

St Mary's Catholic Primary School

Music – Progression of Skills and Knowledge

EYFS

Statutory I	Educational	Programme:
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The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

interpreting and	interpreting and appreciating what they hear, respond to and observe.								
Singing	To begin to build a repertoire of songs and dances. • To use the voice to make loud and quiet sounds. • Sing in a group or on their own, increasingly matching the pitch and following the melody.	Links to ELG's: Sing a range of well-known nursery rhymes and songs.							
Listening	To listen and respond to music through movement. • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen attentively, move to and talk about music, expressing their feelings and responses.	Links to ELG's: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding;							
Composing	To explore sounds made my percussion instruments. • To explore different pitches. • Create collaboratively sharing ideas, resources and skills. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Links to ELG's: Invent, adapt and recount narratives and stories with peers and their teacher;							
Performing	To explore sounds with different instruments • To make and identify different dynamics e.g. loud and quiet. • To copy and create a simple pattern/rhythm. • To learn and perform a wide range of different songs and experiment with ways to change them. • Explore and engage in music making and dance, performing solo or ingroups.	Links to ELG's: Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.							

(i) PROGRESSION OF SKILLS

KEY STAGE 1

YEAR 1/ 2 National Curriculum Objectives- Skills Progress	sion (covered over a two-year cycle)
Listen and Appraise: LA1: Enjoy listening to lots of different musical styles from all over the world. LA2: Begin to identify where in the world some music is from. LA3: Begin to identify some of the instruments that can be heard. LA4: Begin to use musical words and language when describing. LA5: When listening to music, can find the pulse independently. LA6: Begin to listen with respect to other people's ideas and feelings towards music. LA7: Understand how pulse, rhythm, pitch, tempo, and dynamics fit into a piece of music.	Singing S1: Sing with a group/ensemble/choir and understand that musical outcomes are of higher quality when doing so. S2: Understand the importance of warming up out voices, standing up straight, breathing properly and pronouncing words correctly. S3: Understand that the words of a song mean something and that the meaning needs to be known to be able to sing properly. S4: Be able to keep the pulse when singing. S5: Follow a leader or conductor when singing. S6: Sing in tune with a limited pitch range.
Musical Activities MA1: Find the pulse independently when listening to a piece of music and show this by marching, clapping etc. MA2: Understand that the pulse is the foundation of music. MA3: Know understand and demonstrate that: Pulse is the heartbeat of music, a steady beat that never stops. Rhythm is long and short sounds that happen over the pulse. Identify the rhythmic patterns found in speech, names, words linked to topics. Pitch is high and low sounds and when added to the pulse and rhythm it creates a song. MA4: Find the pulse and keep it, independently and part of a group. MA5: Clap a simple rhythm over a pulse and understand the difference between pulse and rhythm. MA5: Clap the rhythm of their name or favourite food and make up own rhythms. MA6: Explain how tempo and dynamics are used in a piece of music.	Playing Instruments PI1: Continue to create and explore with percussion instruments. PI2: Continue to play 'by ear' and move between differentiated parts with a 'sound before symbol' approach. Use notated parts if appropriate. PI3: Enjoy playing as part of a band/ensemble. Start and end when directed by the leader. PI4: Look after instruments and play thoughtfully, using the correct techniques. PI5: Understand that music is written down in notation form.
Improvisation I1: Enjoy creating and exploring musical sounds with an instrument. I2: Make simple rhythms/tunes/melodies to play with the song that is being learnt. I3: Make up a rhythm with a group and add a tune to it. I4: Be confident in using one, two or three notes when improvising. Perform and Share PS1: Work together as part of an ensemble and understand that each member has their own role- all are important. PS2: Sing and rap to each other and to an audience. PS3: Confidently play compositions to an audience. PS4: Practise, rehearse and present performances with awareness of the audience. PS5: Enjoy performing. PS6: Enjoy watching a recording of performances and discuss, giving respectful comments & feedback.	Composition C1: Create own tunes and melodies within the context of the song being learnt. C2: Compose using two notes and moving onto three and beyond if required. C3: Record compositions in ways that are appropriate e.g. graphic/pictorial/ICT/Video / formal notation etc. C4: Use dynamics, pitch, tempo, and timbre in my compositions. C5: Be able to remember simple compositions.

LOWER KEY STAGE 2

Year 3/4 National Curriculum Objectives Skills Progr	ression (covered over a two-year cycle)
Listen and Appraise: LA1: Listen with concentration to a variety of music from different styles, traditions, times, and places and begin to place in its historical context. LA2: Find the pulse in a piece of music by marching, clapping, or tapping knees LA3: Use correct musical words/language to describe music. LA4: Explain your feelings about a piece of music. LA5: To pay attention and concentrate when friends talk about music. LA6: To comment and discuss respectfully LA7: Understand how pulse, rhythm, pitch and tempo, dynamics, timbre, texture, and structure fit into music we listen to. Musical Activities MA1: Find the pulse independently when listening to a piece of music. MA2: Understand that the pulse is the foundation of music . MA3: Know understand and demonstrate that: Pulse is the heartbeat of music, a steady beat that never stops. Rhythm is long and short sounds that happen over the pulse. Identify the rhythmic patterns found in speech, names, words linked to topics. Pitch is high and low sounds and when added to the pulse and rhythm it creates a song. MA4: Improvise/make up own rhythm and simple melody using own voice . MA5: Understand how other dimensions of music are sprinkled through songs and pieces.	Singing S1: Sing with a group/ensemble/choir and understand that musical outcomes are of higher quality when doing so. S2: Understand the importance of warming up out voices, standing up straight, breathing properly and pronouncing words correctly. S3: Understand that the words of a song mean something and that the meaning needs to be known to be able to sing properly. S4: Be able to keep the pulse when singing. S5: Follow a leader or conductor when singing. Playing Instruments P11: Continue to create and explore with percussion instruments. P12: Continue to play 'by ear' and move between differentiated parts with a 'sound before symbol' approach. Use notated parts if appropriate. P13: Enjoy playing as part of a band/ensemble. Start and end when directed by the leader. P14: Look after instruments and play thoughtfully, using the correct techniques. P15: Understand that music is written down in notation form.
Inprovisation I1: Create simple improvisations with voice and instrument. I2: Understand that improvisation means making up own tunes. Make up own rhythms to go with notes. I3: Improvise confidently. I4: Make up simple rhythmic patterns and add a melody. I5: Improvise using two notes and be confident in doing so. Start to increase to three notes. Perform and Share PS1: Work together as part of an ensemble and understand that each member has their own role- all are important. PS2: Be confident when performing to an audience. Sing, play an instrument, improvise, and play compositions during performances.	Composition C1: Create own tunes and melodies within the context of the song being learnt. C2: Compose using two notes and moving onto three and beyond if required. C3: Record compositions in ways that are appropriate e.g. graphic/pictorial/ICT/Video / formal notation etc. C4: Use dynamics, pitch, tempo, and timbre in my compositions. C5: Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notation. C6: Practise, rehearse and present performances with an awareness of the audience. Appreciate that performance can influence how the music is presented. C7: Watch a recording of performances and give suggestions for improvement. Enjoy performances.

UPPER KEY STAGE 2

Year 5/6 National Curriculum Objectives Skills I	Progression (covered over a two-year cycle)
Listen and Appraise: LA1: Listen with concentration to a variety of music from all over the world (different styles, traditions, times, and places). LA2: Recognise different style indicators, different instruments, and their sounds. LA3: Find and internalise the pulse of the music. Understand the pulse and its role as the foundation of music. Understand that every piece of music has a different pulse. LA4: Use correct musical words/language to describe music. LA5: Explain your feelings about a piece of music. LA6: Listen, comment on, and discuss with confidence, ideas together as a group. LA7: Appropriately and confidently discuss other dimensions of music and how they fit into the piece of music being listened to.	 Singing S1: Sing in an ensemble with the aim of producing a round sound, a clear diction, control of pitch and a musical understanding of how parts fit together. S2: Understand the importance of warming up out voices, good posture, breathing and projecting our voices. S3: Sing with confidence, with increasingly difficult melody and words, sometimes in two parts. S4: Have a greater understanding of what a song is about and how the words and melody work together to be able to interpret a song. S5: Perform musically. S6: Sing with appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone. S7: Understand the workings of an ensemble. Have the opportunity to be a leader/conductor of a group.
 Musical Activities MA1: Find and internalise the pulse securely with confidence and ease, through body movement and in context of the track/game being used. MA2: Understand and demonstrate, verbally and physically, that pulse if the foundation upon which all other dimensions are built. Maintain a strong sense of pulse and recognise when you are going out of time. MA3: Know understand and demonstrate that: Pulse is the heartbeat of music, a steady beat that never stops. Rhythm is long and short sounds that happen over the pulse. Clap and improvise rhythmic patterns. Demonstrate how pitch, pulse, and rhythm work together to create song. MA4: Clap more complex rhythms; improvising a rhythm and using pitch, improvise using the voice. MA5: Understand that other interrelated dimensions of music are sprinkled through songs and why that makes music more interesting. 	Playing Instruments PI1: Continue to play glockenspiels, recorders, and band instruments if appropriate to play melodies, tunes and to improvise and compose. PI2: Play differentiated parts with a sound-before-symbol approach or using notated scores. PI3: Play easy-medium parts by ear. PI4: Play and perform in solo and ensemble contexts. PI5: Play with increasing accuracy, control, fluency, and expression and maintain an appropriate pulse. PI6: Continue to treat instruments with respect and use the correct technique to play them. PI7: Build on understanding the basics and foundations of formal notation.
that makes music more interesting. Improvisation 11: Create musical improvisations with voices and instruments within the context of the songs being learnt. 12: Understand that when you improvise, you make up your own tune or rhythm. When you write down notation, this becomes a composition. 13: Improvise and perform in solo and ensemble contexts, use quality, not quantity of notes. 14: Create more complex rhythms and melodies and create their own rhythmic patterns that lead to	Composition C1: Create own melody by choosing, combining, and organising patterns and musical ideas within musical structures. C2: Move beyond composing with just two notes, to three and then five notes. C3: Use voices, sounds, technology, and instruments in creative ways. C4: Record the composition in any way appropriate. C5: Notate music in different ways, using graphics/pictorial notation, video, ICT or with formal

notation.

C6: Use the dimensions of music confidently: dynamics, pitch, tempo, and timbre.

melodies.

I5: Build an improvisation, starting with three, then eventually five notes or a pentatonic scale.

Perform and Share	
PS1: Work together as part of an ensemble, adding direction and ideas.	
PS2: Play instruments with increasing control and accuracy.	
PS3: Improvise and play back compositions using more complex patterns as part of a	
performance.	
PS4: Practise, rehearse and present performances with understanding of an audience and their	
needs.	
PS5: Communicate ideas, thoughts and feelings through musical demonstration, language, and	
movement.	
PS6: Watch a recording and discuss a performance. Offer constructive comments on their own	
and others work. Accept feedback and suggestions from others.	

(i) PROGRESSION OF KNOWLEDGE

Musical Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and Appraising	To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use.	To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style.	To know songs from memory and who sang them or wrote them.	To know songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs from the Units in those styles. To choose two or three other songs and be able to talk about: ○ Some of the style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical 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 ○ The historical context of the songs. What else was going on at this time?	 To know songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs from the Units in those styles. To choose two or three other songs and be able to talk about: ○ Some of the style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical 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 ○ The historical context of the songs. What else was going on at this time? 	 To know many songs from memory, who sang or wrote them, when they were written and why? To know the style of the songs and to name other songs from the Units in those styles. ● To choose three or four other songs and be able to talk about: ○ The style indicators of the songs (musical characteristics that give the songs their style) ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) ○ Identify the structure of the songs (intro, verse, chorus etc.) ○ Name some of the instruments used in the songs ○ 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
Musical Games	■ To know that music has a steady pulse, like a heartbeat. ■ To know that we can create rhythms from words, our names, favourite food, colours, and animals.	To know that music has a steady pulse. To know that we can create rhythms from words, our names, favourite food, colours, and animals. ● Rhythms are different from the steady pulse. ● We add high and low sounds, pitch, when we sing and	Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know 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.	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 internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to	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 internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to	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

		play our instruments.				
<u>Singing</u>	To confidently sing or rap five songs from memory and sing them in unison	■ To confidently know and sing five songs from memory. ● 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.	To know and be able to talk about: ● Singing in a group can be called a choir ● Leader or conductor: 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	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.	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 so you can 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
<u>Playing</u> <u>Instruments</u>	◆ Learn the names of the notes in their instrumental part from memory or when written down. ◆ Learn the names of the instruments they are playing	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.	To know and be able to talk about: ● The instruments used in class (a glockenspiel, a recorder)	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	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	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	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. Everyone can improvise!	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.	To know & talk about improvisation: ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has not 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 notes given, you can't make mistakes.	To know & 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 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 in improvisations ● To know three well-known improvising musicians	To know & 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 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	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 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	Composing is like writing a	Composing is like writing a story with	To know and be able to talk about: ● A	To know and be able to talk about: ● A composition: music	To know and be able to talk about: ● A composition:	To know and be able to talk about: • A composition: music that is

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		story with music.	music. • Everyone	composition: music that	that is created by you and kept	music that is created by you	created by you and kept in some
		 Everyone can 	can compose.	is created by you and	in some way. It is like writing a	and kept in some way. It is	way. It is like writing a story. It can
		compose.		kept in some way. It is	story. It can be played or	like writing a story. It can be	be played or performed again to
				like writing a story. It can	performed again to your friends.	played or performed again to	your friends. ● A composition has
				be played or performed	 A composition has pulse, 	your friends. ◆ A composition	pulse, rhythm and pitch that work
				again to your friends. ●	rhythm and pitch that work	has pulse, rhythm and pitch	together and are shaped by
				Different ways of	together and are shaped by	that work together and are	tempo, dynamics, texture, and
				recording compositions	tempo, dynamics, texture, and	shaped by tempo, dynamics,	structure • Notation: recognise the
				(letter names, symbols,	structure ● Notation: recognise	texture, and structure ●	connection between sound and
				audio etc.)	the connection between sound	Notation: recognise the	symbol
				·	and symbol	connection between sound	-
					•	and symbol	
Ī	Performance	A performance	A performance is	To know and be able to	To know and be able to talk	To know and be able to talk	To know and be able to talk about:
		is sharing music	sharing music with	talk about: ● Performing	about: ● Performing is sharing	about: ● Performing is	Performing is sharing music with
		with other	an audience. ● A	is sharing music with	music with other people, an	sharing music with other	an audience with belief ● A
		people, called	performance can be	other people, an	audience • A performance does	people, an audience ● A	performance does not have to be
		an audience	a special occasion	audience ● A	not have to be a drama! It can	performance does not have	a drama! It can be to one person
			and involve a class,	performance does not	be to one person or to each	to be a drama! It can be to	or to each other ● Everything that
			a year group or a	have to be a drama! It	other ● Everything that will be	one person or to each other	will be performed must be planned
			whole school. ● An	can be to one person or	performed must be planned and	 Everything that will be 	and learned ● You must sing or
			audience can	to each other • You need	learned ● You must sing or rap	performed must be planned	rap the words clearly and play
			include your parents	to know and have	the words clearly and play with	and learned ● You must sing	with confidence • A performance
			and friends.	planned everything that	confidence • A performance can	or rap the words clearly and	can be a special occasion and
				will be performed • You	be a special occasion and	play with confidence • A	involve an audience including of
				must sing or rap the	involve an audience including of	performance can be a	people you don't know ● It is
				words clearly and play	people you don't know ● It is	special occasion and involve	planned and different for each
				with confidence • A	planned and different for each	an audience including of	occasion ● A performance
				performance can be a	occasion ● A performance	people you don't know ● It is	involves communicating ideas,
				special occasion and	involves communicating ideas,	planned and different for	thoughts and feelings about the
				involve an audience	thoughts and feelings about the	each occasion ● A	song/music
				including of people you	song/music	performance involves	33.15,33.3
				don't know ● It is planned	Jong/madio	communicating ideas,	
				and different for each		thoughts and feelings about	
				occasion ● It involves		the song/music	
				communicating feelings,		and denighting	
				thoughts and ideas about			
				the song/music			
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Year 1 & 2	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
	The 'Charanga' so	cheme of work incorporates	all the skills below, using a	range of themes and instrum	ents over the two-year cycle.	
Themes:	Food Glorious Food	F.F.F.Freezing!	How does your garden	Marvellous Me!	Fire and Dragons	Magic and Fairy Tales
	Hey You! Charanga	In The Groove- Charanga	grow?	Hands, Feet, Heart-	I wanna play in a band –	Friendship Song –
	Christmas Music.	Under and Over the	Your Imagination –	Charanga.	Charanga.	Charanga.
		Waves.	Charanga.			-
		Round and Round –	All Creatures Great and		Spring has Sprung!	Up and Away- and On
		Charanga.	Small.	Christmas Music.	Zootime – Charanga.	the Move!
			Reflect, rewind, replay –			Reflect, Rewind, Replay-
			Charanga.			Charanga.
Skills Covered:	Singing Songs with	Listening, Memory and	Controlling Pulse and	Controlling Pulse and	Control of Instruments	Reading and Writing
	Control and Using the	<u>Movement</u>	<u>Rhythm</u>	<u>Rhythm</u>	Play instruments in different	<u>Notation</u>
	Voice Expressively	Recall and remember short	Identify the pulse in	Identify the pulse in different	ways and create sound	Perform long and short
		songs and sequences and	different pieces of music.	pieces of music.	effects.	sounds in response to
	To find their singing	patterns of sounds.	Identify the pulse and join	Identify the pulse and join in	Handle and play instruments	symbols.
	voice and use their	Respond physically when	in getting faster and	getting faster and slower	with control.	Create long and short
	voices confidently.	performing, composing,	slower together.	together.	Identify different groups of	sounds on instruments.
	Sing a melody	and appraising music.	Identify long and short	Identify long and short	instruments.	Play and sing phrase
	accurately at their own	Identify different sound	sounds in music.	sounds in music.		from dot notation.
	pitch.	sources.	Perform a rhythm to a	Perform a rhythm to a given	Listening, Memory and	Record their own ideas.
	Sing with a sense of	Identify well-defined	given pulse.	pulse.	<u>Movement</u>	Make their own symbols
	awareness of pulse and	musical features.	Begin to internalise and	Begin to internalise and	Recall and remember short	as part of a class score.
	control of rhythm.	Control of Instruments	create rhythmic patterns.	create rhythmic patterns.	songs and sequences and	
	Recognise phrase	Play instruments in	Accompany a chant or	Accompany a chant or song	patterns of sounds.	Singing Songs with
	lengths and know when	different ways and create	song by clapping or	by clapping or playing the	Respond physically when	Control and Using the
	to breathe.	sound effects.	playing the pulse or	pulse or rhythm.	performing, composing, and	Voice Expressively
	Sing songs	Handle and play	rhythm.		appraising music.	
	expressively.	instruments with control.	B	Singing Songs with	Identify different sound	To find their singing voice
	Follow pitch	Identify different groups of	Reading and Writing	Control and Using the	sources.	and use their voices
	movements with their	instruments.	Notation	Voice Expressively	Identify well-defined musical	confidently.
	hands and use high,	0	Perform long and short	T- final de sin sin sin sin social	features.	Sing a melody accurately
	low, and middle voices.	Composition Contribute to the creation	sounds in response to	To find their singing voice and use their voices		at their own pitch. Sing with a sense of
	Begin to sing with control of pitch (e.g.	of a class composition.	symbols. Create long and short	confidently.	Composition	
	following the shape of	Basic skills developments	sounds on instruments.		Composition Contribute to the creation of a	awareness of pulse and control of rhythm.
		for composition in KS1 are		Sing a melody accurately at their own pitch.	class composition.	
	the melody). Sing with an awareness	to be found within	Play and sing phrase from dot notation.	Sing with a sense of	Basic skills developments for	Recognise phrase lengths and know when
	of other performers.	'Exploring sounds'.	Record their own ideas.	awareness of pulse and	composition in KS1 are to be	to breathe.
	Listening, Memory	Exploring sounds .	Make their own symbols	control of rhythm.	found within 'Exploring	Sing songs expressively.
	and Movement	Evaluating and	as part of a class score.	Recognise phrase lengths	sounds'.	Follow pitch movements
	Recall and remember	Appraising		and know when to breathe.	Sourius .	with their hands and use
	short songs and	Choose sounds and		Sing songs expressively.	Evaluating and Appraising	high, low, and middle
	sequences and	instruments carefully and		Follow pitch movements with	Choose sounds and	voices.
	patterns of sounds.	make improvements to		their hands and use high,	instruments carefully and	Begin to sing with control
	Respond physically	their own and others' work.		low, and middle voices.	make improvements to their	of pitch (e.g. following the
	when performing,	and outers work.		Begin to sing with control of	own and others' work.	shape of the melody).
	composing, and			pitch (e.g. following the	own and others work.	Sing with an awareness
	appraising music.			shape of the melody).		of other performers.
	appraising music.	l		chape of the molecay).		or other performers.

Identify different sound	Sing with an awareness of	
sources.	other performers.	Composition
Identify well-defined		Contribute to the creation
musical features.	Exploring Sounds, Melody	of a class composition.
	and Accompaniment	Basic skills developments
Performance Skills	To explore different sound	for composition in KS1
Perform together and	sources.	are to be found within
follow instructions that	Make sounds and recognise	'Exploring sounds'.
combine the musical	how they can give a	Performance Skills
elements.	message.	Perform together and
	Identify and name classroom	follow instructions that
	instruments.	combine the musical
	Create and chose sounds in	elements.
	response to a given stimulus.	
	Identify how sounds can be	
	changed.	
	Change sounds to reflect	
	different stimuli.	
	Performance Skills	
	Perform together and follow	
	instructions that combine the	
	musical elements.	

Year 3 & 4	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Themes:	Ancient Ancestors	Roman Rule	Producers, Predators	Humans V's Robots	Anglo-Saxons and Vikings	Rainforests
	Mamma Mia –	Charanga Celts and	and Prey	Djembe- African Drumming	Vikings Music Project.	Baka Beyond –
	Charanga.	Romans.	Carnival of the Animals	and Body Percussion/	Peer Gynt – In the Hall of the	Learn, compose, and
	Christmas	Karl Jenkins – The Armed	Project and Charanga	Stomp.	Mountain King- Grieg – BBC	perform Rainforest Class
	Performance.	Man and Gladiator – Celtic	Animals.	Christmas Performance.	Music Project	Songs.
		and Roman Battle.			-	_
		Samba Band.				

Skills Covered:

Singing Songs with Control and using the voice expressively.

Sing with confidence using a wider vocal range. Sing in tune. Sing with awareness of pulse and control of rhythm. Recognise simple structures. (Phrases). Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. Sing songs and create different vocal effects. Understand how mouth shapes can affect voice sounds.

Internalise sounds by singing parts of a song 'in their heads.'

Composition:

Create textures by combining sounds in different ways. Create music that describes contrasting moods/emotions. Improvise simple tunes based on the nentatonic scale. Compose music in pairs and make improvements to their own work. Create an accompaniment to a known song. Create descriptive music in pairs or small groups

Reading and Writing Notation:

Perform long and short sounds in response to symbols.

<u>Listening Memory and</u> <u>Movement:</u>

Identify melodic phrases and play them by ear. Create sequences of movements in response to sounds.

Demonstrate the ability to recognise the use of structure and expressive elements through dance. Identify phrases that could be used as an introduction, interlude and ending.

Controlling Pulse and Rhythm:

Recognise rhythmic patterns.
Perform a repeated pattern to a steady pulse.
Identify and recall rhythmic and melodic patterns.
Identify repeated patterns used in a variety of music.
(Ostinato).

Performance Skills:

Perform in different ways, exploring the way the performers are a musical resource.

Perform with awareness of different parts.

Evaluating and Appraising:

Recognise how music can reflect different intentions.

History of Music:/Composers-Karl Jenkins

History of Samba.

<u>Listening, Memory and</u> <u>Movement:</u>

Explore and choose different movements to describe animals.

Exploring Sounds, Melody and Accompaniment:

Identify ways sounds are used to accompany a song.

Analyse and comment on

how sounds are used to create different moods.
Explore and perform different types of accompaniment.
Explore and select different melodic patterns.

Recognise and explore different combinations of pitch sounds.

Control of Instruments:

Identify melodic phrases and play them by ear. Select instruments to describe visual images.

Reading and Writing Notation:

Perform long and short sounds in response to symbols.

Create long and short sounds on instruments. Play and sing phrase from dot notation. Record their own ideas. Make their own symbols as part of a class score. Choose instruments based on internalised sounds.

Composition:

Create textures by combining sounds in different ways.

Controlling Pulse and Rhythm:

Recognise rhythmic patterns.
Perform a repeated pattern to
a steady pulse.
Identify and recall rhythmic
and melodic patterns.
Identify repeated patterns
used in a variety of music.
(Ostinato).

Control of Instruments:

Identify melodic phrases and play them by ear.
Select instruments to describe visual images.
Choose instruments based on internalised sounds.

Performance Skills:

Perform in different ways, exploring the way the performers are a musical resource.

Perform with awareness of different parts.

Evaluating and Appraising:

Recognise how music can reflect different intentions.

History of Music:/Composers-Stomp

History and cultural importance of Djembe drumming.

STOMP – Who are they and what do they do?

Singing Songs with Control and using the voice expressively.

Sing with confidence using a wider vocal range.
Sing in tune.

Sing with awareness of pulse and control of rhythm. Recognise simple structures. (Phrases).

Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. Sing songs and create different vocal effects. Understand how mouth shapes can affect voice sounds.

Internalise sounds by singing parts of a song 'in their heads.'

Listening, Memory and Movement:

Explore and choose different movements to describe animals.

Control of Instruments:

Identify melodic phrases and play them by ear.
Select instruments to describe visual images.

Choose instruments based on internalised sounds.

Reading and Writing Notation:

Perform long and short sounds in response to symbols.
Create long and short sounds on instruments.

Play and sing phrase from dot notation.

Record their own ideas.

Make their own symbols as part of a class score.

Performance Skills:

Perform in different ways, exploring the way the performers are a musical

Exploring Sounds, Melody and Accompaniment:

Identify ways sounds are used to accompany a song.

Analyse and comment on how sounds are used to create different moods.

Explore and perform different types of accompaniment.

Explore and select different melodic patterns.

Recognise and explore different combinations of pitch sounds.

Composition:

Create textures by combining sounds in different ways.
Create music that describes contrasting moods/emotions.
Improvise simple tunes based on the pentatonic scale.

Compose music in pairs and make improvements to their own work.

Create an
accompaniment to a
known song.
Create descriptive music

in pairs or small groups.

Reading and Writing

Notation:

Perform long and short sounds in response to symbols.
Create long and short sounds on instruments.
Play and sing phrase from dot notation.
Record their own ideas.
Make their own symbols as part of a class score.

Performance Skills:

	Create long and short	Create music that	resource. Perform with	Perform in different
so	ounds on instruments.	describes contrasting	awareness of different parts.	ways, exploring the way
F	Play and sing phrase	moods/emotions.		the performers are a
	from dot notation.	Improvise simple tunes	Evaluating and Appraising:	musical resource.
Re	ecord their own ideas.	based on the pentatonic	Recognise how music can	Perform with awareness
	Make their own	scale. Compose music in	reflect different intentions.	of different parts.
s	symbols as part of a	pairs and make		Evaluating and
	class score.	improvements to their	<u>History of Music/</u>	Appraising:
	Performance Skills:	own work.	Composers	Recognise how music
	Perform in different	Create an	Peer Gynt- Grieg- All about	can reflect different
,	ways, exploring the	accompaniment to a	the history of the orchestra	intentions.
Wa	ay the performers are	known song.		History of Music/
	a musical resource.	Create descriptive music		Composers- Baka
	Perform with	in pairs or small groups.		<u>Beyond</u>
av	wareness of different	Performance Skills:		Baka Beyond and the
	parts.	Perform in different ways,		ancient sounds of the
	History of Music/	exploring the way the		music of the Rainforests
	Composers	performers are a musical		
At	bba – Who were they	resource.		
aı	nd what did they do?	Perform with awareness		
P	Pop music in the 70's	of different parts.		
	and 80's	<u>History of</u>		
		Music/Composers-		
		Saint Saens		
		Saint-Saens – A history		
		of.		
		A history of the		
		Orchestra.		
		1		

Year 5 & 6	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Themes:	To Infinity and	Extreme Earth/Circle of Life	Circle of Life	Africa	We'll Meet Again	Tudors
	Beyond! Space.	Michael Jackson's Earth Song-		Djembe- Charanga Unit.	Spirited Singing Songs.	History of instruments.
	David Bowie and	Messages of healing the world	Reflect, Rewind,	Rhythm. Rhythms of the	War time music and	www.bbc.co.uk/programmes/p055nymn/
	Holst – The Planet	– Lyrics	Replay- Leaver's Song	World - Stomp - Rhythms of	messages.	members
	Suite. Composition.	Children to create their own	Composition/	the World. Christmas Music.	Create own war time	Listen and create own Tudor Music.
	History of Music –	lyrics for their own Earth Song.	performance.		songs.	Recorder and drum/boren/tambourine.
	creating space	,	'		Singing for morale. Visit	Identify instruments and create own
	sounds.				St. Andrew's to share	piece.
	Christmas Music.				War Time Songs.	Reflect, Rewind, Replay- Leaver's Song
	Space. David Bowie				SAMBA Band – 3 x hour	Composition/ Performance.
					sessions.	
Skills	Exploring Sounds,	Singing songs with control	Controlling Pulse and	Controlling Pulse and	Listening, Memory and	Listening, Memory and Movement
Covered:	Melody and	and using the voice	Rhythm	Rhythm	Movement	Internalise short melodies and play these
	Accompaniment	expressively.	Identify different	Identify different speeds of	Internalise short melodies	on pitched percussion (play by ear).
	Skills development for	Sing songs with increasing	speeds of pulse	pulse (tempo) by clapping	and play these on pitched	Create dances that reflect musical
	this element are to be	control of breathing, posture,	(tempo) by clapping	and moving.	percussion (play by ear).	features.
	found within 'Control	and sound projection.	and moving.	Improvise rhythm patterns.	Create dances that	Identify different moods and textures.
	of instruments' and	Sing songs in tune and with an	Improvise rhythm	Perform an independent part	reflect musical features.	Identify how a mood is created by music
	'Composition'.	awareness of other parts.	patterns.	keeping to a steady beat.	Identify different moods	and lyrics.
	Control of	Identify phrases through	Perform an	Identify the metre of different	and textures.	Listen to longer pieces of music and
	<u>Instruments</u>	breathing in appropriate	independent part	songs through recognising	Identify how a mood is	identify features.
	Identify and control	places.	keeping to a steady	the pattern of strong and	created by music and	Control of Instruments
	different ways	Sing with expression and	beat.	weak beats.	lyrics.	Identify and control different ways
	percussion	rehearse with others.	Identify the metre of	Subdivide the pulse while	Listen to longer pieces of	percussion instruments make sounds.
	instruments make	Sing a round in two parts and	different songs through	keeping to a steady beat.	music and identify	Play accompaniments with control and
	sounds.	identify the melodic phrases	recognising the pattern	Control of Instruments	features.	accuracy.
	Play accompaniments	and how they fit together.	of strong and weak	Identify and control different	Composition	Create different effects using
	with control and	Sing confidently as a class, in	beats.	ways percussion instruments	Identify different starting	combinations of pitched sounds.
	accuracy.	small groups and alone, and	Subdivide the pulse	make sounds.	points or composing	Use ICT to change and manipulate
	Create different	begin to have an awareness of	while keeping to a	Play accompaniments with	music.	sounds.
	effects using	improvisation with the voice.	steady beat.	control and accuracy.	Explore, select combine	Composition
	combinations of	Listening, Memory and	Composition	Create different effects using	and exploit a range of	Identify different starting points or
	pitched sounds.	Movement Internalise short melodies and	Identify different	combinations of pitched sounds.	different sounds to	composing music. Explore, select combine and exploit a
	Use ICT to change		starting points or	Use ICT to change and	compose a soundscape.	range of different sounds to compose a
	and manipulate sounds.	play these on pitched percussion (play by ear).	composing music. Explore, select	manipulate sounds	Write lyrics to a known	soundscape.
	Singing songs with	Create dances that reflect	combine and exploit a	manipulate sounds	song. Compose a short song to	Write lyrics to a known song.
	control and using	musical features.	range of different	Singing songs with control	own lyrics based on	Compose a short song to own lyrics
	the voice	Identify different moods and	sounds to compose a	and using the voice	everyday phrases.	based on everyday phrases.
	expressively.	textures.	soundscape.	expressively.	Compose music	Compose music individually or in pairs
	Sing songs with	Identify how a mood is created	Write lyrics to a known	Sing songs with increasing	individually or in pairs	using a range of stimuli and developing
	increasing control of	by music and lyrics. Listen to	song.	control of breathing, posture,	using a range of stimuli	their musical ideas into a completed
	breathing, posture,	longer pieces of music and	Compose a short song	and sound projection.	and developing their	composition.
	and sound projection.	identify features.	to own lyrics based on	Sing songs in tune and with	musical ideas into a	Singing songs with control and using
	Sing songs in tune	<u>Composition</u>	everyday phrases.	an awareness of other parts.	completed composition.	the voice expressively.
	and with an	Identify different starting points	Compose music	Identify phrases through	· · · · · · · · · · · · · · · · · · ·	Sing songs with increasing control of
	awareness of other	or composing music.	individually or in pairs	breathing in appropriate	Controlling Pulse and	breathing, posture, and sound projection.
	parts.	Explore, select combine and	using a range of stimuli	places.	Rhythm	Sing songs in tune and with an
	Identify phrases	exploit a range of different	and developing their	Sing with expression and	Identify different speeds	awareness of other parts. Identify
	through breathing in	sounds to compose a	musical ideas into a	rehearse with others.	of pulse (tempo) by	phrases through breathing in appropriate
	appropriate places.		completed composition.		clapping and moving.	places.
	· · · · ·		•		· · · · · ·	·

Sing with expression and rehearse with others.

Sing a round in two parts and identify the melodic phrases and how they fit together. Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.

Performance Skills

Present
performances
effectively with
awareness of
audience, venue, and
occasion.

Evaluating and Appraising

Improve their work through analysis, evaluation, and comparison.

<u>History of</u> <u>Music/Composers:</u>

David Bowie. Holst.

soundscape. Write lyrics to a known song.

Compose a short song to own lyrics based on everyday phrases.

Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.

Reading and Writing Notation

Perform using notation as a support.

Sing songs with staff notation as support

Performance Skills

Present performances effectively with awareness of audience, venue, and occasion.

<u>History of</u> <u>Music/Composers:</u>

Michael Jackson

Reading and Writing Notation

Perform using notation as a support.
Sing songs with staff notation as support.

Evaluating and Appraising

Improve their work through analysis, evaluation, and comparison.

Performance Skills

Present performances effectively with awareness of audience, venue, and occasion. History of

Music/Composers:

Hans Zimmer, Elton John Sing a round in two parts and identify the melodic phrases and how they fit together.

Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.

Performance Skills

Present performances
effectively with awareness of
audience, venue, and
occasion. <u>History of</u>
Music/Composers:

Stomp- rhythms of the world.

Improvise rhythm patterns.

Perform an independent part keeping to a steady beat.

Identify the metre of different songs through recognising the pattern of strong and weak beats. Subdivide the pulse while keeping to a steady beat.

Evaluating and Appraising

Improve their work through analysis, evaluation, and comparison.

History of
Music/Composers:
Vera Lynn Benjamin
Britten

Sing with expression and rehearse with others.

Sing a round in two parts and identify the melodic phrases and how they fit together.

Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.

Performance Skills

Present performances effectively with awareness of audience, venue, and occasion.

History of Music/Composers:

Music from Tudor England CD Historic Royal Palaces. Tallis, Byrd, Morley, Cornysh and Bull.