

Years 1 and 2						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Music	<p>Year 1 Sound patterns (Theme: Fairy tales) Chant in time with others. Make changes to the dynamics of their voice to represent a character. Respond to hand signals when playing an instrument. Choose a suitable sound to represent a point in the story. Read simple rhythmic patterns comprising one beat sounds and one beat rests. Clap or play a rhythmic pattern along with spoken words. Play given sound patterns in time with the pulse. Follow instructions during a performance. Join in with repeated phrases using a character voice.</p> <p>Year 2 Structure Theme: Myths and legends Recognise, play and write rhythms with one beat and paired half beats. Show a rest beat using a silent movement. Read and follow a structure from left to right. Add rhythms to a structure to create a beginning middle and end. Work well as part of a group, listening to others and respecting their ideas. Maintain a steady beat. Use a thinking voice to play rhythms on an instrument.</p>	<p>Year 1 Dynamics Theme: The Seaside Use appropriate, justified movements to represent dynamics. Identify sounds within the music and describe them using adjectives. Recreate sounds using voice or body and extend ideas by adding dynamics. Create appropriate, original sounds with their voice and body. Use instruments to create loud and soft sounds. Justify instrument and sound choices Follow instructions during a performance. Create and play a musical score that showcases understanding by using dynamic signals.</p> <p>Year 2 Singing Theme: On this island Breathe after each phrase in a song when singing. Sing a song from memory Use different pitches while singing (high and low notes). Sing lyrics accurately. Perform actions that match lyrics. Collaborate and communicate within a group. Use sounds creatively to represent a chosen environment. Perform a composition. Apply pitch and dynamics to enhance a composition. Read notation from left to right.</p>	<p>Year 1 Musical symbols Theme: Under the sea Move to reflect a character. Create sounds to reflect a character. Move at a speed that reflects the tempo of the audio. Respond to dynamic changes without prompting. Sing and play high and low sounds. Read symbols representing high and low sounds correctly. Demonstrate an awareness of pitch, rhythm and dynamics within a performance and recognize the symbols representing these.</p> <p>Year 2 Contrasting dynamics (Theme: Space) Use their voice to create a variety of sounds. Collaborate with peers to contribute to a soundscape. Use dynamics to create an atmosphere. Show changes in dynamics using bodies and vocals. Compare two pieces of music using musical vocabulary to describe the changes in dynamics. Interpret music in a visual form. Identify and discuss patterns in different pieces of music. Successfully create and play patterns, notating them. Create and play a simple pitch pattern accurately.</p>	<p>Year 1 Pitch (Theme: Superheroes) Identify high and low notes. Perform high and low notes. Create and perform a two-note and three-note pattern. Identify and perform changes in tempo. Contribute musical ideas and cooperate within a group. Prepare and perform a musical piece. Demonstrate a musical understanding of tempo and pitch. Participate in discussions about pitch and tempo. Offer feedbacks to groups on their performance. Follow instructions during a performance.</p> <p>Year 2 Instruments (Theme: Musical Storytelling) Identify sections of the music where the tempo changes. Correctly describe sections of music as fast or slow. Point out moments in the music where the dynamics change. Accurately describe dynamic changes as soft or loud. Give specific examples of how the music corresponds to actions in the story. Provide clear and specific examples of how music supports the story. Justify tempo and dynamic choices made to represent a character, event or feeling. Suggest appropriate musical dynamics and tempo changes for different scenes of the story. Work as part of a group to rehearse a performance. Perform confidently using appropriate instrumental sounds. Play their part at appropriate tempo and dynamics.</p>	<p>Year 1 Tempo (Theme: Snail and Mouse) Demonstrate slow and fast with their bodies and voices. Demonstrate slow and fast beats while saying a rhyme and using an instrument. Perform a song using a singing voice. Perform with an instrument. Observe others and move, speak, sing and play appropriately. Sing in time from memory, with some accuracy. Keep a steady pulse. Move, speak, sing and play demonstrating slow and fast beats.</p> <p>Year 2 Call and response (Theme: Animals) Use dynamics when crating sound. Play in time with their group. Experiment with different sounds on the same instrument. Clap the animal sound patterns mostly accurately. Clap the sound patterns in time with the pulse of the backing track. Demonstrate both a call and response. Copy a sound pattern using an instrument. Playing either a call and/or response role in time with another pupil. Perform a composition</p>	<p>Year 1 Keeping the pulse (Theme: My favourite Things) Clap the rhythm of their name. Clap in time to music. Sing the overall shape of a melody. Play in time to music. Copy and create rhythms based on word patterns. Play on the pulse.</p> <p>Year 2 Pitch Theme: Musical me Move their eyes from left to right to read pitch patterns. Sing high and low notes including the notes in between. Play a pattern of high and low notes on an instrument. Read notation from left to right. Draw high and low sounds using dots at the top and bottom of a page, respectively. Recognise when notes stay the same. Recognise missing notes on a staff</p>
Music Key Vocabulary	<p>Year 1 Chant, Dynamics, Composition, Instrument, Orchestra, Pattern, Performer, Rest, Tempo, Pulse, Timbre, Pitch, Rhythmic</p> <p>Year 2 Call and Response, Clef, Composer, Dynamics, Motifs, Notation, Percussion, Pulse, Tempo</p>					

Years 3 and 4						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Music	<p>Year 3 Developing singing technique (Theme: the Vikings) Move and sing as a team, following the lyrics on the screen. Recognise minims, crotchets and quavers often by ear and reliably by sight. Perform rhythms accurately from notation and layer them to create a composition. Add appropriate sound effects to their performances using untuned percussion. Join in with the performances confidently, and reasonably in time and tune.</p>	<p>Year 3 Pentatonic melodies and composition (Theme: Chinese New Year) Match their movements to the music, explaining why they chose these movements. Accurately notate and play a pentatonic melody. Play their part in a composition confidently. Work as a group to perform a piece of music.</p> <p>Year 3 Creating compositions in response to an animation (Theme: Mountains) Verbalise how the music makes them feel.</p>	<p>Year 3 Jazz Explain what ragtime music is. Play on the 'off beat' and sing a syncopated rhythm. Play a call and then improvise a response. Improvise or compose a scat singing performance with sounds and words. Compose and play a jazz motif fluently, using swung quavers. Play a swung rhythm using a tuned percussion instrument.</p> <p>Year 3</p>	<p>Year 4 Adapting and transposing motifs (Theme: Romans) Learn a new song, singing in time and in tune while following the lyrics. Identify motifs aurally and play a repeated pattern on a tuned instrument. Create and performing a motif, notating it with reasonable accuracy. Transpose their motif, using sharp or flat notes where necessary and change the rhythm.</p>	<p>Year 4 Haiku, music and performance (Theme: Hanami festival) Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings. Recognise, name and describe the effect of the interrelated dimensions of music. Select instruments and sounds which match their vocabulary. Work as a group to create a piece of music. Perform a piece of music as part of a group.</p> <p>Year 4</p>	<p>Year 4 Samba and carnival sounds and instruments (Theme: South America) Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. Clap on the off-beat (the end of each beat) and be able to play a syncopated rhythm. Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class).</p>

	<p>Make suggestions for improving their performance.</p> <p>Year 3 Ballads Identify the key features of a ballad. Perform a ballad using actions. Sing in time and in tune with a song and incorporate actions. Retell a summary of an animation's story. Write a verse with rhyming words which tell part of a story. Perform their lyrics fluently and with actions. Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p>	<p>Create actions or movements appropriate to each section of a piece of music. Play in time and with an awareness of other pupils' parts, giving some thought to dynamics. Play melodies and rhythms which represent the section of animation they are accompanying.</p>	<p>Traditional instruments and improvisation (Theme: India) Verbalise feelings about music and identify likes and dislikes. Read musical notation and play the correct notes of the rag. Improvise along to a drone and tal. Play a rag and a tal accurately alongside a drone. Sing accurately from musical notation and lyrics. Sing and play in time with others with some degree of accuracy and awareness of each other's parts.</p>	<p>Combine different versions of a musical motif and perform as a group using musical notation. Year 4 Rock and Roll Perform the hand jive hand actions in sequence and in time with the music. Sing in tune and perform their actions in time. Play the notes of the walking bass in the correct sequence. Independently play their part with some awareness of the other performers.</p>	<p>Changes in pitch, tempo and dynamics (Theme: Rivers) Sing in tune and in harmony with others, with developing breath control. Explain how a piece of music makes them feel with some use of musical terminology. Perform a vocal ostinato in time. Listen to other members of their group as they perform. Create an ostinato and represent it on paper so that they can remember it. Create and perform a piece with a variety of ostinatos.</p>	<p>Play their break in time with the rest of their group and play in the correct place in the piece. Play in time and with confidence; accurately playing their break. Year 4 Body and tuned percussion (Theme: Rainforests) Identify the structure of a piece of music. Have an idea as to when there is one layer in a piece of music and when there are two. Play a sequence in the correct order in time with their partner. Have two contrasting rhythms being played together. Have two different melodies being played together. Have a complete piece of music with four different layers with an appropriate structure.</p>
--	--	---	--	--	---	--

Music Key Vocabulary	<p>Year 3 Ballard, Bar, Brass, Canon, Classical, Crescendo, Crochet, Dixieland, Improvisation, Jazz, Melody, Minim, Octave, Pentatonic, Ragtime, Scat Singing, Staff, String, Time signature, Woodwind</p> <p>Year 4 Decrescendo, Diminuendo, Forte, Ostinato, Quaver, Samba, Semibreve, Syncopated, Repeating Patterns, Rhythm, Texture. Timbre, Transposition</p>
-----------------------------	---

Years 5 and 6

	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Music	<p>Year 5 Looping and remixing Perform a looped body percussion rhythm; keeping in time with their group. Use loops to create a whole piece of music, ensuring that the different aspects of music work together. Play the first section of 'Somewhere Over the Rainbow' with accuracy. Choose a suitable fragment of music and be able to play it along to the backbeat. Perform a piece with some structure and two different loops.</p> <p>Year 5 Composition to represent the festival of colour (Theme: Holi festival) Suggest a colour to match a piece of music. Create a graphic score and describe how this matches the general structure of a piece of music. Create a vocal composition in response to a picture and justify their choices using musical terms. Create a vocal composition in response to a colour. Record their compositions in written form. Work as a group to perform a piece of music.</p>	<p>Year 5 South and West Africa Sing using the correct pronunciation and with increasing confidence. Play a chord with two notes, remaining in time. Maintain their part in a performance with accuracy. Play the more complicated rhythms in time and with rests. Create an eight-beat break and play this in the correct place.</p> <p>Year 5 Composition notation (Theme: Ancient Egypt) Sing in time and in tune with other people and the backing track. Remember the lyrics to a song. Identify the structure of a piece of music and match this to non-standard notation. Improvise their own piece of music. Play a melody with reasonable accuracy. Perform with confidence and in time with others. Compose and play a melody using stave notation. Contribute meaningfully to the group performance and composition. Use hieroglyphic notation to show the structure of their piece.</p>	<p>Year 5 Blues Name three key features of Blues music. Sing in tune, using vocal expression to convey meaning. Explain what a chord is and play the chord of C sixteen times. Play the twelve-bar blues correctly. Play the notes of the Blues scale in the correct order, ascending and descending. Play a selection of Blues scale notes out of order in their own improvisation.</p> <p>Year 5 Musical theatre Explain what musical theatre is and be able to recall at least three features of this kind of music. Categorise songs as action songs or character songs. Select appropriate existing music for their scene to tell the story of a journey. Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing.</p>	<p>*Christmas Carol Competition Year 6 Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn) Engage in discussion about the sounds of an orchestral piece. Have a selection of varied vocabulary in response to what they hear. Change dynamics and pitch, differentiating between the two. Take the role of conductor or follow a conductor. Change texture within their group improvisation and talk about its effect. Create a graphic score to represent sounds. Follow the conductor to show changes in pitch, dynamics and texture.</p> <p>Year 6 Film music Identify how different styles of music contribute to the feel of a film. Participate in discussions, sharing their views and justifying their answers. Use the terms 'major' and 'minor'. Identify different instruments to describe how music evokes different emotions. Identify pitch, tempo and dynamics, and use these to explain and justify their answers. Give reasonable and thought-out suggestions for what different graphic scores represent. Use their body, voice and instruments to create sounds to represent a given theme. Create a musical score to represent a composition. Interpret their graphic score and performing their composition appropriately with their group. Create sounds that relate to the scene of a film.</p>	<p>Year 6 Song of World War II Use musical and comparative language in discussion. Follow the melody line. Follow the scores with a good sense of timing, showing that they understand which section of pitch they are singing. Sing the correct words at the correct time. Recall the counter-melody line.</p> <p>Year 6 Theme and variations (Theme: Pop Art) Performing rhythms confidently either on their own or in a group. Identify the sounds of different instruments and discuss what they sound like. Make reasonable suggestions for which instruments can be matched to which art pieces. Recall the names of several instruments according to their orchestra sections. Keep the pulse using body percussion. Sing with control and confidence. Name rhythms correctly. Copy rhythms accurately with a good sense of pulse. Draw rhythms accurately. Show a difference between musical variations. Show creativity in a finished musical product.</p>	<p>Year 6 Composing and performing a Leavers' song Identify and evaluate the musical features of a song. Contribute ideas to their group chorus, suggesting how lines three and four could rhyme. Contribute ideas to their group verse, suggesting how lines one and four and five and eight could rhyme. Fit an existing melody over a four-chord backing track. Create a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments. Record melodies using letter notation. Perform the leavers' song with confidence.</p> <p>Year 6 Baroque Define some key features of Baroque music, including recitative, canon, ground bass and fugue. Take part in a vocal improvisation task based on Baroque recitative. Play several parts of a canon using staff notation, with or without letter names. Compose a ground bass melodic ostinato. Notate a ground bass pattern using staff notation. Name some well-known Baroque composers and describe what musical features they were known for. Learn a fugue part by reading staff notation, with or without note names. Perform a fugue.</p>

Music Key Vocabulary	<p>Year 5 Chord, Dissonance, Flat, Lento, Semitone, Sharp, Slur, Semitone, Staccato, Vibrato</p> <p>Year 6</p>
-----------------------------	--

Accent, Adagio, Allegro, Andante, Harmony, Mezzo forte, Moderato, Octave, Off beat, Presto