

Begin with simple songs with a small range (m-so / a third/ C to E) and then slightly wider, following the shape of the melody, include pentatonic songs (S notes) (C, D, E, da and A or G, A, B, D and E. (M1P) Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy (Y1P) Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy (Y1P) Create musical sound effects and short geuences of sounds in response to stimuli including stories, pictures and films (Y1 C) Identify the pulse (Y1 L) Recognise the changes in pitch between high and low pitch within a small section of melody (Y1 L) Respond to the pulse in pitch between high and low pitch within a small section of melody (Y1L) Respond to the pulse in recorded / live music through movement and dance (Y1L) Respond to the pulse in recorded / live music through movement and dance (Y1L) Respond to the pulse in recorded / live music through movement and dance (Y1L) Respond to the pulse in recorded / live music through movement and dance (Y1L) Respond to the pulse in recorded / live music through movement and dance (Y1L) Respond to the pulse in recorded / live music through movement and dance (Y1L) Respond to the pulse in recorded / live music through movement and dance (Y1L) Respond to the pulse in recorded / live music through movement and dance (Y1L) Respond to the pulse in recorded / live music through movement and dance (Y1L) Respond to the pulse in recorded / live music through movement and dance (Y1L) Respond to the pulse in recorded / live music through movement and dance (Y1L) Respond to the pulse in recorded / live music through movement and dance (Y1L) Respond to the pulse in recorded / live music through movement and dance (Y1L) Respond to the pulse in recorded / live music through movement and dance (Y1L) Respond to the pulse in recorded / live music through movement and dance (Y1L) Respond to the pulse in recorded / live mu	V/A	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Begin with simple songs with a small range (miso / a third / C to I) and then slightly wider, following the shape of the melody (y, IP) and then slightly wider, following the shape of the melody (y, IP) and the slightly wider, following the shape of the melody (y, IP) and the slightly wider, following the shape of the melody (y, IP) and a companiment on percussion instruments showing an accurately (Y1 P). Perform simple repeated rhythmic patterns (ostinato) as an accompaniment (Y1 P). Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy (Y1 P). Create musical sound effects and short sequences of sounds in response to stimuli including stories, pictures and films (Y1 C). Create musical sound effects and short sequences of sounds in response to stimuli including stories, pictures and films (Y1 C). Create musical sound effects and short sequences of sounds in response to stimuli including stories, pictures and films (Y1 C). Create musical sound effects and short sequences of sounds in response to stimuli including stories, pictures and films (Y1 C). Create musical sound effects and short sequences of sounds in response to stimuli including stories, pictures and films (Y1 C). Create musical sound effects and short sequences of sounds in response to stimuli including stories, pictures and films (Y1 C). Create musical sound effects and short sequences of sounds in response to stimuli including stories, pictures and films (Y1 C). Create musical sound effects and short sequences of sounds in response to stimuli including stories, pictures and films (Y1 C). Create musical sound effects and short sequences of sounds in response to stimuli including stories, pictures and films (Y1 C). Create musical sound effects and short sequences of sounds in response to stimuli including stories, pictures and films (Y1 C). Create musical sound effects and short sequences of sounds in response to stimuli including stories, pictures and films (Y1 C). Create simple lyrics as a	Y1						
with a small range (mis-o / a third/C to E) and the control include pentationic songs (5 notes) (C, D, E, G, and A or G, A, B, D and E. (17 P) withinic patterns (sotinator) and response songs to control (control vocal pitch and to match the pitch they hear with accuracy (Y1 P) of match they introduced of match the pitch they hear with accuracy (Y1 P) of match they introduced in they not control the pitch they hear with accuracy (Y1 P) of match they pitch they hear with accuracy (Y1 P) of match they pitch they hear with accuracy (Y1 P) of match they pitch they hear with accuracy (Y1 P) of match they pitch they hear with accuracy (Y1 P) of match they pitch they hear with accuracy (Y1 P) of		Story					
and short (Y1 L) Develop a basic understanding of how music is organised e.g., beg, mid, end (Y1 U)		Begin with simple songs with a small range (mi-so / a third/ C to E) and then slightly wider, following the shape of the melody, include pentatonic songs (5 notes) (C, D, E, G and A or G, A, B, D and E. (Y1 P) Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy (Y1 P) Create musical sound effects and short sequences of sounds in response to stimuli including stories, pictures and films (Y1 C) Identify the pulse (Y1 L) Recognise the changes in pitch between high and low pitch within a small	Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy (Y1 P) Perform simple repeated rhythmic patterns (ostinato) as an accompaniment (Y1 P) Perform chants (Y1 P) Understand that symbols can be used to represent and organise sound (Y1 U) Recognise the changes in pitch between high and low pitch within a small section of	Walk, move or clap a steady beat with others and perform a steady pulse on untuned percussion instruments (Y1 P) Perform short copycat rhythms accurately (Y1 P) Perform simple repeated rhythmic patterns (ostinato) as an accompaniment (Y1 P) Perform a simple accompaniment on percussion instruments showing an awareness of pulse (Y1 P) Create musical sound effects and short sequences of sounds in response to stimuli including stories, pictures and films (Y1 C) Create simple lyrics as a class to a well-known traditional rhyme e.g., Twinkle Twinkle / Frere Jacques (Y1 C) Respond to the pulse in recorded / live music through movement and dance (Y1 L) Listen to sounds in the local environment and compare high and low sounds and long	Perform a simple accompaniment on percussion instruments showing an awareness of pulse (Y1 P) Create musical sound effects and short sequences of sounds in response to stimuli including stories, pictures and films (Y1 C) Invent, retain and recall rhythm (crotchet and quaver) and melodic (pitch) patterns with a range of 3 notes e.g. C D and E (Y1 C) Use basic dynamics and tempo for musical expression e.g., piano, forte, fast, slow (Y1 C) Create simple lyrics as a class to a well-known traditional rhyme e.g., Twinkle Twinkle / Frere Jacques (Y1 C) Understand the difference between creating a rhythm pattern and a pitch pattern (Y1 U) Understand that symbols (pictures) can be used to represent and organise sound (Y1 U) Develop a basic understanding of how music is organised e.g.,	Perform a simple accompaniment on percussion instruments showing an awareness of pulse (Y1 P) Invent, retain and recall rhythm (crotchet and quaver) and melodic (pitch) patterns with a range of 3 notes e.g., C D and E (Y1 C) Develop a basic understanding of how music is organised e.g., beg, mid, end (Y1 U) Investigate a range of instruments and understand they produce different sounds, select the appropriate instrument for a specific purpose (Y1 U) Respond to the pulse in recorded / live music though	Perform a simple accompaniment on percussion instruments showing an awareness of pulse (Y1 P) Improvise simple vocal chants using question and answer phrases (Y1 C) Invent, retain and recall rhythm (crotchet and quaver) and melodic (pitch) patterns with a range of 3 notes e.g., C D and E (Y1 C) Use music technology to capture, change and combine sounds (Y1 C) Create simple lyrics as a class to a well-known traditional rhyme e.g., Twinkle Twinkle / Frere Jacques (Y1 C) Understand that symbols (pictures) can be used to represent and organise sound (Y1 U) Investigate a range of instruments and understand they produce different sounds, select the appropriate instrument for a specific



Create music in response to a non-musical stimulus (Y2 C) Create rhythms using word phrases as a starting point and use these as ostinato (Y2 C) Create and perform their own chanted rhythms (with the corresponding stick notation (Y2 C) Use graphic scores to reflect pitch and dynamics (Y2 C) Recognise dot notation and match it to 3 note tunes played on tuned percussion (Y2 U) Recognise dot notation and match it to 3 note tunes played on tuned percussion (Y2 U) Sing songs regularly with a pitch range of do-so (a 5th / C-6) with increasing vocal control (Y2 P) Sing songs regularly with a pitch range of do-so (a 5th / C-6) with increasing vocal control (Y2 P) Sing songs regularly with a pitch range of do-so (a 5th / C-6) with increasing vocal control (Y2 P) Sing songs regularly with a pitch range of do-so (a 5th / C-6) with increasing vocal control (Y2 P) Sing songs regularly with a pitch range of do-so (a 5th / C-6) with increasing vocal control (Y2 P) Sing songs regularly with a pitch range of do-so (a 5th / C-6) with increasing vocal control (Y2 P) Sing songs regularly with a pitch range of do-so (a 5th / C-6) with increasing vocal control (Y2 P) Sing songs regularly with a pitch range of do-so (a 5th / C-6) with increasing vocal control (Y2 P) Sing songs regularly with a pitch range of do-so (a 5th / C-6) with increasing vocal control (Y2 P) Sing songs regularly with a pitch range of do-so (a 5th / C-6) with increasing vocal control (Y2 P) Sing songs regularly with a pitch range of do-so (a 5th / C-6) with increasing vocal control (Y2 P) Sing songs regularly with a pitch range of do-so (a 5th / C-6) with increasing vocal control (Y2 P) Sing songs regularly with a pitch range of do-so (a 5th / C-6) with increasing vocal control (Y2 P) Sing song regularly with a pitch range of do-so (a 5th / C-6) with increasing vocal control (Y2 P) Select organise and order sounds to perform within a singing game (Y2 P) Use graphic scores to reflect pitch and dynamics (Y2 C) Perform rhythmic and endorer sou		Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Create music in response to a non-musical stimulus (Y2 C) (Y3 C) (Y4 C) (Y4 C) (Y4 C) (Y5 C) (Y5 C) (Y6 Create and perform their own chanted rhythms (Y2 C) (Y2 C) (Y2 C) (Y2 C) (Y3 C) (Y4 C) (Y5 C) (Y5 C) (Y5 C) (Y5 C) (Y5 C) (Y6 C) (Y	Y2						
Create music in response to a non-musical stimulus (Y2 C) on month of the preform within a simple structure. Suggest how they should be played and discuss effects achieved (Y2 P) of the present their own chanted rhythms (Y2 C) of the case as starting point and use these as ostinato (Y2 C) of the case rhythms (with the corresponding stick notation (Y2 C) of the pitch and dynamics (Y2 C) of the			The The	Round the World	vollatevel tile vveatilel	Down in the Jungle	Sull, Mooli allu Stais
chorus in a song, intro (Y2 L)		Create music in response to a non-musical stimulus (Y2 C) Create rhythms using word phrases as a starting point and use these as ostinato (Y2 C) Create and perform their own chanted rhythms (with the corresponding stick notation (Y2 C) Use graphic scores to reflect pitch and dynamics (Y2 C) Recognise dot notation and match it to 3 note tunes played on tuned percussion (Y2 U) Understand that music can be structured in different ways (Y2 U) Respond independently to pitch changes heard in short melodic phrases indicating	Select organise and order sounds to perform within a simple structure. Suggest how they should be played and discuss effects achieved (Y2 P) Create rhythms using word phrases as a starting point and use these as ostinato (Y2 C) Use graphic scores to reflect pitch and dynamics (Y2 C) Understand that different sounds suit different moods (Y2 U) Comment constructively on the music produced by others and begin to use the interrelated dimensions in music in their answers (Y2 U) Begin to recognise changes in tempo, timbre (scratchy, smooth, strings, brass) dynamics and texture (solo,	Sing songs regularly with a pitch range of do-so (a 5 th / C-G) with increasing vocal control (Y2 P) Sing short phrases independently / small groups within a singing game (Y2 P) Change the way music is performed to reflect occasion e.g., lullaby (Y2 P) Perform actions confidently and in time to a range of action songs (Y2 P) Change words to songs and rhymes whilst maintaining rhythmic patterns (Y2 C) Responding to the leader's directions and visual symbols of dynamics and tempo (Y2 U) Understand the difference between rhythm and pulse (Y2 U) Move to music, responding to	Perform rhythmic accompaniments using a range of untuned percussion instruments (Y2 P) Select organise and order sounds to perform within a simple structure. Suggest how they should be played and discuss effects achieved (Y2 P) Play copycat rhythms, copying a leader and inventing rhythms for others which include crotchets, quavers and crotchet rests (Y2 C) Begin to recognise changes in tempo, timbre (scratchy, smooth, strings, brass) dynamics and texture (solo, multiple instruments) (Y2 L) Tap or clap the beat of a listening piece and recognise the tempo and any changes (Y2 L) Understand the speed of the	Sing songs regularly with a pitch range of do-so (a 5 th / C-G) with increasing vocal control (Y2 P) Change the way music is performed to reflect occasion e.g., lullaby (Y2 P) Use graphic scores to reflect pitch and dynamics (Y2 C) Create a simple grid to record a 4 beat rhythmic pattern (Y2 C) Understand that music can be structured in different ways (Y2 U) Understand that different sounds suit different moods (Y2 U) Begin to group beats in four and threes by demonstrating the strongest beat when clapping (Y2 L) Begin to recognise changes in tempo, timbre (scratchy, smooth, strings, brass) dynamics and texture (solo, multiple instruments) (Y2 L) Identify the different parts of a piece of music e.g., verse and	Create music in response to a non-musical stimulus (Y2 C) Work with a partner to improvise simple rhythmic and melodic question and answer phrases (Y2 C) Use music technology to capture, change and combine sounds e.g., Chrome Music Lab or Scratch Junior (Y2 C) Create and perform their own chanted rhythms (with the corresponding stick notation (Y2 C) Compose and play in groups simple rhythmic patterns of 8 beats which can then be combined with other groups to form a longer piece (Y2 C) Read and respond to chanted rhythmic patterns and represent them with stick notation (crotchet, quaver, crotchet rest) (Y2 U) Comment constructively on the music produced by others and begin to use the interrelated dimensions in music in



	Autumn 1:	Autumn 2:	Spring 1:	Spring	Summer 1:	Summer 2:
Y3	Peter and the	Christmas Singing	World Percussion	World Percussion	World Percussion	World Percussion
	Wolf	Cili istillas Siligilig	Taiko Drums	Taiko Drums	Djembe Drums	Djembe Drums
			Tame Drains	Talko Brailis		Sjemse Stams
	Perform with a greater	Perform with a greater	Use appropriate musical		Kuku or other authentic	Kuku or other authentic grooves
	awareness of the inter-	awareness of the inter-related	vocabulary with understanding	Use appropriate musical	grooves using	using
	related dimensions of	dimensions of music (Y3 P)	to describe music they are	vocabulary with	djembes/djundjuns/auxilliary	djembes/djundjuns/auxilliary percussion as appropriate.
	music (Y3 P)		listening to and begin to	understanding to describe	percussion as appropriate.	percussion as appropriate.
		Sing a widening range of	identify different styles of	music they are listening to		include stop and start signals
	Select, organise & order	unison songs of varying styles	music - Japanese/ Budhist	and begin to identify	include stop and start signals	
	sounds, structuring musical	and structures with a pitch of a	music in a cultural context. (Y3	different styles of music -		Emphasise that singing is a
	ideas (e.g. beginning,	5 th (C – G), tunefully and with	U)	Japanese/ Budhist music in a	Emphasise that singing is a	traditional accompaniment to
	middle and end) (Y3 C)	expression. Perform using		cultural context. (Y3 U)	traditional accompaniment to	drumming in Africa (Oo A Lay-a-lay/Obwisanasa etc.)
	Compace in response to	Italian terms such as forte	Explain how different inter-	Explain how different inter-	drumming in Africa (Oo A	lay/Obwisaliasa etc.)
	Compose in response to different stimuli and	(loud) and piano (quiet) (Y3 P)	related dimensions such as	related dimensions such as	Lay-a-lay/Obwisanasa etc.)	Aim for singing and drumming at
	musical sources using a	Provide more opportunities to	pitch, duration (note length),	pitch, duration (note length),	Aim for singing and	the same time if possible
	variety of sources such as	sing as a choir to an audience	timbre, texture and dynamics	timbre, texture and dynamics	drumming at the same time if	
	percussion, music	(Y3 P)	can be combined and used	can be combined and used	possible	Own compositions using
	technology and	(13.7)	with expression (Y3 U)	with expression (Y3 U)	possible	traditional 'layered' groove structure as a starting point
	instruments they are	Develop opportunities to play			Own compositions using	structure as a starting point
	learning (Y3 C)	tuned percussion or other		Begin to develop active	traditional 'layered' groove	Explain how different inter-
		melodic instruments i.e.,		listening skills and relate	structure as a starting point	related dimensions such as
	Present multiple layers on	recorder (Y3 P)	Begin to develop active	what they hear to the inter-		pitch, duration (note length),
	graphic scores or rhythm		listening skills and relate what	related dimensions of music	Explain how different inter-	timbre, texture and dynamics
	grids (Y3 C)	Perform simple parts with	they hear to the inter-related	using "call and response" to	related dimensions such as	can be combined and used
		expression and awareness of	dimensions of music using	exercise and introduce aural	pitch, duration (note length),	with expression (Y3 U)
	Explain how different inter-	rhythm e.g., a drone and an	"call and response" to	memory. (Y3 L)	timbre, texture and dynamics	
	related dimensions such as	ostinato or a 2-part round (Y3	exercise and introduce aural	Develop opportunities to play	can be combined and used	Develop opportunities to play
	pitch, duration (note	P)	memory. (Y3 L)	tuned percussion or other	with expression (Y3 U)	tuned percussion or other
	length), timbre, texture	Harris de la distriction de la constant	Daniela de la companiona del companiona de la companiona de la companiona de la companiona	melodic instruments and	Davidson and addition to also	melodic instruments and
	and dynamics can be combined and used with	Have clear diction when	Develop opportunities to play	develop stick control. (Y3 P)	Develop opportunities to play	develop stick control. (Y3 P)
	expression (Y3 U)	singing to communicate lyrics effectively (Y3 P)	tuned percussion or other melodic instruments and		tuned percussion or other melodic instruments and	Develop a musical structure in
	expression (13 0)	enectively (13 F)	develop stick control. (Y3 P)	Increase self-confidence by	develop stick control. (Y3 P)	preparation for a performance
1	Use appropriate musical	Understand and identify	develop stick control. (13 F)	creating and performing	develop stick control. (13 r)	(Y3 P)
	vocabulary with	different sections of a song e.g.	Co-ordinate voice and rhymical	drum solos and allow peer		(,
	understanding to describe	intro, verse, chorus & bridge	elements, including use of	leadership of differing parts.	Develop a musical structure in	
	music they are listening to	(Y3 U)	Japanese language and vocal	(Y3 P)	preparation for a performance	
	and begin to identify		sounds at varying dynamics.		(Y3 P)	
	different styles of music	Use appropriate musical	(Y3 P)			
	(Y3 U)	vocabulary with understanding		Learn aboiut the 5 different		
	Understand how sounds	to describe music they are	Develop a musical structure	taiko sounds and experiment		
	combine and create	listening to and begin to	in preparation for a	with variations. (Y3 L)		
	different effects on mood	identify different styles of	performance (Y3 P)	,		
	referring to the inter-	music (Y3 U)		Control to develop final		
	related dimensions of music		Play a rhythmical musical	performance (Y3 P)		
	(Y3 U)		canon (Y3 P)			



Begin to develop active listening skills and relate what they hear to the inter-related dimensions of music (Y3 L)	Understand a rest indicates silence in music (crotchet rest) (Y3 U) Identify silent beats in music (rests) (Y3 L)	Play 3 rythms at the same time. (Y3 – P) Develop self-control and discipline through arm choreography (Y3 P)		



VA.	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Y4	Woodwind	Woodwind	Woodwind	Woodwind	Adverts	Say Hello, Wave Goodbye
	Unit 1	Unit 2	Unit 3	Unit 4		
	Assembling and looking after	Produce a clearly articulated	Continue to build on sound	Extension of note range. (Y4	Play and perform melodies	Continue to sing a broad range of
	their instrument, holding it	sound. (Y4 P)	production and develop clear	P)	following stave notation	unison songs with the range of an
	correctly.(Y4 p)		articulation (Y4 P)	Î Î	using a small range of notes	octave (Y4 P)
		Develop breath control (Y4 P)	Douglan law note with good	Clarinets to develop fingering	(Y4 P)	
	Producing sound on a		Develop low note with good fingering technique. (Y4 P)	using lower keys and		
	mouthpiece with correct	Play 3/4 pitches in succession	inigering technique. (14 F)	appropriate technique to play		
	embouchure and if possible	(Y4 P)	Develop good breath control	high A/Bflat. (Y4 P)		
	tonguing (Y4 p)		and play longer phrases. (Y4 P)			
				Further ability to read	Perform in 2 or more parts	Perform in a variety of settings with
	Learning correct fingering for first	Change reeds (Y4 U)	Maintain a musical line with 2-	stave/rhythmic notation	from simple notation (Y4 P)	an awareness of occasion and
	2 notes (Y4 P)		4 part arrangement (Y4 P)	through composition activity.		audience (Y4 P)
	2 Hotes (14 F)		Developed by the second and	(Y4 U)		
		Play with good posture both	Develop ability to read and understand rhythmic/stave		Use music technology e.g.,	Use the inter-related dimensions of
	Moving between the above	sitting and standing (Y4 P)	notation (crotchets, quavers,	Create , rehearse and perform	keyboards, Garage Band,	music when composing music to
	pitches in a performance		minims, rests) (Y4 U)	a written composition (Y4 C +	electronic sounds when	create a specific mood (Y4 C)
	context.(Y4 P)		, , , , , , , , , , , , , , , , , , , ,	P)	composing (Y4 C)	
		Improvise over 1,2 or 4 bars	Improvise with increasing			Introduce major and minor chords
	(Y4 P)	using up to 3 notes (Y4 C)	confidence 2-4 bars over 12	Develop listening and appraising	Begin to make decisions	and use technology to demonstrate
	Maintain a steady pulse (Y4 P)		bar blues chord sequence. (Y4	skills through composition work.	about the overall structure of	e.g. interactive keyboard (Y4 U)
		listen to a rhythmic call and	C)	(Y4 C)	compositions (Y4 C)	
	Recogiise aurally and discriminate	response and reproduce it	Develop and demonstrate a		Combine known rhythmic	Identify chordal accompaniment
	between the musical elements of	accurately on their instrument.	sense of ensemble. (Y4 P)		notation with letter names to	and melody understanding static
	pitch, rhythm, pulse, dynamics	(Y4 L)	, ,	Perform and follow complete	create short (pentatonic)	and moving parts when listening
	and tempo (Y4 L)	(Reflect and evaluate their own	pieces of music with increasing	phrases using a limited range	(Y4 U)
			performances and those of	confidence.(Y4 P)	of 5 pitches (Y4 C)	
	Aural understanding of crotchet/	learn to play short pieces from	others. (Y4 R)		Use the inter-related	Introduce and understand the
	minim and quaver. (Y4 U)	memory, symbols or			dimensions of music when	relationship between minims,
		notation.(Y4 P)		Contribute musical ideas when	composing music to create a	crotchets, paired quavers and rests
	Awaranass of the conductor	, ,		rehearsing performance pieces	specific mood (Y4 C)	(Y4 U)
	Awareness of the conductor; knowing when to start, trying to	Develop individual and		using appropriate vocabulary.		
	keep together and knowing when	ensemble skills. (Y4 P)		(Y4 P)	Include a range of different	Copy short melodic phrases
					instruments to create small	including those using the
	to stop. (Y4 L)				ensembles when composing	pentatonic (Y4 L)
	Recognising, recalling and				(Y4 C)	A DECEMBER OF THE PROPERTY OF
	repeating a rhythm				Read and perform pitch	Identify and discuss the inter-
	(vocal/clapping). (Y4 L)				notation within a defined	related dimensions of music when
	(Vocal, clapping). (14 L)				range (octave) (Y4 C)	listening to a piece of music (Y4 L)
	Develop a musical 'inner voice'				Copy short melodic phrases	
	internalizing sounds by singing,				including those using the	
	chanting and 'playing' parts in				pentatonic (Y4 L)	
	their head. (Y4 L)					



Listen to a broad range of music from different times and places (Y4 L) Begin to identify key stylistic features within a genre of music (Y4 L)	



	Autumn	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Y5	1.	Brass	Brass	Brass	Improvising Colours	Newsbeat
	Brass	Unit 2	Unit 3	Unit 4	improvising colours	Newsbeat
	Unit 1	Oille 2	Sincs			
	Assemble and look after their	Play with the correct	Sustain notes and strengthen	Extension of range. (Y5 P)	Play melodies on tuned	Perform simple, chordal
	instrument and hold it correctly	posture. (Y5 P)	tone quality.(Y5 P)		percussion, melodic	accompaniments to familiar songs
	(Y5 U).	. , ,		Move confidently around 3	instruments or keyboards,	– (3 chord songs) (Y5 P)
	5 1	Show an awareness of pitch,	Extension of range. (Y5 P)	pitches as a minimum. (Y5 P)	following stave notation	
	Producing a steady buzz.(Y5 P)	pulse/beat. (Y5 L)			written on one stave (Y5 P)	Play melodies on tuned percussion,
	Learn and recall the		Development of more closely	Use the embouchure to		melodic instruments or keyboards,
	fingering/slide position for C &	Control pitch when singing	focused articulation. (Y5 P)	support higher pitches.	Work in pairs to compose a	following stave notation written on
	D (or transpositions of these	and when playing an		NB – Pieces which include	short, structured piece e.g.	one stave (Y5 P)
	notes). (Y5 U)	instrument. (Y5 P)	Ability to maintain a musical	slurring can be played	ternary form A B A (Y5 C)	Work in pairs to compose a short,
			line within a multi-part	articulated or used later in		structured piece e.g. ternary form A
		Produce a note with the	arrangement. (Y5 P)	the year, as appropriate. (Y5	Use chords to compose	B A (Y5 C)
	context. (Y5 P)	tongue. (Y5 P)	Banda a dilla da ada ada ad	P)	music to evoke a specific	the should be a second as
	context. (131)	Dian 2 as a mantial witches	Develop ability to read and	Maintain a manainal line mithin	atmosphere, mood or	Use chords to compose music to
	Perform simple 8/12/16-bar	Play 3 sequential pitches.	understand rhythm notation	Maintain a musical line within	environment (Y5 C)	evoke a specific atmosphere, mood
	pieces in unison. (Y5 P)	(Y5 P)	(crotchets, quavers, minims). (Y5 U)	a multi-part arrangement. (Y5	Introduce a major and minor	or environment (Y5 C)
		Control their fingering or	(13.0)	["	scale e.g. C major and A	Record creative ideas using graphic
	Maintain a steady pulse. (Y5 P)	the slide. (Y5 P)	Understand and perform	Develop ability to read stave	minor and identify which	symbols, rhythmic notation and
	Aural understanding of	the shae. (151)	music in triple time. (Y5 U and	notation, including through	notes are different (Y5 U)	time signatures, stave notation and
	crotchet/ minim and quaver.(Y5	Empty water from their	P)	the medium of composition.	motes are amerem (15 e)	technology – Garage Band (Y5 C)
	U)	instrument. (Y5 U)	,	(Y5 U)	Develop understanding of	
		, ,	Creating/improvising a 2-bar		triads and play them on	Develop understanding of triads
	Awareness of the conductor;	Improvise within a simple	rhythm (vocalised/clapped).	Create/improvise a 2-bar	tuned percussion, melodic	and play them on tuned percussion,
	knowing when to start, trying to keep together and knowing	16-beat setting using 1,2, or	(Y5 C)	rhythm (instrument). (Y5 U)	instruments or keyboards (Y5	melodic instruments or keyboards
	when to stop. (Y5 L)	3 notes. (Y5 C)			U)	(Y5 U)
	Wilein to Stop. (15 2)		Developing sense of	Basic melodic instrumental		
	Recognise, recall and repeat a	Listen to a rhythmic call and	ensemble. (Y5 P)	improvisation. (Y5 C)	Develop awareness of the	Develop awareness of the inter-
	rhythm (vocal/clapping). (Y5 L)	response and reproduce it			inter-related dimensions of	related dimensions of music and
		accurately on their	Evidence of independent	Perform and follow complete	music and use the correct	use the correct vocabulary in their
		instrument using	learning. (Y5 R)	pieces of music with	vocabulary in their responses	responses (Y5 L)
		appropriate techniques. (Y5		confidence. (Y5 P)	(Y5 L)	Davidan a sultimal mass set and
		L)			December simple structures	Develop a cultural respect and
		Follow basic notation			Recognise simple structures in the music that is being	celebrate differences in the music
		(annotated rhythm			performed / listened to e.g.	listened to (Y6 L)
		notations building to 2/3			binary, ternary, verse /	
		note annotated stave			chorus etc (Y5 L)	
		notation. (Y5 U)			chords etc (13 L)	
		11000000111 (100)			Develop a cultural respect	
					and celebrate differences in	
					the music listened to (Y6 L)	



N/C	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Y6	Codebreakers	Musical Recycling	Sounds of the Future	Stage and Screen	Your Song	Lights, Camera, Action
	Play a melody following stave	Perform with control and	Compose a piece of music	Sing a broad range of songs	Perform with control and	Sing a broad range of songs
	notation written on one stave	sensitivity with some pupils	suitable for a particular	including those that include	sensitivity with some pupils	including those that include
	and accompany this same	leading and supporting	occasion (Y6 C)	syncopated rhythms from a	leading and supporting	syncopated rhythms from a variety
	melody and others using	others (Y6 P)	(12.5)	variety of times and places	others (Y6 P)	of times and places (Y6 P)
	chords or a bass line (Y6 P)	, ,	Identify how specific musical	(Y6 P)	, ,	, ,
		Use prior music technology	techniques and devices		Create music with multiple	Continue to sing 3 and play 4 part
	Perform with control and	knowledge to source sounds	contribute to the impact of a	Continue to sing and play 3	sections that include	rounds (Y6 P)
	sensitivity with some pupils	for an intended effect and	piece (Y6 U)	/4 part rounds (Y6 P)	repetition and contrast (Y6 C)	
	leading and supporting others	use within a composition (Y6				Perform in large scale events to a
	(Y6 P)	C)	Use appropriate musical	Play a melody following stave	Use chord changes as part of	wider audience, making the most of
			vocabulary to explain choices	notation written on one	a sequence which may be	opportunities to work alongside
	Compose melodies using	Compose melodies using	in composition (Y6 U)	stave and accompany this	improvised (Y6 C)	professional musicians (Y6 P)
	major or minor scales ie C major, G major, A minor or E	major or minor scales i.e. C major, G major, A minor or E	Discuss the features of a	same melody and others using chords or a bass line	Compose an extended	Perform with control and sensitivity
	minor, these melodies can be	minor, these melodies can be	piece of music which work	(Y6 P)	melodic phrase using the	with some pupils leading and
	enhanced with chordal or	enhanced with chordal or	together to reflect a mood,	(101)	learnt scale e.g. pentatonic /	supporting others (Y6 P)
	rhythmic accompaniment (Y6	rhythmic accompaniment (Y6	culture or sense of occasion	Perform with control and	blues scale (Y6 C)	supporting stricts (1017)
	C)	C)	(Y6 U)	sensitivity with some pupils		Use prior music technology
	,	,		leading and supporting	Begin to identify melodies	knowledge to source sounds for an
	Create music with multiple	Create music with multiple	Listen to a diverse range of	others (Y6 P)	built around major and minor	intended effect and use within a
	sections that include	sections that include	genres, styles and traditions		melodies and their	composition (Y6 C)
	repetition and contrast (Y6 C)	repetition and contrast (Y6 C)	and identify stylistic features		associated keys (Y6 L)	
			(Y6 L)	Compose a melody to match		Use a variety of textures and
	Listen to music from	Compose a piece of music	Barrier and the selection of	a given lyric with sensitivity	Develop a cultural respect	timbres when arranging a
	different times and places and identify their own	suitable for a particular occasion (Y6 C)	Develop a cultural respect and celebrate differences in	to stylistic features	and celebrate differences in the music listened to (Y6 L)	composition to show a specific mood e.g. solos, small groups,
	uniqueness (Y6 L)	occasion (16 C)	the music listened to (Y6 L)	(Y6 C)	the music listened to (16 L)	whole class (Y6 C)
	uniqueness (10 L)	Discuss the features of a	the masic listeried to (10 L)	Understand semiguavers and		whole class (10 c)
	Develop a cultural respect and	piece of music which work		minim rests and the		Extend improvised melodies
	celebrate differences in the	together to reflect a mood,		relationship between		beyond 8 beats (Y6 C)
	music listened to (Y6 L)	culture or sense of occasion		semibreves, minims,		, ,
		(Y6 U)		crotchets, quavers,		Compose a piece of music suitable
	Listen to a diverse range of			semiquavers, crotchet, and		for a particular occasion
	genres, styles and traditions	Present a well-formed		minim rests (Y6 U)		(Y6 C)
	and identify stylistic features	opinion and show a				
	(Y6 L)	willingness to engage with		Discuss the features of a		Discuss the features of a piece of
	Catanata a mida manga astitus	alternative perspectives (Y6		piece of music which work		music which work together to
	Listen to a wide range of live and recorded musicians (Y6 L)	U)		together to reflect a mood, culture or sense of occasion		reflect a mood, culture or sense of occasion (Y6 U)
	and recorded musicians (16 L)			(Y6 U)		occasion (10 0)
				(100)		
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		Listen to a diverse range of genres, styles and traditions and identify stylistic features (Y6 L)	Present a well-formed opinion and show a willingness to engage with alternative perspectives (Y6 U)
		Recognise syncopated rhythms (Y6 L)	Recognise syncopated rhythms (Y6 L)

P = Performance

C = CompositionL = Listening

U = Understanding and Review