

Music progression of knowledge and LTP breakdown

Gem Coverage

Each unit and most lessons, cover all three gems. These are the specific areas they target.



Every lesson, the children will have the opportunity to listen to and discuss music. This may be a piece they will be learning or another piece. The children will have the opportunity to give their opinion on the music, explore the characteristics using the elements of music, explore the genre, stylistic features and composer/s.



The children will have the chance to experiment with rhythms and notes through regular opportunities to improvise. The children will also have the chance to experiment in musicianship games for example choosing their actions or words to create rhythms. They will experiment with creating different sounds and textures both using voice and other instruments.



Each lesson, the children will perform something they have been learning whether this is them singing, playing, improvising or sharing their composition. Throughout school, we hope the children will develop confidence with their performing, develop a greater understanding of what a good performance looks like and reflect on how the performance space affects performance.

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception For knowledge and skills, see below *	Me – listen, respond, learn & share	Nativity	My Stories – listen, respond, learn & share	Everyone – listen, respond, learn & share	Our World – listen, respond, learn & share	Big Bear Funk – transition
Year 1 + 2	How does music help us to make friends? (y2) Lesson 1 – play (C, D) Lesson 2 – improvise (C, D, E) Lesson 3 – sing Lesson 4 – compose Lesson 5 – sing.	Nativity Sing as part of a choir in unison and sometimes in parts. Demonstrate good singing posture. Sing songs from memory. Know the meaning of dynamics and tempo and be able to demonstrate these when singing by responding to the leader's directions and visual symbols. Practise, rehearse and share a song that has been learned in the lesson, from memory with confidence. Talk about the difference between rehearsing a song and performing it.	How does music tell stories about the past? (y1) Lesson 1 – play (D, F#) Lesson 2 – sing Lesson 3 – sing/ graphic scores Lesson 4 – sing/improv (C, D, E). Lesson 5 – sing	How does music teach us about looking after our planet? (y1) Lesson 1 – play (C, D, E, F) Lesson 2 – sing in two parts. Lesson 3 – play (D, E, F#, G, A) Lesson 4 – improvise (G, A, B) Lesson 5 – sing	How does music make us happy? (y2) Lesson 1 – sing Lesson 2 – improvise (F, G, A) Lesson 3 – play (E, G, A) Lesson 4 - compose Lesson 5 – sing	
Year 3 + 4	How does music bring us closer together? (y3)	What stories does music tell us about the past (y3)	How does music connect us with our planet? (y3) Lesson 1 – sing/play (F, G)	How does music teach us about our community? (y4)	How does music improve our world? (y4)	How does music shape our way of life? (y4)

	<p>Lesson 1 – play (at least C, D)</p> <p>Lesson 2 – improv (C, D, E, F, G)</p> <p>Lesson 3 – sing</p> <p>Lesson 4 – compose</p> <p>Lesson 5 – sing</p>	<p>Lesson 1 – sing/play (at least C)</p> <p>Lesson 2 – improv (C, D, E, F, G, A)</p> <p>Lesson 3 – sing/play (G,A,D)</p> <p>Lesson 4 – improv (G,A,B,D,E)</p> <p>Lesson 5 – sing/play (at least F)</p>	<p>Lesson 2 – sing/improv (F, G, A, C, D)</p> <p>Lesson 3 – sing</p> <p>Lesson 4 – compose</p> <p>Lesson 5 – sing</p>	<p>Lesson 1 – play (C, D, E, F, G)</p> <p>Lesson 2 – improv (C, D, E, F, G)</p> <p>Lesson 3 – sing (round)</p> <p>Lesson 4 – compose</p> <p>Lesson 5 – sing</p>	<p>Lesson 1 – play (G, A, C)</p> <p>Lesson 2 – compose</p> <p>Lesson 3 – sing/play (at least D)</p> <p>Lesson 4 – improv (D, E, F#, A, B)</p> <p>Lesson 5 – sing</p>	<p>Lesson 1 – play (C, D, E, G, A)</p> <p>Lesson 2 – sing/play (C, D, E, G, A)</p> <p>Lesson 3 – sing</p> <p>Lesson 4 – sing</p> <p>Lesson 5 – sing</p>
Year 5 + 6	<p>How does music connect us with our past (y5)</p> <p>Lesson 1 – play (C, Eb, F)</p> <p>Lesson 2 – compose</p> <p>Lesson 3 – sing</p> <p>Lesson 4 – improv (C, D, E, F, G)</p> <p>Lesson 5 – sing</p>	<p>How does music teach us about our community? (y5)</p> <p>Lesson 1 – sing/play (D, E, F, G, A)</p> <p>Lesson 2 – sing/improv (D, E, F, G, A)</p> <p>Lesson 3 – compose</p> <p>Lesson 4 – sing</p> <p>Lesson 5 – sing</p>	<p>How does music improve our world? (y5)</p> <p>Lesson 1 – sing/play (F, G, A, Bb)</p> <p>Lesson 2 – sing/improv (F, G, A, Bb, C)</p> <p>Lesson 3 – sing</p> <p>Lesson 4 – compose</p> <p>Lesson 5 – sing</p>	<p>How does music teach us about our community (y6)</p> <p>Lesson 1 – sing/play (G, Bb, B, C, D, F)</p> <p>Lesson 2 – improv (G, A, Bb, C, D)</p> <p>Lesson 3 – sing/play (C, E, F, G, A, Bb, C)</p> <p>Lesson 4 – sing/compose</p> <p>Lesson 5 – sing/play (at least A)</p>	<p>Summer performance</p> <p>Sing with and without an accompaniment.</p> <p>To understand what good posture and breath control looks like</p> <p>Understand how to sing expressively, with attention to breathing, phrasing, dynamics and articulation.</p> <p>Respond to a leader or conductor.</p> <p>Create, rehearse and present a holistic performance for a specific event.</p> <p>Understand the value of choreographing any aspect of a performance.</p> <p>Understand the importance of the performing space and how to use it.</p> <p>Discuss how the performance might change if it was repeated in a larger/smaller performance space.</p>	

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception For knowledge and skills, see below *	Me – listen, respond, learn & share.	Nativity.	My Stories – listen, respond, learn & share.	Everyone – listen, respond, learn & share.	Our World – listen, respond, learn & share.	Big Bear Funk transition.
Year 1 + 2	How can we make friends when we sing together? (y1) Lesson 1 – sing Lesson 2 – compose Lesson 3 – sing Lesson 4 – play (C, D) Lesson 5 – sing	Nativity: Sing as part of a choir in unison and sometimes in parts. Demonstrate good singing posture. Sing songs from memory. Know the meaning of dynamics and tempo and be able to demonstrate these when singing by responding to the leader's directions and visual symbols. Practise, rehearse and share a song that has been learned in the lesson, from memory with confidence. Talk about the difference between rehearsing a song and performing it.	How does music help us to understand our neighbours? (y1) Lesson 1 – improvise using F, G and A. Lesson 2 – play (C, D) Lesson 3 – sing Lesson 4 – sing Lesson 5 – sing	How does music teach up about our neighbourhood? (y2) Lesson 1 – sing Lesson 2 – improvise (C, D, E) Lesson 3 – play (E, F, G, A) Lesson 4 – sing in two groups Lesson 5 – sing	How does music teach us about looking after our planet? (y2) Lesson 1 – play (C, D, E, F) Lesson 2 - sing in two parts. Lesson 3 – sing Lesson 4 – improv (G, A, B) Lesson 5 – sing	
Year 3 + 4	How does music make the world a better place? (y3) Lesson 1 – sing (two parts) Lesson 2 – compose	How does music help us get to know our community? (y3) Lesson 1 – play C,D,E,F,G,A,B Lesson 2 – sing	How does music make a difference to us every day? (y3) Lesson 1 – sing Lesson 2 – compose Lesson 3 – sing	How does music connect us with our past? (y4) Lesson 1 – sing Lesson 2 – improv (C, D, E, G, A)	How does music bring us together (y4) Lesson 1 – Play (F, G, A, Bb) Lesson 2 – sing Lesson 3 – sing	How does music connect us with our environment? (y4) Lesson 1 – play (C,D,E) Lesson 2 – compose Lesson 3 – sing

	Lesson 3 – play (G, A, B) Lesson 4 – improv (G,A,B,C,D) Lesson 5 – sing	Lesson 3 – compose Lesson 4 – improv C,D,E,F,G,A Lesson 5 – sing	Lesson 4 – improv F,G,A,C,D Lesson 5 – sing	Lesson 3 – play (F#, G, A, B, C) Lesson 4 – compose Lesson 5 – sing	Lesson 4 – sing Lesson 5 – sing	Lesson 4 – sing Lesson 5 – sing
Year 5 + 6	How does music bring us together (y6) Lesson 1 – sing Lesson 2 – improv (C, D, E, F, G) Lesson 3 – play (F, G, A, Bb, C) Lesson 4 – compose Lesson 5 – sing	How does music connect us with the environment? (y5) Lesson 1 – sing Lesson 2 – compose Lesson 3 – play (G, A, C) Lesson 4 – sing Lesson 5 – sing	How does music connect us with our past? (y6) Lesson 1 – play (A, B, C, D, E) Lesson 2 – sing Lesson 3 – sing Lesson 4 – improv (C, D, E, F, G) Lesson 5 – sing	How does music shape our way of life? (y6) Lesson 1 – sing Lesson 2 – compose Lesson 3 – play (D, F#, G, A, B) Lesson 4 – improv (G, A, B, C, D) Lesson 5 – sing/play (F, G, Ab, Bb, C)	Summer performance: Sing with and without an accompaniment. To understand what good posture and breath control looks like Understand how to sing expressively, with attention to breathing, phrasing, dynamics and articulation. Respond to a leader or conductor. Create, rehearse and present a holistic performance for a specific event. Understand the value of choreographing any aspect of a performance. Understand the importance of the performing space and how to use it. Discuss how the performance might change if it was repeated in a larger/smaller performance space.	

Knowledge & Skills – Year R

Unit	1	2	3	4	5	6
Title	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind & Replay
Main Songs	Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers	I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes	Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	Big Bear Funk	Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat
Cross-curricular / topic-based focus	Growing, homes, colour, toys, how I look.	Imagination, Christmas, festivals, fairies, pirates, treasure, superheroes, let's pretend, once upon a time.	Family, friends, people, music from around the world.	Animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space.	Transition unit.	Consolidate learning and contextualise the history of music.
Explore and Create	Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.					
Games Track	Find the pulse.	Find the pulse as one of the characters from the song.	Invent ways to find the pulse.	Find the pulse and show others your ideas.	Find a funky pulse.	Revise existing.

Copy Cat Rhythm Games	Copy-clap the rhythm of names.	Copy-clap the rhythm of small phrases from the songs.	Copy-clap some rhythms of phrases from the songs.	Copy-clap some rhythms of phrases from the songs.	Copy-clap 3 or 4 word phrases from the song.	Revise existing.
High and Low Games	Explore high sounds and low sounds using voices and glockenspiels.	Explore high pitch and low pitch in the context of the songs.	Explore high pitch and low pitch in the context of the songs.	Explore high pitch and low pitch using the images from the songs.		Revise existing.
High and Low Games A. Play Together					Keep the beat of the song with a pitched note.	Revise existing.
High and Low Games B. Pitch Activities					Add pitched notes to the rhythm of the words or phrases in the song.	Revise existing.
High and Low Games C. Extended Options					Enjoy playing patterns using a combination of any of the three notes C, D and E.	Revise existing.
Create your own Sounds using instruments		Invent a pattern to go with a song using one note.	Use the starting note to explore melodic patterns using one or two notes.	Use the starting note to explore melodic patterns using one or two notes.		Revise existing.

Instrument Notes	1	2	3	4	5	6
		I'm A Little Teapot C, C + D The Grand Old Duke Of York C, C + D Ring O' Roses C, C + D Hickory Dickory Dock C, C + D The ABC Song D, D + E	Wind The Bobbin Up D, D + E Rock-a-bye Baby D, D + E If You're Happy And You Know It G, G + A	Old Macdonald Incy Wincy Spider G, G + A Baa Baa Black Sheep D, D + E Row, Row, Row Your Boat C, C + D Wheels On The Bus C, C + D The Hokey Cokey F, F + G	Big Bear Funk D, D + E, D + C	Revise existing.

Listening and appraising:

EYFS <ul style="list-style-type: none"> • Know twenty nursery rhymes off by heart. • Understand that songs and music can tell stories. • Learn and explore the stories of some of the nursery rhymes. • Understand that a pulse is a steady beat. • Understand that pitch is high and low sounds. • Understand rhythm is a pattern of notes. • Learn the names of some instruments. 		
KS1	LKS2	UKS2
Year 1: <ul style="list-style-type: none"> • Learn how to move and dance with the music. • Understand what a steady beat. • Understand music makes us feel different things. • Learn some band and orchestral instruments. • Learn that tempo is fast or slow. • Learn that dynamics are loud and quiet. • Learn key parts of songs eg chorus. • Begin to understand where the music fits in the world. Begin to understand about different styles of music. Year 2: <ul style="list-style-type: none"> • To learn how to mark and move to the beat of a listening piece by tapping or clapping and recognising tempo, as well as changes in tempo. • Learn about different beat groupings in the music you sing and listen, e.g. 2-time, 3-time etc. • Learn about more sections of the song, eg call and response. • Explore the style of pieces of music. 	Year 3: <ul style="list-style-type: none"> • Share your thoughts and feelings about the music together. • Find the beat or groove of the music. • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Understand how to invent different actions to move in time with the music. • Learn about what the song or piece of music means. Explore a greater range of instruments and how to identify them in music. • Learn about male and female voice and how to identify in a song. • Learn about the styles of the music Year 4: <ul style="list-style-type: none"> • Learn and discuss words of a song. • Explore why the song or piece of music was written. Understand what metre is and learn how to identify 2/4, 3/4, and 4/4 metre. • Understand tempo as fast, slow or steady. • Understand what structure is and discuss key parts within the structure. Identify: <ul style="list-style-type: none"> • Call and response • A solo vocal or instrumental line and the rest of the ensemble • A change in 	Year 5 <ul style="list-style-type: none"> • Consolidate my understanding of the musical elements. • Understand what metre is and Identify 2/4, 3/4, 6/8 and 5/4 metre. • Explore the musical styles of a song or piece of music. Explore an even wider range of instruments across a range of media and how to identify them. • Understand the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form. Understand what a bridge is and its position in a song. Consolidate my understanding of major and minor tonality. • Understand the sound and notes of the pentatonic and Blues scales, by ear and from notation. • To learn about the role of a main theme in musical structure. • Know and understand what a musical introduction is and its purpose. • Learn and be able to explain what rapping is. Recognise the following styles and any key musical features that distinguish the style:

	<p>texture • Articulation on certain words • Programme music</p> <ul style="list-style-type: none"> • Explain what a main theme is and identify when it is repeated. • Know and understand what a musical introduction is and its purpose. • Learn about major and minor tonality and how to identify this in music. • Learn how to recognise the sound and notes of the pentatonic scale by ear and from notation. • Learn what legato and staccato are. • Explore and learn how to recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music. 	<p>20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.</p> <p><u>Year 6:</u></p> <ul style="list-style-type: none"> • Explore instruments in more detail: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing. • Consolidate my understanding of the structure of the music with reference to verse, chorus, bridge and an instrumental break. • Learn about what chord triads I, IV and V, and intervals within a major scale are. • Explore role of a main theme in musical structure. Know and understand what a musical introduction and outro is, and its purpose. • Learn about the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups. • Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.
--	---	--

Musicianship:

KS1	LKS2	UKS2
<p>Year 1:</p> <ul style="list-style-type: none"> Learn that we can use body percussion, instruments and voices and how to do this. Begin to explore key centres of: C major, F major, G major and A minor. Learn how to find and keep a steady beat together. Understand the difference between creating a rhythm pattern and a pitch pattern. Learn how to copy back simple rhythmic patterns using long and short. Learn that pitch is high and low and how to copy back simple melodic patterns using high and low. <p>Year 2:</p> <ul style="list-style-type: none"> Learn how to Sing short phrases independently. 	<p>Year 3:</p> <ul style="list-style-type: none"> Develop my confidence using body percussion, instruments and voices. Explore the key centres of: C major, F major, G major and A minor. Explain what a time signature is and how to identify: 2/4, 3/4 and 4/4. Develop my confidence finding and keeping a steady beat. Develop my confidence copying back and improvising simple rhythmic patterns. Understand and use the terms: minims, crotchets, quavers and their rests. Understand how to copy back and improvise with melodic patterns using the notes: C, D, E G, A, B F, G, A A, B, C <p>Year 4:</p> <ul style="list-style-type: none"> Develop my understanding of body percussion, instruments and voices. Explore the key centres of: C major, F major, G major and A minor. Know what a time signatures of: 2/4, 3/4 and 4/4 is. Develop my understanding of rhythmic patterns and understand and use the words semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation. Understand how to copy back melodic patterns using the notes: C, D, E C, D, E, G, A G, A, B G, A, B, D, E F, G, A A, B, C, D, E, F, G 	<p>Year 5 and 6:</p> <ul style="list-style-type: none"> Use consistency when using body percussion, instruments and voices. Explore the key centres of: C major, G major, D major, F major and A minor. Develop my confidence in knowing and identifying time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8. Consistently be able to find a steady beat. Clearly articulate what a rhythmic pattern. Understand and use the terms: dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. Understand how to copy back melodic patterns using the notes: C, D, E C, D, E, F, G, A, B D, E, F#, G, A A, B, C, D, E, F#, G F, G, A, Bb, C, D, E G, A, B, C, D, E, F#

Performing:

<p>EYFS</p> <ul style="list-style-type: none"> • Learn what the word performance means. • Understand somethings that a good performance includes. • Learn how to discuss my feelings about a performance. • Learn how to say what went well and what we could improve. 		
<p>KS1</p> <p><u>Year 1:</u></p> <ul style="list-style-type: none"> • Enjoy and have fun performing. • Choose and prepare a song/songs to perform to a well-known audience. • To learn about the meaning of the song and how to communicate it. • To learn how to add actions to a song. • To learn how to play some simple instrumental parts. <p><u>Year 2:</u></p> <ul style="list-style-type: none"> • Build confidence practising and rehearsing and share a song that has been learned in the lesson, from memory or with notation, and with confidence. • Develop my understanding of how to choose instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance. • Understand the difference between rehearsing a song and performing it. 	<p>LKS2</p> <p><u>Year 3:</u></p> <ul style="list-style-type: none"> • Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. • Learn how to perform melodies following staff notation, using a small range, as a whole class or in small groups. • Build my confidence involving actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance. • Discuss the meaning of the song means and why it was chosen to share. • Be able to reflect on feelings about sharing and performing, e.g. excitement, nerves, enjoyment. <p><u>Year 4:</u></p> <ul style="list-style-type: none"> • Learn how to use staff notation, using a small range, as a whole class or in small groups. • Learn about the composer and the historical and cultural context of the song. • Learn how to communicate the meaning of the words and articulate them clearly. • Understand the structure of the song and use this to communicate its mood and meaning in the performance. • Understand how the rehearsal and performance has impacted me positively and how well it suited the occasion. 	<p>UKS2</p> <p><u>Year 5:</u></p> <ul style="list-style-type: none"> • Learn how to create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience. • Explore performing in smaller groups, as well as the whole class. • Learn a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles. • Understand the importance of confidence and accuracy and how to perform from memory or using notation. • Learn how to include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. • Learn about a song’s composer and the historical and cultural context and how this influences song choice. • Learn how to lead part of the rehearsal and part of the performance. • Explore and evaluate the performance learning how to compare it to a previous performance; explain how well the performance communicated the mood of each piece. • Learn how to talk musically about the strengths and weaknesses of a performance.

	<ul style="list-style-type: none"> • Understand how the individual fits within the larger group ensemble. • Explore and learn how to respond to any feedback; considering how future performances might be different. 	<ul style="list-style-type: none"> • Become aware of the importance of collecting feedback from the audience and reflecting on how future performances might be different. <p>Year 6:</p> <ul style="list-style-type: none"> • Learn how to sing a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. • Understand the value of choreographing any aspect of a performance. • Understand the importance of the performing space and how to use it. • Learn how to collect feedback from the audience and the importance of reflecting how the audience believed in the performance. • Discuss how the performance might change if it was repeated in a larger/smaller performance space.
--	---	--

Singing:

EYFS		
<ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others. • Begin to explore good singing posture. 		
KS1	LKS2	UKS2
<p>Year 1:</p> <ul style="list-style-type: none"> • To learn how to sing, rap, rhyme, chant and use spoken word. • Understand what a good singing posture looks like. • Learn strategies for singing songs from memory. • Explore intervals of an octave and fifth (high, low) and develop my knowledge of singing them. 	<p>Year 3:</p> <ul style="list-style-type: none"> • Build on my knowledge of learning songs in unison, varying styles and structures. • Build my knowledge of good singing posture. • Understand the importance of following the beat when singing. • Understand what clear dictation is and how to use this when singing. • Understand the need for expression when singing and explore the meaning of the words. 	<p>Year 5:</p> <ul style="list-style-type: none"> • Learn a wider range of songs from memory and/or with notation. • Learn what 2/4, 3/4, 4/4 and 6/8 time signatures look at feel like as part of a song. • Develop my understanding of singing in unison and parts, and as part of a smaller group. • Learn how to sing a second part in a song. • Learn how to self-correct if lost or out of time and the importance.

- Learn what unison means and explore singing in unison.

Year 2:

- Learn that we can record music as notes and explore singing from notation.
- Discuss the meaning of the words in songs.
- Understand that we can sing in unison and sometimes in parts.
- Become familiar with pitching accuracy.
- Learn what a conductor is and how to follow one.
- Learn how to talk about feelings created by the music/song.
- Understand tempo as fast or slow and what this looks like when singing.
- Explore sections of the songs, eg chorus.
- Learn where the music fits in the world.
- Explore the style of the music when singing.
- Know how to use dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause).

- Explore further how to follow the leader or conductor.
- Learn how to copy back simple melodic phrases using the voice.

Year 4:

- Learn what 2/4, 3/4 and 4/4 time signatures look and sound like as part of a song.
- Explore the texture in choirs building an awareness of size: the larger, the thicker and richer the musical texture.
- Identify good singing posture in others.
- Learn about vowel sounds, blended sounds and consonants when singing and how this alters the sound.
- Learn how to identify being 'on pitch' and 'in time'. Learn how to articulate myself through paying attention to breathing and phrasing.
- Learn what staccato and legato mean and apply this to my singing.
- Explore the different styles of singing used for different styles of song.
- Learn how the songs and their styles connect to the world.

- Build my knowledge of singing expressively, with attention to breathing and phrasing.
- Build my knowledge of using dynamics and articulation when singing.
- Learn strategies to build confidence as a soloist.
- Learn about the different styles of singing used for different styles of song.
- Explore how to talk confidently about how connected you feel to the music and how it connects in the world.

Year 6:

- Learn how to sing a broad range of songs as part of a group.
- Understand what syncopation is and how to recognise it in songs.
- Understand what a good performance looks like.
- Learn about the time signature 5/4 and what this looks and feels like in songs.
- Learn what an accompaniment is and that acapella is without accompaniment.
- Learn how to maintain good posture and breath control whilst singing.
- Learn how to lead a singing rehearsal.
- Build my knowledge of different styles of singing used for the different styles of songs sung in this year.

Playing:

<p>EYFS</p> <ul style="list-style-type: none"> • Explore using tuned and untuned instruments for performing. • Use instruments safely and respectfully. • Use the starting note to explore melodic patterns using one or two notes. 		
<p>KS1</p> <p>Year 1</p> <ul style="list-style-type: none"> • Learn how to representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. If appropriate: explore standard notation, using crotchets, quavers and minims, and simple combinations of: C, D, E, F, G F, G, A G, B, D D, E, F#, G, A D, A, C • Learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor. <p>Year 2:</p> <ul style="list-style-type: none"> • Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of: C, D, E, F, G, A, B G, A, B, C, D, E, F# F, G, A, Bb, C, D, E A, B, C, D, E • Learn that music can be written on a stave of five lines. • Learn how to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major. 	<p>LKS2</p> <p>Year 3</p> <ul style="list-style-type: none"> • Learn how to represent high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. • Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, Bb, C G, A, B, C, D, E E, F#, G#, A, B • Learn how to read and respond to semibreves, minims, crotchets and paired quavers. Identify: • Stave • Treble clef • Time signature • Lines and spaces on the stave Identify and understand the differences between crotchets and paired quavers. • Apply spoken word to rhythms, understanding how to link each syllable to one musical note. • Learn how to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major. • Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder. <p>Year 4:</p> <ul style="list-style-type: none"> • Explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, Bb, C G, A, B, C, D, E, F# D, E, F#, G, A, B, C 	<p>UKS2</p> <p>Year 5:</p> <ul style="list-style-type: none"> • Learn how to represent high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. • Explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, Bb, C, D, E G, A, B, C, D, E, F# C, G, Ab, Bb G, G#, A, Bb, C D, E, F, G, A, B, C Eb, F, G, Ab, Bb, C, Db • Identify: • Stave • Treble clef • Time signature • Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers. • Understand and explore how notes are grouped when notated. • Further develop my confidence in identifying the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign. • Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. • Understand the differences between 2/4, 3/4 and 4/4 time signatures. • Understand that an octave is an interval of 8 notes and learn how to read and perform pitch notation within an octave (eg C–C'/do–do).

- Learn how to read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers.
- Identify: • Stave • Treble clef • Time signature Identify and understand the differences between minims, crotchets, paired quavers and rests.
- Learn how to read and perform pitch notation within a range.
- Explore how to follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.
- Learn how to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major.

- Learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E \flat major, C minor and D minor.
- Learn a range of 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. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance.

Year 6:

- Explore standard notation, using dotted semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, B \flat , C, D, E F, G, A \flat , B \flat , C, D, E \flat G, A, B \flat , C, D, E, F G, A, B, C, D, E, F \sharp D, E, F, G, A D, E, F \sharp , A, B, C \sharp E, F \sharp , G, G \sharp , A, B, C, C \sharp E \flat , F, G, A \flat , B \flat , C, D
- Identify: • Stave • Treble clef • Time signature
- Develop greater confidence in reading and responding to minims, crotchets, quavers, dotted quavers and semiquavers.
- Begin to identify how notes are grouped when notated.
- Develop confidence knowing the names of the notes and develop strategies identifying the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign
- Learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E \flat major, D minor and F minor.

		<ul style="list-style-type: none"> Learn how to play a melody following staff notation written on one staff 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).
--	--	---

Improvising:

EYFS		
<ul style="list-style-type: none"> Learn how to invent a pattern to go with a song using one note. 		
KS1	LKS2	UKS2
<p>Year 1:</p> <ul style="list-style-type: none"> Explore improvisation within a major and minor scale using the notes: C, D, E D, E, A F, G, A D, F, G. Improvise simple vocal patterns using 'Question and Answer' phrases. Understand the difference between creating a rhythm pattern and a pitch pattern. <p>Year 2:</p> <ul style="list-style-type: none"> Explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A. Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation. 	<p>Year 3:</p> <ul style="list-style-type: none"> Explore improvisation within a major scale using the notes: C, D, E C, D, E, F, G C, D, E, G, A G, A, B G, A, B, D, E G, A, B, C, D F, G, A F, G, A, C, D. Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in wholeclass/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. Compose over a simple groove. Compose over a drone. Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end. <p>Year 4:</p> <ul style="list-style-type: none"> Explore improvisation within a major scale using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F#, A, B D, E, F, G, A. Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation. Improvise 	<p>Year 5:</p> <ul style="list-style-type: none"> Explore improvisation within a major scale, using the notes: C, D, Eb, F, G C, D, E, F, G C, D, E, G, A F, G, A, Bb, C D, E, F, G, A. Improvise over a simple groove, responding to the beat and 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). <p>Year 6:</p> <ul style="list-style-type: none"> Explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, Bb, C, D G, A, B, C, D F, G, A, C, D. Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.

over a simple chord progression. Improvise over a groove.

Composing:

KS1	LKS2	UKS2
<p><u>Year 1</u></p> <ul style="list-style-type: none"> Learn what a graphic score is explore and create them. Learn how to create musical sound effects and short sequences of sounds in response to music and video stimulus. Understand that music can create a story and explore creating stories, choosing and playing classroom instruments and/or sound makers. Learn how graphic notation can represent created sounds. Understand we can use symbols to create music and explore and invent your own symbols. Learn how to use music technology, if available, to capture, change and combine sounds. Begin to learn what a crotchet and minim are and create a simple melody using crotchets and minims: C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F D, F D, F, G D, F, G, A D, F, G, A, C Start and end on the note D <p><u>Year 2:</u></p> <ul style="list-style-type: none"> Explore using graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. Learn how to create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims. 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> Learn how to create music and/or sound effects in response to music and video stimulus. Learn how to use music technology, if available, to capture, change and combine sounds. Learn what a chord progression is and begin to compose over a simple chord progression. Learn what a groove is and begin to compose over a simple groove. Learn what a drone is and begin to compose over a drone. Develop my knowledge of structure in music and explore using this within compositions, eg introduction, verse, chorus or AB form. Reinforce my knowledge of simple dynamics and begin to apply this to compositions. Learn how to compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. Develop my knowledge of crotchets, minims and quavers: C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (Pentatonic on C) C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) F, G F, G, A F, G, A, B\flat F, G, A, B\flat, C Start and end on the note F (F major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G) <p><u>Year 4:</u></p>	<p><u>Year 5:</u></p> <ul style="list-style-type: none"> Develop my confidence creating music in response to music and video stimulus. Develop my confidence use music technology, if available, to capture, change and combine sounds. Learn about and use a wider range of structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). Explore how chords can evoke specific atmospheres, moods and environments and use this to compose music. Develop my confidence adding rhythms to my compositions in a variety of ways. Develop my confidence composing song accompaniments, perhaps using basic chords. Learn about and use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet). Learn what a scale is and use full scales in different keys. Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. Learn how to perform simple, chordal accompaniments. Learn how to create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests.

- Use notation if appropriate: Create a simple melody using crotchets and minims: C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G) F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F (Pentatonic on F)

- Explore combining known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt.
- Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.
- Create a melody using crotchets, minims, quavers and their rests.
- Explore using a pentatonic scale: C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (Pentatonic on C) C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) A, B A, B, C A, B, C, D A, B, C, D, E Start and end on the note A (A minor) D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)

- Explore further the use of a pentatonic and a full scale. Begin to understand the terms major and minor tonality: F, G F, G, A F, G, A, B \flat F, G, A, B \flat , C
- Start and end on the note F (F major) G, A G, A, B G, A, B, C G, A, B, C, D Start and end on the note G (G major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)

Year 6:

- Learn how to plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest. Learn how to play this melody on available tuned percussion and/or orchestral instruments.
- Begin to learn how to notate this melody enhancing them with rhythmic or simple chordal accompaniment.
- Learn what ternary form is and create an (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.
- Learn a wider variety of structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). Use simple dynamics.
- Learn how to create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests.
- Become even more familiar with using a pentatonic and a full scale.
- Use major and minor tonality: C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)