composition. Perform the song Loan demonstrate excellent posture when playing my instrument. Loan demonstrate excellent posture when playing my instruments with the song Loan demonstrate excellent posture when playing my instruments with the song Loan dem	Pulse Rhythm Pitch Dynamics Tempo Timbre Texture Timbre Notation Choir Solo Duet Ensemble Harmony Dynamics Plano Forte Lyrics Chorus Verse Repertoire Style
	I understand the structure of a major and minor triad and can demonstrate them on an appropriate instrument. I can create a melody in line with the style and harmonic structure of the backing track. Music Notepad I can use various Charanga composition tools to compose a structured melody of varying length, thinking about the essential ingredients that are needed in order for my composition to make musical sense. Perform the song I can organise, rehearse and perform to an unknown audience. I can perform as part of a smaller group as well as a whole class. I can perform as part of a misde ensemble of acoustic instruments. I can perform a song in solo or ensemble contexts including instrumental performances that might be rehearsed, improvised or composed.	Music Notepad I can use various Charanga composition tools to compose a structured melody of varying length, thinking about the essential ingredients that are needed in order for my composition to make musical sense. Perform the song I can create, organise, rehearse and perform to an unknown audience. I can perform as part of a smaller group as well as a whole class in school or to a wider audience. I can perform as part of a since de ensemble of acoustic instruments which reflect an understanding of the cultural and historical context of the song/piece. I can perform from memory or visually, using staved notation with confidence and accuracy. I can collect feedback and reflect to ensure progression within future performances.		might change in different venues/spaces.	
	Assessment of Skills		Assessment of Knowledge		1
Asses Year 5 I can improvise with increasing confidence using my own voice, rhythms and different pitches. I can compose using a variety of rhythms including notes and their equivalent rests. Year 6 I can improvise over a simple chord progression using conjunct and disjunct movement (moving in ste			Year 5 I can describe how my melody is structured and what p composition I can evaluate how well the performances communicat Year 6	processes I went through to create my melodic	

Music – Key Stages 1 and 2: Subject Content

Key Stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key Stage 2

Pupils should be taught to 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.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- 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.

Acapella: Without accompaniment from musical instruments, ie voices only.

Appraising: Listening carefully.

Arrangement: How voices and instruments are used in a song; where they occur within the song.

Back beat: Beats 2 and 4 in a drum-line or if we are clapping along with the music.

Backing: The accompaniment to a song.

Balance: The level of volume at which players sing or play; if the balance is good then everyone can be heard.

Ballad: A gentle love song.

Band: Playing/singing/performing together.

bridge/middle 8: Contrasting section which leads back to main material.

Chord: More than one note played at the same time.

Chorus: A repeated section in a song which gives the main message.

Coda: Short section which brings the song or piece to an end.

Cover: A version of a song performed by someone other than the original artist that might sound a bit – or very – different.

Composing: Creating and developing musical ideas and 'mixing' these.

Crossover: Can be a mixture of different styles which introduces new music to different audiences.

Decks: Equipment used by DJs, MCs and Rappers to mix sounds from different records and to make effects like scratching. First used in the late 1970s.

Drumloops: A loop is a sequence of sounds/music that is recorded, maybe sampled, and reproduced digitally or electronically.

Dynamics: How loud or quiet the music is.

Ending: Short section which brings the song or piece to an end.

Ensemble: A French word used to describe playing/singing/performing together.

Groove: The rhythmic part of the music that makes you want to move and dance.

Harmony: Different notes sung or played at the same time, to produce chords.

Hook: A term used in pop music to describe a short catchy phrase or rime that we can't stop singing; the bit that 'hooks' us in; the main musical idea from a song that we remember.

Improvise: To make up a tune and play it on the spot; there is an assumption that it can never be recreated.

Interlude: A passage of music played between the main themes

Introduction: Music heard at the beginning of a song or piece of music bridge; a section of music that can take us from a verse to a chorus, just as a bridge over a river takes us from one place to another.

Lyrics: The words of a song.

Melody: Another name for a tune.

Melodic: Melody or tune.

Notation: to visually represent music.

o_beat: If a piece of music has 4 beats in a bar ie 1 2 3 4, to clap on the o@beat you would clap on beats 2 and 4 not 1 and 3.

Original: The first ever version of a song.

Ostinato: A short repeated pattern.

Outro: Short section which brings the song or piece to an end.

pentatonic scale: A fixed five-note pattern eg the five black keys on a piano.

Performing: Singing and playing instruments.

Phrase: A musical sentence.

Pitch: The range of high and low sounds.

pre-chorus: A short section in a song, before the chorus.

pulse/beat: The heartbeat or steady beat of a song/piece of music.

recurring theme: A tune that repeats again and again in a piece of music.

Rhythm: The combination of long and short sounds to make patterns.

Ri: A short repeated phrase, often played on a lead instrument such as guitar, piano or saxophone.

roots reggae: Music that deals with social and racial issues and brings in elements of Rastafari.

Sampling: Record a sample of music, a small section, and re use it in another piece of music or song. Used frequently in hip hop and other pop music.

Secular: Non religious

Solo: An Italian word used to describe playing/singing/performing on our own.

structure/form/shape: How the sections (verses and choruses etc) of a song are ordered to make the whole piece.

Style: The type of music eg blues or rock.

style indicators: Identifiers that show us the genre of the music.

Syncopation: Music with lots of rhythmic variety, often quite di@cult. The strong beats occur in unexpected places.

Tag: (Usually) a short ending, tagged on to the main part of the song.

Tempo: An Italian word used to describe how fast/slow the music goes.

Texture: Layers of sound in music.

Timbre: The quality and character of the sound.

urban contemporary: Modern music that uses elements of soul, hip hop, funk, jazz, r&b that appeals to young people.

Verse: A section in a song which has the same tune but different words.