

	I can mark the beat of a listening piece (e.g. ‘Bolero’ by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo. I can begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. I can identify the beat groupings in familiar music that I sing regularly and listen to.	I can walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. I can use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat. I can respond to the pulse in recorded/live music through movement and dance,	right to support coordination and shared movement with others.	I can listen to sounds in the local school environment, comparing high and low sounds. I can sing familiar songs in both low and high voices and talk about the difference in sound.	Singing I can sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. I can begin with simple songs with a very small range, ‘mi-so’ and then slightly wider. Include pentatonic songs. I can sing a wide range of call and response songs to control vocal pitch and to match the pitch they I with accuracy.	I can explore percussion sounds to enhance storytelling. I can follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.
	Musicianship – Rhythm I can read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchet rests. I can create and perform my own chanted rhythm patterns with the same stick notation.	Musicianship – Rhythm I can perform short copycat rhythm patterns accurately, led by my teacher. I can perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. I can perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns.	Musicianship – Rhythm I can play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. I can create rhythms using word phrases as a starting point (e.g. ‘Hel-lo Si-mon’ or ‘Can you come and play?’).	Singing I can sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. I can begin with simple songs with a very small range, ‘mi-so’ and then slightly wider. Include pentatonic songs. I can sing a wide range of call and response songs to control vocal pitch and to match the pitch they I with accuracy.		Singing I can sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. I can begin with simple songs with a very small range, ‘mi-so’ and then slightly wider. Include pentatonic songs. I can sing a wide range of call and response songs to control vocal pitch and to match the pitch they I with accuracy.
	Musicianship – Pitch I can play a range of singing games based on the cuckoo interval (so-mi, e.g. Little Sally Saucer) matching voices accurately, supported by a leader playing the melody. I can sing short phrases independently within a singing game or short song. I can respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low. I can recognise dot notation and match it to 3-note tunes played on tuned percussion.	Singing I can sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. I can begin with simple songs with a very small range, ‘mi-so’ and then slightly wider. Include pentatonic songs.	Musicianship – Pitch I can sing short phrases independently within a singing game or short song. I can recognise dot notation and match it to 3-note tunes played on tuned percussion.			
	Singing I can sing songs regularly with a pitch range of ‘do-so’ with increasing vocal control. I can sing songs with a small pitch range, pitching accurately. I know the meaning of dynamics and tempo and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols.		Singing I can sing songs regularly with a pitch range of ‘do-so’ with increasing vocal control. I can sing songs with a small pitch range, pitching accurately. I know the meaning of dynamics and tempo and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols.			

Years 3 and 4						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Music Masters of Melody	Songs Of Celebration (Year 3 Unit) Composing I am becoming more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/ group/ individual/ instrumental teaching), inventing short ‘on the-spot’ responses using a limited note-range. I can combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).	Rocking And Rolling (Year 3 Unit) Composing I am becoming more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/ group/ individual/ instrumental teaching), inventing short ‘on the-spot’ responses using a limited note-range. I can compose song accompaniments on untuned percussion using known rhythms and note values.	A Flavour Of West Africa (Year 4 Unit) Composing I can arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. I can include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work. I can capture and record creative ideas using any of: • graphic symbols • rhythm notation and time signatures • staff notation • technology	A Song For All Seasons (Year 4 Unit) Composing I can improvise on a limited range of pitches on the instrument I am now learning, making use of musical features including smooth (legato) and detached (staccato). I can arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. I can explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. I can include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work. I can capture and record creative ideas using any of: • graphic symbols	Sounds Great! (Year 4 Unit) Composing I can improvise on a limited range of pitches on the instrument I am now learning, making use of musical features including smooth (legato) and detached (staccato). I can begin to make compositional decisions about the overall structure of improvisations. I can combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. I can sing and play these phrases as self-standing compositions. I can introduce major and minor chords. I can include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.	Water Music (Year 3 Unit) Composing I am becoming more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/ group/ individual/ instrumental teaching), inventing short ‘on the-spot’ responses using a limited note-range. I can structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. I should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources. I can compose song accompaniments on untuned percussion using known rhythms and note values.
	Performing I can develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. I can play and perform melodies following staff notation using a small range (e.g. Middle C–E/‘do–mi’) as a whole class or in small groups (e.g. trios and quartets). I can copy stepwise melodic phrases with accuracy at different speeds; allegro and	Performing I can develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. I can play and perform melodies following staff notation using a small range (e.g. Middle C–E/‘do–mi’) as a whole class or in small groups (e.g. trios and quartets). I can copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-	Performing I can perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. I can identify static and moving parts.		Performing I can develop facility in the basic skills of a	Performing I can develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. I can play and perform melodies following staff notation

	adagio, fast and slow. Extend to question-and-answer phrases. Reading Notation I can introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. I can introduce and understand the differences between crotchets and paired quavers. Singing I can sing a widening range of unison songs of varying styles and structures with a pitch range of ‘do-so’, tunelessly and with expression. I can perform forte and piano, loud and soft. I can perform actions confidently and in time to a range of action songs. I can walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. I can perform as a choir in school assemblies. Into The Woods (Year 3 Unit) Composing I am becoming more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/ group/ individual/ instrumental teaching), inventing short ‘on the-spot’ responses using a limited note-range. I can structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. I should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources. I can combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). Performing I can develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. I can play and perform melodies following staff notation using a small range (e.g. Middle C–E/’do–mi’) as a whole class or in small groups (e.g. trios and quartets). I can use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/’do re-mi’. I can copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases. Reading Notation I can introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. I can introduce and understand the differences between crotchets and paired	and-answer phrases. Singing I can sing a widening range of unison songs of varying styles and structures with a pitch range of ‘do-so’, tunelessly and with expression. I can perform forte and piano, loud and soft. I can perform actions confidently and in time to a range of action songs. I can perform as a choir in school assemblies. Traditional Tunes Of The United Kingdom (Year 3 Unit) Composing I can structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. I should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources. Performing I can develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. I can play and perform melodies following staff notation using a small range (e.g. Middle C–E/’do–mi’) as a whole class or in small groups (e.g. trios and quartets). I can use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/’do re-mi’. I can copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases. Singing I can sing a widening range of unison songs of varying styles and structures with a pitch range of ‘do-so’, tunelessly and with expression. I can perform forte and piano, loud and soft. I can perform actions confidently and in time to a range of action songs. I can perform as a choir in school assemblies.	I can copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A). Reading Notation I can introduce and understand the differences between minims, crotchets, paired quavers and rests. I can read and perform pitch notation within a defined range (e.g. C–G/’do–so’). I can follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble Singing I can continue to sing a broad range of unison songs with the range of an octave pitching the voice accurately and following directions for getting louder and quieter. I can sing rounds and partner songs in different time signatures and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. I can perform a range of songs in school assemblies. Roll Up, Roll Up! (Year 4 Unit) Composing I can improvise on a limited range of pitches on the instrument I am now learning, making use of musical features including smooth (legato) and detached (staccato). I can combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. I can sing and play these phrases as self-standing compositions. I can explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. I can introduce major and minor chords. I can include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work. I can capture and record creative ideas using any of: • graphic symbols • rhythm notation and time signatures • staff notation • technology Performing I can develop facility in the basic skills of a selected musical instrument over a sustained learning period. I can play and perform melodies following staff notation using a small range (e.g. Middle C–G/’do–so’) as a whole-class or in a small groups. I can perform in two or more parts (e.g.	• rhythm notation and time signatures • staff notation • technology Performing I can develop facility in the basic skills of a selected musical instrument over a sustained learning period. I can play and perform melodies following staff notation using a small range (e.g. Middle C–G/’do–so’) as a whole-class or in a small groups. I can perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. I can identify static and moving parts. I can copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A). Reading Notation I can introduce and understand the differences between minims, crotchets, paired quavers and rests. I can read and perform pitch notation within a defined range (e.g. C–G/’do–so’). I can follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble Singing I can continue to sing a broad range of unison songs with the range of an octave pitching the voice accurately and following directions for getting louder and quieter. I can sing rounds and partner songs in different time signatures and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. Decade Of Disco (Year 4 Unit) Composing I can arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. I can include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work. Performing I can perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. I can identify static and moving parts. I can copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A). Singing I can continue to sing a broad range of unison songs with the range of an octave pitching the voice accurately and following directions for getting louder and quieter.	using a small range (e.g. Middle C–E/’do–mi’) as a whole class or in small groups (e.g. trios and quartets). I can use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/’do re-mi’. I can copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases. Reading Notation I can introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. I can introduce and understand the differences between crotchets and paired quavers. I can apply word chants to rhythms, understanding how to link each syllable to one musical note. It’s A Rap! (Year 3 Unit) Composing I can structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. I should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources. I can combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). I can compose song accompaniments on untuned percussion using known rhythms and note values. Reading Notation I can apply word chants to rhythms, understanding how to link each syllable to one musical note. Singing I can sing a widening range of unison songs of varying styles and structures with a pitch range of ‘do-so’, tunelessly and with expression. I can perform forte and piano, loud and soft. I can perform actions confidently and in time to a range of action songs. I can walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
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	quavers. I can apply word chants to rhythms, understanding how to link each syllable to one musical note. Singing I can walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.		melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. I can identify static and moving parts. I can copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A). Reading Notation I can introduce and understand the differences between minims, crotchets, paired quavers and rests. I can read and perform pitch notation within a defined range (e.g. C–G/’do–so’). I can follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble Singing I can continue to sing a broad range of unison songs with the range of an octave pitching the voice accurately and following directions for getting louder and quieter. I can sing rounds and partner songs in different time signatures and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. I can perform a range of songs in school assemblies.	Performing I can develop facility in the basic skills of a selected musical instrument over a sustained learning period. I can play and perform melodies following staff notation using a small range (e.g. Middle C–G/’do–so’) as a whole-class or in a small groups. I can copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A). Reading Notation I can introduce and understand the differences between minims, crotchets, paired quavers and rests. I can read and perform pitch notation within a defined range (e.g. C–G/’do–so’). I can follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble Singing I can continue to sing a broad range of unison songs with the range of an octave pitching the voice accurately and following directions for getting louder and quieter.		
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Years 5 and 6						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Music Masters of Melody	Wartime Songs And Music (Year 6 Unit) Composing I can compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved. Performing I can engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass. Reading Notation I can further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. I can further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do). I can read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. I can read and play from notation a four-bar phrase, confidently identifying note	A Dash Of Latin America (Year 5 Unit) Composing I can improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). I can capture and record creative ideas using any of: • graphic symbols • rhythm notation and time signatures • staff notation • technology Performing I can perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. Reading Notation I can understand the differences between 2/4, 3/4 and 4/4 time signatures. I can read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms	Chill Out (Year 6 Unit) Composing I can extend improvisation skills through working in small groups to create music with multiple sections that include repetition and contrast. I can use chord changes as part of an improvised sequence. I can extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. I can compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. Either of these melodies can be enhanced with rhythmic or chordal accompaniment. I can compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved. Performing I can engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass.	The Evolution Of Music (Year 5 Unit) Composing I can compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. Performing I can play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C’/do–do range. I can understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. I can perform simple, chordal accompaniments to familiar songs (e.g. ‘Yellow Submarine’ by The Beatles). I can perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. I can develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. Reading Notation	A Taste Of The Caribbean (Year 6 Unit) Composing I can compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. Either of these melodies can be enhanced with rhythmic or chordal accompaniment. Performing I can play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). I can accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard. I can engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass. Reading Notation	Putting On A Show (Year 6 Unit) Composing I can extend improvisation skills through working in small groups to create music with multiple sections that include repetition and contrast. I can use chord changes as part of an improvised sequence. I can extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. Performing I can play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). I can accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard. Reading Notation I can further understand the differences

	names and durations.	and note durations					
	Singing I can sing a broad range of songs including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. I can continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group, i.e. no longer in discrete parts - in order to develop greater listening skills, balance between parts and vocal independence. I can perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.	Singing I can sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observe phrasing, accurate pitching and appropriate style. I can perform a range of songs in school assemblies and in school performance opportunities	Singing I can sing a broad range of songs including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.	Singing I can sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should observe phrasing, accurate pitching and appropriate style. I can sing three-part rounds, partner songs and songs with a verse and a chorus. I can perform a range of songs in school assemblies and in school performance opportunities	Singing I can understand the differences between 2/4, 3/4 and 4/4 time signatures. I can read and perform pitch notation within an octave (e.g. C–C’/ do–do).	Singing I can further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. I can further develop the skills to read and perform pitch notation within an octave (e.g. C–C’/ do–do).	Singing I can sing a broad range of songs including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. I can continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group, i.e. no longer in discrete parts - in order to develop greater listening skills, balance between parts and vocal independence. I can perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.
	Music Of The Movies (Year 5 Unit) Composing I can improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). I can work in pairs to compose a short ternary piece. Use chords to compose music to evoke a specific atmosphere, mood or environment. For example, ‘La Mer’ by Debussy and ‘The River Flows In You’ by Yiruma both evoke images of water. Equally, I might create music to accompany a silent film or to set a scene in a play or book. I can capture and record creative ideas using any of: • graphic symbols • rhythm notation and time signatures • staff notation • technology	Music Of The 80s And 90s (Year 5 Unit) Composing I can improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. I can compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. I can work in pairs to compose a short ternary piece. I can capture and record creative ideas using any of: • graphic symbols • rhythm notation and time signatures • staff notation • technology	Recycled Music (Year 6 Unit) Composing I can extend improvisation skills through working in small groups to create music with multiple sections that include repetition and contrast. I can use chord changes as part of an improvised sequence. I can extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. I can plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. I can play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.	Music For Today And Tomorrow (Year 6 Unit) Composing I can plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. I can play this melody on available tuned percussion and/or orchestral instruments. Notate this melody I can compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.	Singing The Blues (Year 5 Unit) Composing I can improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. I can compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. Use chords to compose music to evoke a specific atmosphere, mood or environment. For example, ‘La Mer’ by Debussy and ‘The River Flows In You’ by Yiruma both evoke images of water. Equally, I might create music to accompany a silent film or to set a scene in a play or book.	Singing The Blues (Year 5 Unit) Composing I can improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. I can compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. Use chords to compose music to evoke a specific atmosphere, mood or environment. For example, ‘La Mer’ by Debussy and ‘The River Flows In You’ by Yiruma both evoke images of water. Equally, I might create music to accompany a silent film or to set a scene in a play or book.	Composing I can play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C’/do–do range. I can perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.
	Reading Notation I can further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.	Performing I can play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C’/do–do range. I can play melodies on tuned percussion, melodic instruments or keyboards. I can perform simple, chordal accompaniments to familiar songs (e.g. ‘Yellow Submarine’ by The Beatles).	Performing I can play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). I can accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.	Performing I can play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). I can accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.	Reading Notation I can further develop the skills to read and perform pitch notation within an octave (e.g. C–C’/ do–do). I can read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. I can read and play from notation a four-bar phrase, confidently identifying note names and durations.	Performing I can play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C’/do–do range. I can understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. I can	Performing I can play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C’/do–do range. I can understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. I can
	Singing I can sing a broad range of songs from an extended repertoire with a sense of	Singing I can sing a broad range of songs from an extended repertoire with a sense of	Singing I can sing a broad range of songs including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. I can continue to sing three- and four-part	Singing I can sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should observe phrasing, accurate pitching and appropriate style. I can sing three-part rounds, partner songs and songs with a verse and a chorus. I can perform a range of songs in school assemblies and in school performance opportunities	Music For Today And Tomorrow (Year 6 Unit) Composing I can plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. I can play this melody on available tuned percussion and/or orchestral instruments. Notate this melody I can compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.	Singing I can further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. I can further develop the skills to read and perform pitch notation within an octave (e.g. C–C’/ do–do).	Singing I can sing a broad range of songs including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. I can continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group, i.e. no longer in discrete parts - in order to develop greater listening skills, balance between parts and vocal independence. I can perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.

	ensemble and performance. This should observe phrasing, accurate pitching and appropriate style.	ensemble and performance. This should observe phrasing, accurate pitching and appropriate style.	rounds or partner songs, and experiment with positioning singers randomly within the group, i.e. no longer in discrete parts - in order to develop greater listening skills, balance between parts and vocal independence.		perform simple, chordal accompaniments to familiar songs (e.g. ‘Yellow Submarine’ by The Beatles). I can develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. Reading Notation I can further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. I can understand the differences between 2/4, 3/4 and 4/4 time signatures. I can read and perform pitch notation within an octave (e.g. C–C’/ do–do). I can read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations Singing I can sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should observe phrasing, accurate pitching and appropriate style. I can sing three-part rounds, partner songs and songs with a verse and a chorus. I can perform a range of songs in school assemblies and in school performance opportunities	I can further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. I can read and perform pitch notation within an octave (e.g. C–C’/ do–do). I can read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations Singing I can sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should observe phrasing, accurate pitching and appropriate style.
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