

## Music

×	No. and	X	X	No A	Yest F	No. of C
Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Play and perform solo.	Use their voices	Use their voices expressively and	Play and perform in solo and ensemble	Play and perform in	□ Play and perform in	□ Play and perform in solo
	expressively and	creatively by singing songs		solo and ensemble	solo and ensemble	and ensemble contexts, using
	creatively by singing	and speaking chants and rhymes  Play untuned	voices and playing musical instruments with	contexts, using their	contexts, using their	their voices and playing
	songs and speaking	instruments musically	increasing accuracy, fluency, control and	voices and playing	voices and playing	musical instruments with
	chants and rhymes 🛛	and understanding to a range of high-quality live	expression [] Improvise and compose music for a	musical instruments with	musical instruments with	increasing accuracy, fluency,
	Play untuned	and recorded music	range of purposes using	increasing accuracy,	increasing accuracy,	control and expression []
	instruments musically	Experiment with, create, select and combine	the interrelated dimensions of music	fluency, control and	fluency, control and	limprovise and compose
	□Listen with	sounds using the inter- related dimensions of music.	Listen with attention to detail and recall sounds	expression 🛛 Improvise	expression 🛛 Improvise	music for a range of purposes
	concentration and		with increasing aural memory. Appreciate and	and compose music for a	and compose music for a	using the inter-related
	understanding to a		understand a wide range of high-quality live and	range of purposes using	range of purposes using	dimensions of music 🛛 Listen
	range of high-quality live		recorded music drawn from different traditions	the interrelated	the interrelated	with attention to detail and
	and recorded music $\Box$		and from great composers and musicians.	dimensions of music 🛛	dimensions of music 🛛	recall sounds with increasing
	Experiment with, create,			Listen with attention to	Listen with attention to	aural memory 🛛 Use and
	select and combine			detail and recall sounds	detail and recall sounds	understand staff and other
	sounds using the inter-			with increasing aural	with increasing aural	musical notations
	related dimensions of			memory 🛛 Use and	memory 🛛 Use and	□Appreciate and understand
	music.			understand staff and	understand staff and	a wide range of high-quality
				other musical notations	other musical notations	live and recorded music
				Appreciate and	□Appreciate and	drawn from different
				understand a wide range	understand a wide range	traditions and from great
				of high-quality live and	of high-quality live and	composers and musicians
				recorded music drawn	recorded music drawn	
				from different traditions	from different traditions	



		and from great	and from great	Develop an understanding of
		composers and musicians	composers and musicians	the history of music.
		Develop an understanding	Develop an	
		of the history of music.	understanding of the	
			history of music.	



<del></del>	I						
Listen and	Skills To learn	how they	<b>Skills</b> - To learn how songs can tell a story or describe	Skills - To identify and move to the pulse. To	Skills To confidently	Skills - To identify and move to the pulse with	Skills - To identify and move to the pulse with ease. To
Appraise	can enjoy mov	ing to music	an idea. <b>Knowledge -</b> To	think about what the	identify and move to the	ease. To think about the	think about the message of
			know five songs off by	words of a song mean. To	aulas. Ta talk shares th	message of songs. To	songs. To compare two
	by dancing, ma	arcning,	heart. To know that some	take it in turn to discuss	pulse. To talk about the	compare two songs in	songs in the same style,
	being animals	or pop stars.	songs have a chorus or a	how the song makes them	musical dimensions	the same style, talking	talking about what stands
			response/answer part. To know that songs have a	feel. Listen carefully and respectfully to other		about what stands out musically in each of	out musically in each of them, their similarities and
	Knowledge_To	know what	musical style.	people's thoughts about	working together in the	them, their similarities	differences. Listen carefully
	the songs are a	about. To	indical style.	the Music. <b>Knowledge</b> To	Unit songs	and differences. Listen	and respectfully to other
				know five songs from		carefully and respectfully	people's thoughts about the
	know and reco	ognize the		memory and who sang	e.g. if the song gets	to other people's	music. Use musical words
	sound and nan	mes of		them or wrote them. To	louder in the chorus	thoughts about the	when talking about the
		1105 01		know the style of the five	(dynamics) Talk about the music and how it makes	music. When you talk, try	songs. To talk about the
	some of the in	struments		songs. To choose one song and be able to talk about:	them feel. Listen	to use musical words. To talk about the musical	musical dimensions working together in the songs. Talk
	<b>1b a c c c c</b>			Its lyrics: what the song is	carefully and	dimensions working	about the music and how it
	they use.			about, any musical	respectfully to other	together in the unit	makes you feel, using
				dimensions featured in	people's thoughts about	songs. Talk about the	musical language to describe
				the song, and where they	the music. In talk, try to	music and how it makes	the music. Knowledge - To
				are used (texture,	use musical words. Knowledge To know five	you feel. <b>Knowledge</b> - To	know five songs from
				dynamics, tempo, rhythm and pitch) Identify the	songs from memory and	know five songs from memory, who sang or	memory, who sang or wrote them, when they were
				main sections of the song	who sang them or wrote	wrote them, when they	written and why? To know
				(introduction, verse,	them. To know the style	were written and, if	the style of the songs and to
				chorus etc.) Name some	of the five songs. To	possible, why? To know	name other songs in those
				of the instruments they	choose one song and be	the style of the five songs	styles. To choose three or
				heard in the song.	able to talk about some of the style indicators of	and to name other songs	four other songs and be able
					that song (Musical	in those styles. To choose two or three other songs	to talk about: The style indicators of the songs
					characteristics that give	and be able to talk about:	(musical characteristics that
					the song its style) The	Some of the style	give the songs their style)
					lyrics: what the song is	indicators of the songs	The lyrics: Musical
					about. Any musical	(musical characteristics	dimensions where they are
					dimensions featured in	that give the songs their	used (texture, dynamics,
					the song and where they are used (texture,	style) The lyrics: what the	tempo, rhythm, pitch and
					dynamics, tempo,	songs are about. Any musical	timbre) Identify the structure of songs (intro, verse,
					rhythm and pitch)	musical	chorus
					Identify the main sections		
					of the song (introduction,		
					verse, chorus etc) Name		



				some of the instruments they heard in the song.	dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the songs (intro, verse, chorus etc.) Name some of the instruments they heard in the songs. Think about the historical context of the songs. What else was going on at this time?	etc.) Name some of the instruments used in songs. Think about the historical context of the songs. What else was going on at this time, musically and historically? Know and talk about that fact that we each have a musical identity.
Games	Skills – Listen to rhythm, copy back, pitch copy back. Knowledge - To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite foods, colours and animals.	Skills To listen to pulse, rhythm, pitch and copy back Knowledge To know that music has a steady pulse, like a heartbeat. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments.	Skills – To identify pulse, rhythm and pitch in vocal warm-ups and copy back. Knowledge Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. K now how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer.	Skills – To identify pulse, rhythm, pitch in vocal warmups and copy back. Knowledge Know and be able to talk about, how pulse, rhythm and pitch work together. Pulse: Finding the pulse, the heartbeat of the music. Rhythm: the long and short patterns over the pulse. Know the difference between pulse and rhythm. Pitch: High and low sounds that create melodies. How to keep the internal pulse. Musical Leadership: Creating musical ideas for the group to copy or respond to.	Skills - Find the pulse Copy back rhythms based on the words of the main song, that include syncopation/off beat. Copy back one- note riffs using simple and syncopated rhythm patterns. Knowledge- Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. How to keep the	Skills - Find the pulse Copy back rhythms based on the words of the main song, that include syncopation/off beat. Copy back one-note riffs using simple and syncopated rhythm patterns. Knowledge - Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music. How to keep the internal pulse. Musical Leadership: creating musical ideas for the group to copy or respond to.

	19	IDE AC MOR		
			internal pulse. Musical	
			Leadership:	
			creating musical ideas for	
			the group to copy or respond <b>to.</b>	
	1			



Singing	Skills - Learn about voices, singing notes of different	Skills - Learn that they can make different types of	<b>Skills</b> To sing in unison and in simple two-parts. To	<b>Skills</b> - To sing in unison and in simple two-parts. To	<b>Skills</b> - To sing in unison and to sing backing vocals. To	Skills - To sing in unison and to sing backing vocals. To
	pitches (high and low) Learn that they can make different types of sounds with their voices, to rap, or say words in rhythm. Learn to start and stop singing when following a leader. <b>Knowledge</b> - To confidently sing or rap five songs from memory and sing them in unison.	sounds with their voices you can rap (spoken word with rhythm). Learn to find a comfortable singing position. <b>Knowledge</b> - To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping. (spoken word). To know why we need to warm up our voices.	demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune' To have an awareness of the pulse internally when singing. <b>Knowledge</b> - Singing in a group can be called a choir. To know a leader or conductor is a person who the choir or group follow. Songs can make you feel different things e.g. happy, energetic or sad. Singing as part of an ensemble or large group is fun, but that you must listen to each other. To know why you must warm up your voice.	demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To rejoin the song when lost. To listen to the group when singing. <b>Knowledge</b> - To know and be able to talk about: Singing in a group can be called a choir, the leader or conductor is a person who the choir or group follow, Songs can make you feel different things e.g. happy, energetic or sad. Singing as part of an ensemble or large group is fun, but that you must listen to each other. Texture: How a solo singer makes a thinner texture than a large group. To know why you must warm up your voice.	enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. <b>Knowledge</b> - To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To choose a song and be able to talk about: Its main features. Singing in unison, the solo, lead vocal, backing vocals or rapping. To know what the song is about and the meaning of the lyrics. To know and explain the importance of warming up your voice.	demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. <b>Knowledge</b> - To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To know about the style of the songs, to represent the feeling and context to your audience. To choose a song and be able to talk about: Its main features singing in unison, the solo, lead vocal, backing vocals or rapping. To know what the song is about and the meaning of the lyrics. To know and explain the importance of warming up your voice.



Playing Instruments	r ii s t	Skills - Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical	<b>Skills</b> – Treat instruments with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a onenote, simple or medium	<b>Skills</b> - To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument – a onenote, simple or medium part or the melody of the song)	<b>Skills</b> - To treat instruments carefully and with respect. Play any one, or all four differentiated parts on a tuned instrument – a onenote, simple or medium part or the melody of the song	Skills - Play a musical instrument with the correct technique within the context of the song. Select and learn an instrumental part that matches their musical challenge, using one	Skills - Play a musical instrument with the correct technique within the context of the song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts, a one- note,
	t c f t iii lu t t t t t	challenge, using one of the differentiated parts (a onenote part, a simple part, medium art). Listen to and follow musical instructions from a leader. <b>Knowledge</b> - Learn the names of the notes in their instrumental part when written down. Learn the names of the instruments they are playing.	part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader. <b>Knowledge</b> - Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class.	from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. <b>Knowledge</b> - To know and be able to talk about: The instruments used in class (a glockenspiel, a recorder)	from memory or using notation. To rehearse and perform their part within the context of the song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song. <b>Knowledge</b> - To know and be able to talk about: The instruments used in class (A glockenspiel, recorder or xylophone). Other instruments they might play or be played in a band or orchestra or by their friends.	of the differentiated parts, a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the song. To listen to and follow musical instructions from a leader. To lead a rehearsal session. <b>Knowledge</b> - To know and be able to talk about: Different ways of writing music down e.g. staff notation, symbols. The notes C, D, E, F, G, A, B + C on the treble stave. The instruments they might play or be played in a band or orchestra or by their friends.	simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the song. To listen to and follow musical instructions from a leader. To lead a rehearsal session. <b>Knowledge</b> - To know and be able to talk about: Different ways of writing music down e.g. staff notation, symbols The notes C, D, E F, G, A, B + C on the treble stave. The instruments they might play or be played in a band or orchestra or by their friends.



Improvisation	Skills – clap, sing, play and improvise. Knowledge - Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.	Skills – Sing, Play and Improvise Knowledge Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes.	Skills sing, play, improvise and copy back. Knowledge. To know and be able to talk about improvisation: When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five. To know that if you improvise using the notes you	Skills - Improvise using instruments in the context of a song they are learning to perform. Sing, play, copy back and improvise. Knowledge - To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not	Skills - Copy back using instruments. Use one note. Copy back using instruments. Use the two notes. Copy back using instruments. Use the three notes. Knowledge- know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard	Skills - Copy back using instruments. Use one note. Copy back using instruments. Use the two notes. Copy back using instruments. Use the three notes. Knowledge To know and be able to talk about improvisation. Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written
			are given, you cannot make a mistake.	written down and belongs to them. To know that using one or two notes confidently is better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake. To know that you can use some of the riffs you have heard in the challenges in your improvisations.	before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake. To know that you can use some of the riffs you have heard in the challenges in your improvisations. To know three well-known improvising musicians.	down and belongs to them. To know that using one, two or three notes confidently is better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations To know three well-known improvising musicians.



Composition	Skills - Help to create a	Skills - Help create three	Skills - Plan and create a	Skills - Help create at	Skills - Create simple	Skills- Create simple
	simple melody using on two or three notes. Lear	•	section of music that can	least one simple melody	melodies using up to five	melodies using up to five different notes and simple
	how the notes of the composition can be	five different notes. Learn how the notes of	be performed within the	using one, three or all five	different notes and	rhythms that work musically with the style of
	written down and changed if necessary.	the composition can be written down and	context of the unit song.	different notes. Plan and	simple rhythms that	the song. Explain the keynote or home note and
	Knowledge Composing like writing a story with	s changed if necessary. Knowledge Composing is	Talk about how it was	create a section of music	work musically with the	the structure of the melody. Listen to and reflect upon
	music. Everyone can	like writing a story with	created. Listen to and	that can be performed	style of the Unit song.	the developing composition
	compose.	music. Everyone can compose	reflect upon the	within the context of the	Explain the keynote or	and make musical decisions about how the melody
			developing composition	unit song. Talk about how	home note and the	connects with the song. Record the composition in
			and make musical	it was created. Listen to	structure of the melody.	any way appropriate that recognises the connection
			decisions about pulse,	and reflect upon the	Listen to and reflect	between sound and symbol (e.g. graphical notation) .
			rhythm, pitch, dynamics	developing composition	upon the developing	Knowledge - To know and be able to talk about
			and tempo. Record the	and make musical	composition and make	composition, music that is
			composition in any way	decisions about pulse,	musical decisions about	created by you and kept in some way. It's like
			appropriate that	rhythm, pitch, dynamics	how the melody	
			recognises the connection	and tempo. Record the	connects with the song.	
			between sound and	composition in any way	Record the composition	
			symbol (e.g.	appropriate that	in any way appropriate	
			graphic/pictorial notation).	recognises the	that recognizes the	
			Knowledge - To know and be able to talk about: A	connection between	connection between	
			composition: music that is created by you and kept in	sound and symbol	sound and symbol (e.g.	
				(e.g. graphic/pictorial	graphic/pictorial notation)	



		some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.)	notation). <b>Knowledge</b> - To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions letter names, symbols, audio etc.)	Knowledge - To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. Notation: To recognise the connection between sound and symbol.	writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. Notation: recognise the connection between sound and symbol.



Performance	Skills - Choose a song	Skills- Choose a song they	Skills - To choose what to	Skills - To choose what to	Skills - To choose what to	Skills - To choose what to
		have learnt from the	perform and create a		perform and create a	perform and create a
	they have learnt from	Scheme and perform it.	programme. To	perform and create a	programme. To	programme. To
	the Coheren and reafering	They can add their ideas	communicate the	nun nun nun Dunnut n	communicate the	communicate the meaning
	the Scheme and perform	to the performance.	meaning of the words	programme. Present a	meaning of the words	of the words and clearly
	it. They can add their	Record the performance and say how they were	and clearly articulate them. To talk about the	musical performance	and clearly articulate them. To talk about the	articulate them. To talk about the venue and how
	ideas to the	feeling about it. <b>Knowledge -</b> A	best place to be when performing and how to	designed to capture the	venue and how to use it to best effect To record	to use it to best effect. To record the performance and
	performance. Record the	performance is sharing music with an audience. A	stand or sit. To record the performance and say how	audience. To	the performance and compare it to a previous	compare it to a previous performance. To discuss an
	performance and say	performance can be a special occasion and	they were feeling, what they were pleased with	communicate the	performance. To discuss and talk musically about	talk musically about it – "What went well?" and "It
	how they were feeling	involve a class, a year	what they would change	meaning of the words	it. "What went well?"	would have been even
	about it. <b>Knowledge -</b> A	group or a whole school. An audience can include	and why. <b>Knowledge-</b> To know and be able to talk	and clearly articulate	and "It would have been even better if?"	better if?" Knowledge - To know and be able to tall
	performance is sharing	your parents and friends.	about: Performing is sharing music with other	them. To talk about the	Knowledge - To know and be able to talk	about: Performing is sharing music with an audience
	music with other people,		people, an audience. A performance doesn't	best place to be when	about: Performing is sharing music with other	with belief. A performance doesn't have to be a
	called an audience.		have to be a drama!	performing and how to	people, an	drama! It can be to one
				stand or sit. To record the		
				performance and say how		
				they were feeling, what		
				they were pleased with		
				what they would change		
				and why. <b>Knowledge</b> - To		
				know and be able to talk		
				about		
				Performing, sharing music		

