Concept	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Musicianship	Begin to use body percussion (clapping, tapping knees) instruments and voices.	Begin to purposefully use body percussion, instruments and voices.	Use body percussion, instruments and voices with increasing accuracy and purpose.	Explore improvisation within major and minor scales, using the notes: C, D, E D, E, A F, G, A D, F, G	Use body percussion, instruments and voices with accuracy and purpose.	Use body percussion, instruments and voices with accuracy and purpose in increasingly creative ways.
	Find and keep a steady beat as a class. Begin to move in time with a steady beat/pulse.	Move in time and keep a steady as a class.	Find a steady beat as a class and begin to keep a steady beat individually. Begin to explore the time signatures of 2/4, 3/4 and 4/4.	Begin to find a steady beat individually and keep a steady beat individually. Explore the time signatures of 2/4, 3/4 and 4/4.	Find a steady beat individually with increasing accuracy and keep a steady beat individually. Explore the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8.	Accurately find a steady beat individually and keep a steady beat individually for longer periods of time. Use the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8 with accuracy.
	Create simple rhythms out of names and syllables using clapping.	Create their own simple, short rhythmic and melodic patterns.	Begin to create their own longer and more complex rhythmic and melodic patterns.	Create their own longer and more complex rhythmic and melodic patterns.	Create their own short rhythmic and melodic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers,	Create their own longer rhythmic and melodic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet

				semiquavers and their rests.	quavers, quavers, semiquavers and their rests.
Copy back short, simple rhythmic patterns using clapping.	Copy back longer rhythmic patterns using clapping.	Listen and copy more complex rhythmic patterns by ear or from notation.		Begin to listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted	Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers,
		Begin to copy back	Copy back more	quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.	semiquavers and their rests, by ear or from notation.
Copy back singing simple high and low patterns.	Copy back simple melodic patterns using high and low with increasing accuracy.	more complex melodic patterns.	complex melodic patterns	Copy back melodic patterns using the notes: C, D, E C, D, E, F, G, A, B D, E, F#, G, A A, B, C, D, E, F#, G F, G, A, Bb, C, D, E G, A, B, C, D, E,	Copy back melodic patterns using the notes: D, E, F, G, A C, D, E, F, G, A, B G, A, B, C, D, E, F# D, E, F#, G, A, B, C# A, B, C, D, E, F, G
Begin to understand that improvisation is about the children making up their own very simple tunes on the spot.	Improvise short, simple rhythms using clapping and untuned percussion.	Copy back and improvise with rhythmic patterns using minims, crotchets, quavers and their equivalent rests.	Copy back and improvise with simple rhythmic patterns using semibreves, minims, dotted crotchets,	Begin to copy back and improvise with more complex rhythmic patterns using semibreves, minims, dotted crotchets,	Copy back and improvise with longer and more complex rhythmic patterns using semibreves, minims, dotted

			crotchets, quavers and their rests.	crotchets, quavers and their rests.	crotchets, crotchets, quavers and their rests.
Start to demonstrate knowledge of the difference between pulse, rhythm and pitch.	Begin to understand the difference between creating a rhythm pattern and a pitch pattern. Begin to understand that the speed of the beat can change, creating a faster or slower pace (tempo).	Understand the difference between creating a rhythm pattern and a pitch pattern. Understand that the speed of the beat can change, creating a faster or slower pace (tempo).	Begin to identify where the speed of a beat changes creating a faster or slower pace (tempo).	Identify where the speed of a beat changes creating a faster or slower pace (tempo).	Identify where the speed of a beat changes creating a faster or slower pace (tempo).
	Recognise long and short sounds, and match them to syllables and movement	Understand the beginnings of formal notation, linking sounds to symbols, and understand that music has its own language. Start learning about basic music theory:	Identify the names of most pitched notes on a stave with.	Identify the names of most pitched notes on a stave with increasing accuracy.	Accurately identify the names of most pitched notes on a stave.

			Introduce and understand the differences between crotchets and paired quavers. Identify the names of some pitched notes on a stave.			
National Curriculum Links	use their voices creatively by singing songs and speaking chants and rhymes	use their voices expressively and creatively by singing songs and speaking chants and rhymes	play and perform in solo and ensemble contexts, using their voices and playing musical instruments	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy and fluency,	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Vocab	Beat, pulse, rhythm, pitch	Long, short, tempo,	Stave, crochet, quaver, rest, time signature,	Semibreve, dotted notes,	Triplet, semiquaver,	Pitched notes
Listening	Move, dance and respond in any way they can when listening.	Invent different actions to move in time with the music. Begin to individually find and try to keep a steady beat using body percussion when listening.	Find and keep a steady beat using movement and body percussion when listening.	Find and demonstrate the setady beat when listening and begin to respond to tempo changes. Begin to recall by ear memorable phrases heard in the music.	Find and demonstrate the steady beat and respoond to tempo changes with increasing accuracy. Begin to identify 2/4, 3/4, 4/4, 6/8 and 5/4 metre.	Identify 2/4, 3/4, 4/4, 6/8 and 5/4 metre and idenitfy and respond to tempo changes. Accurately recall by ear memorable phrases heard in the music.

Describe their thoughts and feelings when listening to the music, including why they like or don't like the music.	Describe their thoughts and feelings when hearing the music. Describe what they see in their individual imaginations when listening to the piece of music. Talk about why they like or don't like the music with more detail.	Talk about feelings created by the music, inclsuding why they like or dislike the music. Discuss what the song or piece of music means.	Talk about feelings created by the music. Begin to justify a personal opinion with reference to the musical elements.	Recall by ear memorable phrases heard in the music with increasing accuracy. Talk about feelings created by the music. Justify a personal opinion with reference to a wider range of the musical elements.	Talk about feelings created by the music. Justify a personal opinion in detail with reference to a rage the musical elements.
Talk about any instruments they might hear and perhaps identify them.	Identify a wider range of band and orchestral instruments heard in the music.	Identify some specific instruments and recognise that some instruments are band instruments and	Identify a wider range of band and orchestral instruments and know the difference between these.	Identify instruments by ear and through a range of media.	Identify the following instruments by ear and through a range of media: bass guitar; electric guitar; percussion; sections of the

Recognise some		some are orchestral			orchestra such as
band and		instruments.			brass, woodwind
orchestral					and strings; electric
instruments.					organ; congas;
					piano and
					synthesisers; and
					vocal techniques
					such as scat
					singing.
		Start to use musical			
	Identify a fast or	concepts and	Describe legato and	Identify major and	Identify major and
Identify a fast or	slow tempo and	elements more	staccato.	minor tonalities	minor tonalities
slow tempo.	begin to identify	confidently when		with increasing	and chord triads.
	tempo changes.	talking about the	Identify major and	accuracy.	
Begin to identify		music.	minor tonalities.		Explain a bridge
loud and quiet	Identify loud and			Begin to explain a	passage and its
sounds as an	quiet sounds with	Use musical	Recognise the	bridge passage and	position in a song
introduction to	increasing accuracy	language to	sound and notes of	its position in a	with increasing
understanding	as an introduction	describe the music,	the pentatonic	song.	accuracy.
dynamics.	to understanding	e.g. tempo and	scale by ear and		
	dynamics.	dynamics.	from notation.	Explain the role of	Understand what a
				a main theme in	musical
		Begin to identify if	Know and	musical structure.	introduction and
		a song is major or	understand what a		outro are and know
		minor in tonality.	musical	Understand what a	their purpose.
			introduction is and	musical	
			its purpose.	introduction is and	Discuss the
				know its purpose.	structure of the
					music with
				Explain rapping.	reference to the
					verses, bridge,
				Discuss the	repeat signs,
				structure of the	chorus and final

				music with	chorus,
				reference to the	improvisation, call
				verse, chorus,	and response, and
				bridge and	AB form.
				instrumental break.	
				Recognise the	
				sound and notes of	
				the pentatonic and	
				Blues scales, by ear	
				and from notation.	
				tale and the second and	
		T. II I		Identify the musical	tale of the second
	Tally also set and	Talk about the style	Danas anisa dha atada	style of a song or	Identify the musical
Tall, about any	Talk about any	of the music.	Recognise the style	piece of music.	style of a song,
Talk about any other music they	other music they have heard that is	Talk about where	of music they are listening to.	Recognise the	using some musical vocabulary to
have heard that is	similar.	the music fits into	insterning to.	following styles and	discuss its musical
similar.	Sillilial.	the world,	Recognise the	any key musical	elements.
Sillilai.	Talk about where	demonstrating a	following styles and	features that	elements.
Begin to	music might fit into	deepening	any important	distinguish each	Identify the sound
understand where	the world.	understanding.	musical features	style: 20th and 21st	of a Gospel choir
the music fits in the	the world.	anacistanaing.	that distinguish	Century Orchestral,	and soloist, a Rock
world.	Begin to	Think about and	each style: 20th	Gospel, Pop,	band, a symphony
	understand that	discuss why the	and 21st Century	Minimalism, Rock	orchestra and A
Begin to	there are different	song or piece of	Orchestral, Reggae,	'n' Roll, South	cappella groups.
understand	styles of music and	music was written	Soul, R&B, Pop,	African Pop, Jazz:	
different styles of	discuss some of	and what it might	Folk, Jazz, Disco,	Contemporary,	Recognise the
music.	these.	mean.	Musicals, Classical,	Reggae, Film Music,	following styles and
			Rock, Gospel,	Hip Hop, Funk,	any key musical
	Discuss what the	Discuss the style of	Romantic, Choral,	Romantic and	features that
	song or piece of	the music and any	Funk and Electronic	Musicals.	distinguish the
		other music they	Dance Music.		style: 20th and 21st

		music might be	have heard that is			Century Orchestral,
		about.	similar.			Soul, Pop, Hip Hop, Jazz: Swing, Rock,
						Disco, Romantic,
						Zimbabwean Pop,
						R&B, Folk, Gospel,
						Salsa, Reggae, Musicals and Film
						Music.
	listen with	listen with	listen with	listen with	listen with	listen with
	concentration to a	concentration and	attention to detail	attention to detail	attention to detail	attention to detail
	range of high-	understanding to a		and recall sounds	and recall sounds	and recall sounds
	quality live and	range of high-			with increasing	with increasing
	recorded music	quality live and			aural memory	aural memory
		recorded music			davolanan	develop an
					develop an understanding of	understanding of
					the history of	the history of
					music.	music.
Vocabulary	Instruments,	Steady beat, body	Meaning, band	Sing by ear,	Time signatures,	Tempo changes,
	orchestra, tempo,	percussion,	instruments,	elements of music,	metre, media,	brass, woodwind,
	loud, quiet, styles	dynamics,	orchestral	legato and	bridge, theme,	strings, scatting,
	of music,		instruments, major,	staccato,	rapping, verse,	chord triads, repeat
			minor, world music,	pentatonic scale,	chorus,	signs,
			similar different	introduction,	instrumental break,	improvisation, call
					blues scale,	and response, AB form
Singing	Sing, rap or rhyme	Sing as part of a	Sing as part of a	Sing as part of a	Sing in unison and	Rehearse and learn
	as part of a	choir.	choir and in unison.	choir with	parts, and as part	songs from
	choir/group.			awareness of size:	of a smaller group.	memory and/or
		Have a go at	Have a go at singing	the larger the choir,		with notation.
	Perhaps have go at	singing a short	a longer solo.	the thicker and	Sing a second part	
	signing a short solo.	solo.			in a song.	

			richer the musical		Sing a broad range
			texture.	Rehearse and learn	of songs as part of
				longer songs from	a choir, including
			Rehearse and learn	memory.	those that involve
			songs from		syncopated
			memory.	Sing in 2/4, 3/4,	rhythms, with a
			,	4/4, 5/4 and 6/8	good sense of
			Sing in different	metre.	ensemble and
			time signatures:		performance. This
			2/4, 3/4 and 4/4.	Sing 'on pitch' and	should include
				'in time'. Self-	observing rhythm,
				correct if lost or	phrasing, accurate
				out of time.	pitching and
					appropriate style.
				Develop confidence	
				as a soloist.	Continue to sing in
					parts, where
					appropriate. Sing in
		Demonstrate good		Demonstrate and	2/4, 3/4, 4/4, 5/4
Begin to		singing posture		maintain good	and 6/8.
demonstrate good	Demonstrate good	consistently.		posture and begin	
singing posture –	singing posture		Demonstrate good	to demonstrate	Demonstrate and
standing up	most of the time.		singing posture and	good breath	maintain good
straight with			verbally identify	control whilst	posture and breath
relaxed shoulders.			what good singing	singing.	control whilst
			posture is.		singing.
		Sing a wider range		Respond to a	
Sing parts of the		of songs from		leader or	
unit songs from	Sing unit songs	memory.		conductor.	
memory.	from memory.	incinory.	Follow and	conductor.	Sing with and
	nom memory.		understand the		without an
					accompaniment.
					accompaniment.

Try to follow the	Follow the leader	Follow the leader	leader or		
leader or	or conductor with	or conductor	conductor.		Lead a singing
conductor.	increasing	confidently.			rehearsal.
	accuracy.				
		Listen for being 'in			
	Begin to listen for	time' or 'out of			
	being 'in time' or	time', with an			
	'out of time'.	awareness of			
		following the beat.			
				Sing expressively,	
				with more	
Add actions and/or	Sing with more	Sing with attention		consistent	
movement to a	pitch accuracy.	to clear diction.		attention to	Sing expressively,
song.			Demonstrate vowel	breathing and	with consistent
	Sing and try to	Sing more	sounds, blended	phrasing.	attention to
	communicate the	expressively, with	sounds and		breathing and
	meaning of the	attention to	consonants.	Sing expressively,	phrasing.
	words.	breathing and		with attention to	
		phrasing.	Sing 'on pitch' and	dynamics and	Sing syncopated
	Add actions and		'in time'.	articulation.	melodic patterns.
	perhaps movement	Sing with attention			
	to a song.	to the meaning of	Sing expressively,		
		the words.	with some		
		D. C	attention to		
		Perform actions	breathing and		
		confidently and in	phrasing.		
		time.	Sing oversesively		
		Sing a widening	Sing expressively, with attention to		
		range of unison	staccato and		
		_			
		songs, of varying styles and	legato.		
		structures.			
		structures.			

				Talk about the different styles of singing used for different styles of song. Talk about how the	Talk about the different styles of singing used for different styles of song in more detail. Talk confidently about how connected they feel to the music and how it connects to the world.	Talk about the different styles of singing used in the various styles of song visited throughout this year. Discuss with one
				songs and their styles connect to the world.		another how connected they are to the music and songs, and how the songs and styles are connected to the world.
	use their voices creatively by singing songs and speaking chants and rhymes	use their voices expressively and creatively by singing songs and speaking chants and rhymes	play and perform in solo and ensemble contexts, using their voices	play and perform in solo and ensemble contexts, using their voices with increasing accuracy and fluency,	play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control	play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression
Vocabulary	Sing, rap, rhyme, solo, posture, conductor, actions,	Choir, in time, pitch, meaning,	Unison, memory, follow the beat, diction, phrasing, breathing,	Texture, rehearse, on pitch, in time, expressive, staccato, legato,	Parts, soloist, breath control, connected	Notation, syncopated, ensemble, style, accompliament,
Playing Instruments	Rehearse and learn to play a short,	Rehearse and learn to play a longer,	Rehearse and learn to play a simple	Rehearse and learn to play a simple	Rehearse and learn to play one of four	Rehearse and learn to play one of four

simple melodic	simple melodic	melodic	melodic	differentiated	differentiated
instrumental pa	t instrumental part	instrumental part,	instrumental part,	instrumental parts,	instrumental parts,
by ear.	by ear.	by ear or from	by ear or from	by ear or from	by ear or from
		notation, in C	notation, in C	notation, in the	notation, in the
Rehearse and	Rehearse and	major, F major, G	major, F major, G	tonal centres of C	tonal centres of C
perform their pa	rts perform their parts	major and E major,	major, D major and	major, F major, G	major, F major, G
within the conte	xt within the context	Rehearse and	D minor.	major, Eb major, C	major, D major, E
of the unit song.	of the unit song.	perform their parts		minor and D minor.	major, A major, Eb
		within the context	Rehearse and		major, D minor and
Play a part on a	Play a part on a	of the unit song.	perform their parts	Rehearse and	F minor.
tuned or untune			within the context	perform their parts	
instrument by e	-		of the unit song.	within the context	Rehearse and
	(either Part 1, Part	Begin to develop		of the unit song.	perform their parts
Begin to learn to	•	facility in playing	Further develop		within the context
treat instrument	, ,	tuned percussion or	facility in playing	Begin to develop	of the unit song.
carefully and wi		a melodic	tuned percussion	facility in playing an	
respect.	Learn to treat	instrument, such as	or a melodic	additional tuned	Play a melody,
	instruments	recorder.	instrument, such as	percussion or a	following staff
Learn to play	carefully and with		recorder.	melodic	notation written on
together with	respect.	Know how to treat		instrument, such as	one stave and using
everybody while		instruments	Treat instruments	trumpet.	notes within an
keeping in time	Play together as a	carefully and with	carefully and with		octave range; make
with a steady be		respect.	respect most of the	Consistently treat	decisions about
	keeping in time		time.	instruments	dynamic range,
Perform short,	with a steady beat.	Play the right notes		carefully and with	including very loud
repeating rhythi		with secure	Play the right notes	respect.	(fortissimo), very
patterns (ostina		rhythms some of	with secure		quiet (pianissimo),
or riffs) while	complex, repeating	the time.	rhythms most of	Play the right notes	moderately loud
keeping in time	rhythm patterns		the time	with secure	(mezzo forte) and
with a steady be	,	Play together as a		rhythms in longer	moderately quiet
	while keeping in	group while	Play together as a	pieces.	(mezzo piano) on a
	time with a steady	keeping the beat	group while		melodic
	beat.	some of the time.			

		keeping the beat	Rehearse and	instrument, such as
	Listen to and begin	most of the time.	perform their parts	a trumpet.
	to follow musical		within the context	
	instructions from a	Listen to and follow	of the unit song.	Understand the
	leader.	musical		relationship
		instructions from a	Play together as a	between treating
	Begin to play their	leader.	group while	instruments
	instruments with		keeping the beat	carefully and with
	good posture and	Consistently play	for an entire	respect and playing
	technique.	their instruments	performance.	effectively.
		with good posture		
		and technique.	Listen to and follow	Consistently play
			<mark>musical</mark>	the right notes with
			instructions from a	secure rhythms in
			leader with	longer and more
			increasing	complex pieces.
			accuracy.	
				Play together with
			Play their	everybody while
			instruments with	keeping the beat
			good posture.	for an entire,
				extended
			Begin to	performance.
			understand how to	
			rehearse a piece of	Listen to and
			music in order to	accurately follow
			improve.	musical
				instructions from a
				leader for an
				entire, extended
				performance.

						Understand, explain and demonstrate the relationship between playing good posture and effective performance. Understand how to rehearse a piece of music in order to improve.
	play tuned and untuned instruments	play tuned and untuned instruments musically	play and perform in solo and ensemble contexts, playing musical instruments	play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy and fluency,	play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency,	Play a more complex part. play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency,
Vocabulary	Play by ear, song, tuned, untuned, respect, patterns, ostinati, riffs	Confidence, perform, instrument	Major, key, notes, beat, posture, rehearse	Minor, group, technique	Notation, melodic, performance, accuracy, improve	control and expression Flat, staff, octave, dynamics, fortissimo, pianissimo, mezzo
Improvising	Explore improvisation within a major and	Explore improvisation within a major	Explore improvisation within a major	Explore improvisation within a major	Explore improvisation within a major and minor scale, using	Explore improvisation within a major

minor scale, using	scale, using the	scale, using the	scale, using the	the following	scale, using the
the notes:	notes:	notes:	notes:	notes:	notes:
C, D, E	C, D, E	C, D, E	C, D, E	C, D, Eb, F, G	C, D, E, F, G
D, E, A	C, G, A	C, D, E, F, G	C, D, E, G, A	C, D, E, F, G	G, A, Bb, C, D
F, G, A	G, A, B	C, D, E, G, A	C, D, E, F, G	C, D, E, G, A	G, A, B, C, D
D, F, G	F, G, A	G, A, B	D, E, F♯	F, G, A, Bb, C	F, G, A, C, D
		G, A, B, D, E	D, E, F♯, A, B	D, E, F, G, A	
Explore and begin	Begin to create	G, A, B, C, D		2, 2, 1, 3, 7.	Improvise over a
to create personal	personal musical	F, G, A	Explore	Improvise over a	groove, responding
musical ideas using	ideas using the	F, G, A, C, D	improvisation	simple groove,	to the beat,
the given notes for	given notes.		within a major	responding to the	creating a satisfying
the unit.		Structure musical	scale, using more	beat and creating a	melodic shape with
	Understand that	ideas (eg using	notes.	satisfying melodic	varied dynamics
Understand that	improvisation is	echo or 'question		shape.	and articulation.
improvisation is	about the children	and answer'	Improvise using a		
about the children	making up their	phrases) to create	limited range of	Experiment with	Follow several
making up their	own very simple	music that has a	pitches on the	using a wider range	steady beats and
own very simple	tunes on the spot.	beginning, middle	instruments they	of dynamics,	stay 'in time'.
tunes on the spot.		and end.	are learning,	including very loud	
	Follow a steady		making use of	(fortissimo), very	Become more
Begin to follow a	beat and stay 'in	When improvising,	musical features,	quiet (pianissimo),	skilled in
given steady beat	time'.	follow a steady	including smooth	moderately loud	improvising,
and stay 'in time'.		beat and stay 'in	(legato) and	(mezzo forte) and	perhaps trying
	Work with partners	time'.	detached (staccato)	moderately quiet	more notes and
Improvise simple	and in the class to		articulation.	(mezzo piano).	rhythms.
vocal patterns	improvise simple	Become more			
using 'question and	'question and	skilled in	Improvise over a	Follow their own	Include rests or
answer' phrases.	answer' phrases, to	improvising;	simple chord	steady beat and	silent beats.
	be sung and played	perhaps try more	progression	stay 'in time'.	
Understand the	on untuned	notes and rhythms,	/groove.		Think about
difference between	percussion,	including rests or		Become more	creating music with
creating a rhythm	creating a musical	silent beats.		skilled in	'phrases' made up
	conversation.			improvising;	of notes, rather

pattern and a pitch	Think about	perhaps try more	than just lots of
pattern	creating music with	notes and rhythms.	notes played one
i i	'phrases' made up		after the other.
	of notes, rather	Become more	
	than simply lots of	skilled in	Challenge
	notes played one	improvising;	themselves to play
	after the other.	perhaps try to use	for longer periods,
		melodic jumps	both as soloists and
		(intervals) that	in response to
		might get higher	others in a group.
		and lower.	
		Explore rhythm	
		patterns created	
		from quavers,	
		crotchets,	
		semiquavers,	
		minims and their	
		rests.	
		Include rests or	
		silent beats. Think	
		about creating	
		music with	
		'phrases' made up	
		of notes, rather	
		than just lots of	
		notes played one	
		after the other.	
		Include smooth	
		(legato) and	
		detached (staccato)	

					articulation when playing notes.	
Vocabulary	experiment with and create sounds using the interrelated dimensions of music Notes, ideas,	experiment with, create, select and combine sounds using the interrelated dimensions of music Musical	Begin to improvise music for a range of purposes using the inter-related dimensions of music Echo, beginning,	Begin to improvise music for a range of purposes using the inter-related dimensions of music Legato, staccato,	improvise music for a range of purposes using the interrelated dimensions of music Shape, dynamics,	improvise music for a range of purposes using the interrelated dimensions of music Articulation, rest,
vocabulary	improvising, question and answer, rhythm pattern, pitch pattern	conversation,	middle, end, rest, phrases	smooth, detached, chord	fortissimo, pianissimo, mezzo, intervals, quaver, crochet, semiquavers, minims	Articulation, rest,
Composing	Begin to understand that composing is like writing a story with music. Explore sounds and	Continue to understand that composing is like writing a story with music. Perform their	Create a simple melody using crotchets, minims and perhaps paired quavers: C, D C, D, E	Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale:	Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus	Create a melody using crotchets, quavers and minims, and semibreves and semiquavers, plus all equivalent rests.
	create their own melody. Perform their	simple composition/s using two, three, four or five notes.	C, D, E, G C, D, E, G, A Start and end on the note C	C, D C, D, E C, D, E, G C, D, E, G, A	all equivalent rests. Use a pentatonic and a full scale.	Use a pentatonic and a full scale.
	simple composition/s using two, three, four or five notes.	Start their tune/s on note one and end it on note one. Use simple	(pentatonic on C). C, D C, D, E C, D, E, F	Start and end on the note C (pentatonic on C).	Use major and minor tonality: F, G F, G, A	Use major and minor tonality: C, D C, D, E C, D, E, F
		notation if appropriate:	C, D, E, F, G	C, D, E C, D, E, F	F, G, A, Bb F, G, A, Bb, C	C, D, E, F, G

Use simple		Start and end on	C, D, E, F, G	Start and end on	Start and end on
notation if	Create a simple	the note C (C	Start and end on	the note F (F	the note C (C
appropriate:	melody using	major).	the note C (C	major).	major).
	crotchets and		major).		
Create a simple	minims.	F, G		G, A	G, A
melody using	C, D	F, G, A	А, В	G, A, B	G, A, B
crotchets and	C, D, E	F, G, A, Bb	A, B, C	G, A, B, C	G, A, B, D
minims.	C, D, E, F	F, G, A, Bb, C	A, B, C, D	G, A, B, C, D	G, A, B, D, E
C, D	C, D, E, F, G	Start and end on	A, B, C, D, E	Start and end on	Start and end on
C, D, E	Start and end on	the note F (F major)	Start and end on	the note G (G	the note G
C, D, E, F	the note C (C		the note A (A	major).	(pentatonic on G).
C, D, E, F, G	major).	G, A	minor).		
Start and end on		G, A, B		G, A	G, Bb
the note C.	G, A	G, A, B, D	D, E	G, A, B	G, Bb, C
	G, A, B	G, A, B, D, E	D, E, F	G, A, B, D	G, Bb, C, D
F, G	G, A, B, D	Start and end on	D, E, F, G	G, A, B, D, E	G, Bb, C, D, F
F, G, A	G, A, B, D, E	the note G	D, E, F, G, A	Start and end on	Start and end on
F, G, A, C	Start and end on	(pentatonic on G).	Start and end on	the note G	the note G (minor
F, G, A, C, D	the note G		the note D (D	(pentatonic on G).	pentatonic on G).
Start and end on	(pentatonic on G).	Successfully create	minor).		peritationic on Gy.
the note F.		a melody in		Understand how	D, E
	F, G	keeping with the	G, A	chord triads are	D, E, F
D, F	F, G, A	style of the backing	G, A, B	formed and play	D, E, F, G
D, F, G	F, G, A, C	track. This could	G, A, B, D	them on tuned	D, E, F, G, A
D, F, G, A	F, G, A, C, D	include:	G, A, B, D, E	percussion,	Start and end on
D, F, G, A, C	Start and end on	Composing over a	Start and end on	melodic	the note D (D
Start and end on	the note F	simple chord	the note G	instruments or	minor).
the note D.	(pentatonic on F).	progression	(pentatonic on G).	keyboards.	
Begin to explore	Explore and create	Composing over a	Successfully create	Perform simple,	F, G
and create using	graphic scores:	Composing over a simple groove	a melody in	chordal	F, G, A
graphic scores:	0. 25.110 0001 001	Composing over a	keeping with the	accompaniments.	F, G, A, B♭
D. aprilio 3001 c3.			style of the backing	accompaniments.	F, G, A, B♭, C
		drone.	style of the bucking		

Create musical	Create musical		track. This could	Create a melody	Start and end on
sound effects and	sound effects and	Include a home	include:	using crotchets,	the note F (F
short sequences of	short sequences of	note, to give a	Composing over a	quavers and	major).
sounds in response	sounds in response	sense of an ending;	simple chord	minims, and	
to music and video	to music and video	coming home.	progression.	perhaps	F, G
stimuli.	stimuli.			semibreves and	F, G, A
		Perform their	Composing over a	semiquavers, plus	F, G, A, C
Use graphic	Use graphic	simple	simple groove	all equivalent rests.	F, G, A, C, D
symbols, dot	symbols, dot	composition/s,			Start and end on
notation and stick	notation and stick	using their own	Composing over a	Use a pentatonic	the note F
notation, as	notation, as	choice of notes.	drone.	and a full scale, as	(pentatonic on F).
appropriate, to	appropriate, to			well as major and	
keep a record of	keep a record of	Give the melody a	Include a home	minor tonalities.	Plan and compose
composed pieces.	composed pieces.	shape. Describe	note to give a		an eight or 16-beat
		how their melodies	sense of an ending;	Understand the	melodic phrase
Create a story,	Create a story,	were created.	coming home.	structure of the	using a pentatonic
choosing and	choosing and			composition.	scale, eg C, D, E, G,
playing classroom	playing classroom	Start to use simple	Use music	Explain its musical	A, and incorporate
instruments.	instruments.	structures within	technology, if	shape, identifying	rhythmic variety
		compositions, eg	available, to	melodic intervals (a	and interest.
Create and perform	Create and	introduction, verse	capture, change	melody that leaps)	
your own rhythm	perform your own	and chorus or AB	and combine	and melodic steps	Play this melody on
patterns with stick	rhythm patterns	form.	sounds.	(a melody that	available tuned
notation, including	with stick notation,			moves to the next	percussion and/or
crotchets, quavers	including crotchets,	Use simple	Start to use simple	note).	orchestral
and minims.	quavers and	dynamics.	structures within		instruments.
	minims.		compositions, eg	Include a home	
Use music		Create a tempo	introduction, verse	note to give a	Notate this melody.
technology, if	Use music	instruction.	and chorus or AB	sense of an ending;	
available, to	technology, if		form.	coming home.	
capture sounds.	available, to	Compose song			Either of these
	capture and	accompaniments	Use simple	Perform their	melodies can be
	combine sounds.	on tuned and	dynamics.	composition/s,	enhanced with

untuned		using their own	rhythmic or simple
percussion, using	Create a tempo	choice of notes.	chordal
known rhythms and	instruction.		accompaniment.
note values.		Successfully create	
	Compose song	a melody in	Create a simple
Use simple	accompaniments	keeping with the	chord progression.
rhythmic	on tuned and	style of the backing	
combinations of	untuned	track.	Compose a ternary
minims, crotchets	percussion, using		(ABA form) piece.
and paired quavers	known rhythms	Create their	
with their	and note values.	composition/s with	Use available
corresponding rests		an awareness of	music
to create rhythm	Create a melody	the basic chords in	software/apps to
patterns.	using crotchets,	the backing track.	create and record
	minims, quavers		it, discussing how
Music Notepad	and their rests.	Music Notepad	musical contrasts
Compose a		Compose a	are achieved.
standalone piece of	Use a pentatonic	standalone piece of	
music which	scale.	music which	Use music
includes:		includes:	technology, if
A time signature	Begin to	A time signature - A	available, to
A treble clef	understand the	treble clef	capture, change
Four or six bars	structure of the	Four, six or eight	and combine
The correct notes	composition.	bars	sounds.
for the scale and		The correct notes	
key signature	Explain its musical	for the scale and	Create music in
Rhythmic	shape, identifying	key signature	response to music
combinations of	melodic intervals (a	Rhythmic	and video stimuli.
minims, crotchets	melody that leaps)	combinations of	
and paired quavers,	and melodic steps	semibreves,	Start to use and
with their	(a melody that	minims, crotchets	understand
corresponding rests	moves to the next	and paired quavers,	structures within
	note).		compositions, eg

Expression		with their	introductions,
/dynamics	Perform their	corresponding rests	multiple verse and
A melody that	simple	Expression/dynami	chorus sections, AB
starts and ends on	composition/s	CS CS	form or ABA form
		Structured musical	
note one	using their own		(ternary form).
A description of	choice of notes.	ideas (eg using	The state of the state
how their melodies		echo or 'question	Use rhythmic
were created.	Music Notepad	and answer'	variety.
	Compose a	phrases) to create	
	standalone piece of	music that has a	Compose song
	music which	beginning, middle	accompaniments,
	includes:	and end	perhaps using basic
	A time signature	A melody that	chords.
	A treble clef	starts and ends on	
	Four or six bars	note one	Use a wider range
	The correct notes	A description of	of dynamics,
	for the scale and	how their melodies	including fortissimo
	key signature	were created.	(very loud),
	Rhythmic		pianissimo (very
	combinations of		quiet), mezzo forte
	minims, crotchets		(moderately loud)
	and paired quavers,		and mezzo piano
	with their		(moderately quiet).
	corresponding rests		, , ,
	Expression/dynami		Use a pentatonic
	CS CS		and a full scale, as
	Structured musical		well as major and
	ideas (eg using		minor tonalities.
	echo or 'question		Timior conductes.
	and answer'		Create a melody
	phrases) to create		using crotchets,
	•		
	music that has a		quavers and
			minims, and

1	T		la a minusius mais de 1919.	1	
			beginning, middle		semibreves and
			and end		semiquavers, plus
			A melody that		all equivalent rests.
			starts and ends on		
			note one		Explain its musical
			A description of		shape, identifying
			how their melodies		melodic intervals (a
			were created.		melody that leaps)
					and melodic steps
					(a melody that
					moves to the next
					note).
					notej.
					Include a home
					note to give a
					sense of an ending;
					coming home.
					- 6
					Perform their
					composition/s,
					using their own
					choice of notes.
					Successfully create
					a melody in
					keeping with the
					style of the backing
					track and describe
					how their melodies
					were created.
					Create their
					composition/s with
		l			composition/s with

			an awareness of
			the basic chords in
			the backing track.
			Music Notepad
			Compose a
			standalone piece of
			music which
			includes:
			A time signature
			A treble clef
			Four, six, eight or
			12 bars
			The correct notes
			for the scale and
			key signature
			Rhythmic
			combinations of
			semibreves,
			minims, crotchets,
			paired quavers,
			semiquavers and
			their rests
			Expression/dynami
			CS
			Structured musical
			ideas (eg using
			echo or 'question
			and answer'
			phrases) to create
			music that has a
			beginning, middle
			and end.

						A melody that
						starts and ends on
						note one.
						A description of
						how their melodies
						were created.
	experiment with	experiment with,	Begin to compose	Begin to compose	Compose music for	Compose music for
	and create sounds	create, select and	music for a range of	music for a range	a range of purposes	a range of purposes
	using the inter-	combine sounds	purposes using the	of purposes using	using the inter-	using the inter-
	related dimensions	using the inter-	inter-related	the inter-related	related dimensions	related dimensions
	of music.	related dimensions	dimensions of	dimensions of	of music	of music
		of music.	music	music		
					use and understand	use and understand
					staff and other	staff and other
					musical notations	musical notations
Vocabulary	Composing, story,	Note one, dot	Melody, paired	Combine,	Semibreves,	8/16 beat, notate,
	music, melody,	notation	quavers, backing	introduction, verse,	semiquavers,	chord progression,
	composition, notes,		track, drone, home	chorus, AB form,	triads, chordal	ternary,
	crochets, minims,		note, structure,	accompaniments,	accompaniments,	
	sounds,		dynamics, tempo,	pentatonic,	style, expressions	
			time signature,	intervals, steps,		
			treble clef, bars,	perform, key		
			rests,	signature,		
Performing	Rehearse a song	Rehearse a song	Plan, rehearse and	Rehearse and enjoy	Create, rehearse	Create, rehearse
	and perform it to	and then perform it	perform for an	the opportunity to	and present a	and present a
ML	an audience.	to an audience,	audience a song	share what has	holistic	holistic
		explaining why the	that has been	been learnt in the	performance for a	performance for a
	Add actions and	song was chosen.	learnt in the lesson,	lessons.	specific purpose,	specific event, for
	perhaps movement		from memory or		for a friendly but	an unfamiliar
	to the song.	Add actions to the	with notation, and	Perform, with	unfamiliar	audience, with a
		song.	with confidence.	confidence, a song	audience. Perhaps	detailed
			Explain why the	from memory or	perform in smaller	understanding of
			song was chosen.	using notation.	groups, as well as	the musical,

Perf	form the song	Show a simple			with the whole	cultural and
	m memory with	understanding of	Show their	Play and perform	class. Perform a	historical contexts.
som	ne accuracy.	the Musical	understanding of	melodies following	range of repertoire	Perform a range of
	-	Spotlight and Social	the Musical	staff notation,	pieces and	songs as a choir in
Begi	in to follow the	Question, and how	Spotlight and Social	using a small range,	arrangements,	school assemblies,
lead	der or	they have	Question, and how	as a whole class or	combining acoustic	school
cond	ductor.	influenced the	they have	in small groups.	instruments to	performance
		performance.	influenced their		form mixed	opportunities and
Talk	c about the		performance.	Include	ensembles,	to a wider
perf	formance	Perform the song		instrumental parts	including a school	audience. Perform
afte	erwards,	from memory	Follow the leader	and improvisatory	orchestra. Perform	from memory or
expr	ressing what	mostly accurately.	or conductor	sections within the	from memory or	with notation.
	s enjoyed and		accueately.	rehearsal and	with notation, with	
	at they think	Follow the leader		performance.	confidence and	Understand the
	ld have been	or conductor with	Talk about the		accuracy.	value of
bett	ter.	increasing	strengths of the	Explain why the		choreographing
		accuracy.	performance, how	song was chosen,	Include	any aspect of a
	en planning,		they felt and what	including its	instrumental	performance.
	earsing,	Continue to play	they would like to	composer and the	parts/improvisator	
	oducing and	tuned and untuned	change.	historical and	У	Understand the
	forming the	instruments		cultural context of	sections/composed	importance of the
song	•	musically within	Introduce the	the song.	passages within the	performing space
	troduce the	the performance.	performance with		rehearsal and	and how to use it.
1 -	formance.		an understanding	Communicate the	performance.	Rehearse and lead
	egin to play	Continue to use the	of what the song is	meaning of the		parts of the
	ed and untuned	voice expressively	about and	words and	Explain why the	performance,
	ruments	and creatively by	comment on any	articulate them	song was chosen,	individually or as a
	sically within	singing simple	other relevant	clearly	including its	group.
	performance.	songs.	connections.	- a	composer and the	
	egin to use the			Reflect on the	historical and	Record the
	ce expressively	Continue to play	Include actions,	performance and	cultural context of	performance,
and	creatively by	together as a group	instrumental parts	how well it suited	the song.	compare it to a
		/band /ensemble.		the occasion.		previous one and

singing simple		in the rehearsal and		A student will lead	identify which was
songs.	Talk about the	performance.	Discuss and	part of the	more effective.
 Begin to play 	performance		respond to any	rehearsal and part	
together as a group	afterwards; saying	Reflect on feelings	feedback; consider	of the	Collect feedback
/band /ensemble.	what they enjoyed	about sharing and	how future	performance.	from the audience
	and what they	performing, eg	performances		and reflect on how
	think could have	excitement, nerves,	might be different	Record the	the audience
	been better.	enjoyment, etc.		performance and	believed
				compare it to a	in/supported the
				previous	performance.
				performance;	
				explain how well	Discuss how the
				the performance	performance might
				communicated the	change if it were
				mood of each	repeated in a
				piece.	larger/smaller performance space.
				Discuss and talk	periormance space.
				musically about the	
				strengths and	
				weaknesses of a	
				performance.	
				Collect feedback	
				from the audience	
				and reflect on how	
				future	
				performances	
				might be different.	
use their voices by	use their voices	play and perform in	play and perform in	play and perform in	play and perform in
singing songs and	expressively and	ensemble contexts,	solo and ensemble	solo and ensemble	solo and ensemble
speaking chants	creatively by	using their voices	contexts, using	contexts, using	contexts, using
and rhymes	singing songs and	and playing musical	their voices and	their voices and	their voices and

	play tuned and untuned instruments	speaking chants and rhymes 2 play tuned and untuned instruments musically	instruments with increasing accuracy	playing musical instruments with increasing accuracy, fluency,	playing musical instruments with increasing accuracy, fluency, control	playing musical instruments with increasing accuracy, fluency, control and expression
Vocabulary	Rehearse, perform, actions, memory, accuracy, conductor, better, introduce, band, ensemble, musical spotlight, social question	Audience, instrument, tuned, untuned, expressive,	Strengths, connections, nerves	Enjoy, melody, notation, improvisation, composer, context, lyrics, feedback	Holistic, repertoire, acoustic, orchestra, compositions, leader, record	Choir, memory, choreographing, performing space,