

Curriculum Subject Progression Grid

MUSIC



KEY

Red: Eatock Curriculum

Green: LOTC

Blue: Links to previous learning

Updated July 2023

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Music at Eatock

The Eatock Music Curriculum ensures the aims of the national curriculum for music are met as well as the needs of our children.

The Music curriculum aims to ensure all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians;
- learn to sing and to use their voices to create and compose music on their own and with others;
- have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence;
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

To ensure our curriculum is bespoke and tailored to the needs of our children:

- All children will learn to play a brass instrument and perform to an audience before they leave at the end of KS2;
- All children have opportunities to see music within live performances
- All children have many opportunities throughout their time at Eatock to perform to members of our school and the wider community
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Children in Key Stage 1 are taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Children in Key Stage 2 are taught to:

- sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Within the EYFS curriculum, our children are taught to ... (ask Lizzy or Louise to give you a couple of sentences here). These skills are further developed across KS1, through / as children

There is clear progression in the music from EYFS through to the end of KS2, for example, within the strand of music notation All children have the opportunity to create, compose and perform music, for example, within EYFS?? Not sure how relevant this is? Within Year 5 and Year 6, children are taught... which prepares them for the KS3 curriculum where they will be expected to

To ensure music is fun and purposeful, many opportunities are planned for the children to apply their musical skills across the curriculum – see Music links within the wider curriculum overview.

Assessment of music is carried out formatively through teaching and summatively at the end of each unit of music, using the assessment statements within this document. Teacher assessments are recorded termly.

Music links within the wider curriculum 2023-24

Year	Autumn	Spring	Summer
	Year 4: Maya Year 5: Romans Year 6: Wider opportunities.	Year 2: Great Fire of London Year 4: Ancient Greece Year 5: Anglo Saxons Year 6: Victorians	Year 1: Toys and games Year 3: Ancient Egyptians Year 4: Samuel Crompton Year 5: Vikings and wider opportunities.

Performance overview:

Insert here?

National Curriculum ☐ use their voices expressively and creatively by singing songs and	Year 1. Autumn Term:
	Key knowledge and skills that will be revisited in Y1 - To know how to use the voice to create changes in pitch (<i>high and low</i>) and dynamics (<i>loud and quiet</i>). - Repeat and investigate simple beats (<i>pulse</i>)
	Skills to incorporate in lessons: listen to music and share our opinions, discuss tempo (fast and slow), pitch (high and low) and dynamics (loud and quiet)

speaking chants and rhymes ☐ play tuned and untuned instruments musically ☐ listen with concentration and understanding to a range of high-quality live and recorded music ☐ experiment with, create, select and combine sounds using the inter-related dimensions of music.	Within reading / sharing stories, encourage the children to use their voice expressively and creatively. (use voice to explore and create different voices. Link to stories and characters, e.g. mouse, giant etc use of voice for effect)	
	Key Learning WALT: listen to music and share our opinions (tempo fast or slow, dynamics loud or quiet, pitch high or low). WALT: sing and perform songs, chants and rhymes (with a small pitch range together from memory - introduced within a lesson and on-going including performances) WALT: sing so-mi songs (and singing games with accurate pitch matching – hand clues see https://www.bethsnotesplus.com/2012/01/mi-so-la.html for ideas). WALT: name some percussion instruments (name some common hand-held percussion instruments and recognise their sounds aurally. Teach expectations of using instruments WALT: respond to simple visual directions when singing, playing and counting in (share videos of real orchestras and conductor, discuss visual clues and create and respond e.g. stop, start, loud, quiet.) WALT: use our voice expressively and creatively. (use voice to explore and create different voices. Link to stories and characters, e.g. mouse, giant etc use of voice for effect) WALT: keep a steady beat (walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes e.g Hickory, Dickory Dock)	Assessment Can children identify if the music is fast or slow? Loud or quiet? High or low? Can children sing songs from memory? Can children sing at the right pitch? Can children name some percussion instruments? Can children respond to visual clues? Can children use their voices creatively and expressively? Can children keep a steady beat?

National Curriculum ☐ use their voices expressively and creatively by	Year 1. Spring Term:	
	Key knowledge and skills that will be revisited in Y1 • To know how to use the voice to create changes in pitch (<i>high and low</i>) and dynamics (<i>loud and quiet</i>). • Repeat and investigate simple beats (<i>pulse</i>) • Name some percussion instruments	

singing songs and speaking chants and rhymes ☐ play tuned and untuned instruments musically ☐ listen with concentration and understanding to a range of high-quality live and recorded music ☐ experiment with, create, select and combine sounds using the inter-related dimensions of music.	Skills to incorporate in lessons: listen to music and share our opinions, tempo (fast and slow), dynamics (loud and quiet), explore pitch (high and low) by using the voice in different ways, find and keep a steady beat together (pulse), begin to use the 'thinking' voice. Within reading / sharing stories, encourage the children to use their voice expressively and creatively. (use voice to explore and create different voices. Link to stories and characters, e.g. mouse, giant etc use of voice for effect)	
	Key Learning	Assessment
	WALT: explore dynamics and tempo (loud and quiet/fast and slow by using the voice and percussion) WALT: find and keep a steady beat together. (pulse) WALT: Copy short rhythm patterns (led by the teacher using body percussion and/or tap sticks / chop sticks, e.g. tea coffee, tea, tea, tea also use so mi songs learnt in Autumn to clap the rhythms) WALT: play a simple rhythmic pattern using long and short sounds (with body percussion and percussion instruments- use so mi songs learnt in Autumn to clap the rhythms) WALT: explore sounds to create musical sound effects. (explore vocal and percussion sounds to create musical sound effects to enhance a story e.g. Jack and the beanstalk/Grand old Duke of York (BMS Resource saved on the system) WALT: use graphic notation (recognise how graphic notation can represent sounds - <i>see resources from BMS</i>)	Can children change the dynamic/tempo of a piece of music? Can children keep a steady beat? Can children copy rhythm patterns with their bodies or with percussion instruments? Can children play rhythm patterns with long and short sounds? Can children enhance a story by adding sound effects with voices, body percussion or instruments? Can children begin to understand that pictures can be used to represent sounds?

National Curriculum ☐ use their voices expressively and creatively by	Year 1. Summer Term:	
	Key knowledge and skills that will be revisited in Y1 • To know how to use the voice to create changes in pitch (high and low) and dynamics (loud and quiet). • Repeat and investigate rhythmic patterns • Follow graphic scores	

singing songs and speaking chants and rhymes ☐ play tuned and untuned instruments musically ☐ listen with concentration and understanding to a range of high-quality live and recorded music ☐ experiment with, create, select and combine sounds using the inter-related dimensions of music.	Skills to incorporate in lessons: listen to music and share our opinions, tempo (fast and slow), dynamics (loud and quiet), explore pitch (high and low) by using the voice in different ways, find and keep a steady beat together (pulse), begin to use the 'thinking' voice, Pulse and rhythm starters – e.g. 'switch it', Singing warm-ups to embed pitch, e.g. so-mi songs, high-low. Within reading / sharing stories, encourage the children to use their voice expressively and creatively. (use voice to explore and create different voices. Link to stories and characters, e.g. mouse, giant etc use of voice for effect)	
	Key Learning	Assessment
	WALT: keep a steady beat (clap or tap a steady beat with body and percussion, changing the speed of the beat as the tempo of the music changes. Pulse) WALT: Copy short rhythmic patterns (Copy short rhythm patterns led by the teacher using body percussion and instruments). WALT: Begin to create simple rhythms (using words and phrases as a starting point e.g. minibests: bumble bee, fly, spider, wasp) Resources from BMS training. WALT: play short repeating rhythm patterns (based on word pattern chants while keeping in time with a steady beat) WALT: use graphic notation (recognise how pictures and symbols can represent sounds and explore and invent own symbols (see resources from BMS) WALT: Follow graphic notations and symbols(link to Victorians or Toy story for example and use body percussion and/or instruments)	Can children keep a steady beat? Can children copy short rhythmic patterns? Can children begin to create their own rhythmic patterns using words and phrases? Can children play repeating rhythms? Can children create a graphic score using pictures or symbols? Can they follow a graphic score?

National Curriculum use their voices expressively and creatively by	Year 2. Autumn Term:	
	Key knowledge and skills that will be revisited in Y2 • To know how to use the voice to create changes in pitch and dynamics. • Repeat, investigate and create simple beats (pulse) and rhythms for others to copy. • Symbols can be used to represent sounds when composing and transcribing,	

singing songs and speaking chants and rhymes ☐ play tuned and untuned instruments musically ☐ listen with concentration and understanding to a range of high-quality live and recorded music ☐ experiment with, create, select and combine sounds using the inter-related dimensions of music	Skills to incorporate in lessons: Listen to music and share our opinions (recognise changes in dynamics, tempo and timbre and how these changes affect the music), explore pitch (high and low) by using the voice in different ways, find and keep a steady beat together (pulse), begin to use the ‘thinking’ voice, Pulse and rhythm starters – e.g. ‘switch it’, Singing warm-ups to embed pitch, e.g. so-mi songs, high-low. Within reading / sharing stories, encourage the children to use their voice expressively and creatively. (use voice to explore and create different voices. Link to stories and characters, e.g. mouse, giant etc use of voice for effect) <table border="1"> <thead> <tr> <th data-bbox="412 304 1518 360">Key Learning</th><th data-bbox="1518 304 2134 360">Assessment</th></tr> </thead> <tbody> <tr> <td data-bbox="412 360 1518 1407"> WALT: sing la-so-mi-do songs (and singing games with accurate pitch matching – visual hand clues to match the pitch-see: https://www.bethsnotesplus.com/2012/01/mi-so-la.html for ideas). WALT: sing a variety of songs(with a wider pitch range together from memory - introduced within a lesson and on-going including performances) WALT: name and play an increasing range of tuned and untuned percussion instruments (name some common hand-held percussion instruments and explore timbre (different sounds of tuned and untuned percussion instruments). Recap on expectations of using instruments and recap on using visual directions and counting in – see Y1) WALT: keep a steady beat (walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. <i>Find the beat-Charanga</i>) <u>Introduce Stick Notation</u> WALT: clap a rhythm (Mrs White BMS resource. Sing first, then clap and sing, then clap with thinking voice) WALT: Follow graphic symbols (Recap Y1 using percussion instruments. Link to the seaside, waves crashing etc) WALT: explore stick notation (start with graphic notation and knowledge of sounds per beat , e.g. ‘sea side’ clapped is 2 sounds per beat, then introduce stick notation– stick represents the number of claps (or tap sticks) per beat) WALT: read stick notation (use rhythm grid with heart beats and knowledge of sounds per beat to explore and read stick notation. Use Mrs White BMS resource) WALT: read and play rhythm patterns using stick notation (including ‘walk’ (crotchets), ‘jogging’ (paired quavers) and ‘silent beat’ (rests). </td><td data-bbox="1518 360 2134 1407"> Can children sing at the right pitch? Can children sing a variety of songs with a wider pitch range? Can children name and play a number of instruments? Can children maintain a steady beat? Can children clap a rhythm? Can children follow pictures and symbols when playing? </td></tr> </tbody> </table>	Key Learning	Assessment	WALT: sing la-so-mi-do songs (and singing games with accurate pitch matching – visual hand clues to match the pitch-see: https://www.bethsnotesplus.com/2012/01/mi-so-la.html for ideas). WALT: sing a variety of songs(with a wider pitch range together from memory - introduced within a lesson and on-going including performances) WALT: name and play an increasing range of tuned and untuned percussion instruments (name some common hand-held percussion instruments and explore timbre (different sounds of tuned and untuned percussion instruments). Recap on expectations of using instruments and recap on using visual directions and counting in – see Y1) WALT: keep a steady beat (walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. <i>Find the beat-Charanga</i>) <u>Introduce Stick Notation</u> WALT: clap a rhythm (Mrs White BMS resource. Sing first, then clap and sing, then clap with thinking voice) WALT: Follow graphic symbols (Recap Y1 using percussion instruments. Link to the seaside, waves crashing etc) WALT: explore stick notation (start with graphic notation and knowledge of sounds per beat , e.g. ‘sea side’ clapped is 2 sounds per beat, then introduce stick notation– stick represents the number of claps (or tap sticks) per beat) WALT: read stick notation (use rhythm grid with heart beats and knowledge of sounds per beat to explore and read stick notation. Use Mrs White BMS resource) WALT: read and play rhythm patterns using stick notation (including ‘walk’ (crotchets), ‘jogging’ (paired quavers) and ‘silent beat’ (rests).	Can children sing at the right pitch? Can children sing a variety of songs with a wider pitch range? Can children name and play a number of instruments? Can children maintain a steady beat? Can children clap a rhythm? Can children follow pictures and symbols when playing?
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		Can children read and play rhythms using stick notation?
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National Curriculum use their voices expressively and creatively by singing songs and speaking chants and rhymes ☐ play tuned and untuned instruments musically ☐ listen with concentration and understanding to a range of high-quality live and recorded music ☐ experiment with, create, select	Year 2. Spring Term:	
	Key knowledge and skills that will be revisited in Y2 • To know how to use the voice to create changes in pitch and dynamics. • Repeat, investigate and create simple beats (pulse) and rhythms for others to copy. • Symbols can be used to represent sounds when composing and transcribing, • Read stick notation	
	Skills to incorporate in lessons: Listen to music and share opinions. Know the meaning of dynamics, tempo and timbre and how these changes affect the music, explore pitch (high and low) by using the voice in different ways, find and keep a steady beat together (pulse), begin to use the 'thinking' voice, Pulse and rhythm starters – e.g. 'switch it', Singing warm-ups to embed pitch, e.g. so-mi songs, high-low.	
	Within reading / sharing stories, encourage the children to use their voice expressively and creatively. (use voice to explore and create different voices. Link to stories and characters, e.g. mouse, giant etc use of voice for effect)	
	Key Learning	Assessment
	WALT: find and keep a steady beat together and respond to changes in tempo. <i>(pulse-use body percussion and instruments)</i> WALT: understand the difference between pulse and rhythm Twinkl lesson exploring pulse and rhythm-All Staff-Music-Resources to support teaching-Pulse and Rhythm WALT read and play rhythm patterns using stick notation (including 'walk' (crotchets), 'jogging' (paired quavers) and 'silent beat' (rests). Use rhythm grid with heart beats and knowledge of sounds per beat to read stick notation	Can children find and keep a steady beat and respond to changes in tempo? Do children understand the difference between pulse and rhythm? Can children read and play rhythmic patterns using stick notation?

and combine sounds using the inter-related dimensions of music	WALT: create a rhythm pattern using stick notation including 'walk' (crotchets), 'jogging' (paired quavers) and 'silent beat' (rests). Use rhythm grid with heart beats and knowledge of sounds per beat to write stick notation (say it, clap it, play it) WALT: know the meaning of dynamics, tempo and timbre (loud and quiet/fast and slow/sound and demonstrate using the voice and percussion and how these changes affect the music) WALT: begin to recognise the link between shape and pitch (Twinkl resource-saved All Staff-music-resources to support teaching-dot notation and pitch WALT: sing and perform songs together from memory (<i>Great fire of London assembly songs</i>) WALT: rehearse and learn to play a simple melodic instrument part using a given set of notes (Xylophones-Great Fire of London). WALT: rehearse and perform with others (Great Fire of London- whole class performance-xylophones, percussion and singing in different parts/cannons	Can children create their own rhythmic pattern using stick notation? Do children know the meaning of dynamics, tempo and timbre? Are children beginning to recognise the link between shape and pitch? Can children play a simple melodic tune on a tuned instrument? Can children play as part of a whole class ensemble?
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National Curriculum	Year 2. Summer Term:	
use their voices expressively and creatively by singing songs and speaking chants and rhymes □ play tuned and untuned instruments musically □ listen with concentration and understanding to a range of high-quality live and recorded music □ experiment with, create, select and combine	Key knowledge and skills that will be revisited in Y2 • Understand the difference between pulse and rhythm • Read and play rhythm patterns containing stick notation • Know the meaning of dynamics, tempo and pitch	
	Skills to incorporate in lessons: Listen to music and share opinions. Know the meaning of dynamics, tempo and timbre and how these changes affect the music, explore pitch (high and low) by using the voice in different ways, find and keep a steady beat together (pulse), begin to use the 'thinking' voice, Pulse and rhythm starters – e.g. 'switch it', Singing warm-ups to embed pitch, e.g. so-mi songs, high-low, clap rhythms using stick notation. Within reading / sharing stories, encourage the children to use their voice expressively and creatively. (use voice to explore and create different voices. Link to stories and characters, e.g. mouse, giant etc use of voice for effect)	
	Key Learning	Assessment
	WALT: listen to a range of recorded and live music (Jurassic park theme tune- children create a listening log-BMS resource) https://www.youtube.com/watch?v=OWOYacUcqko Live Orchestra- https://www.youtube.com/watch?v=XqxOFP9aRlw WALT: use the voice expressively and creatively (Dinosaur Dinosaur poem-All staff Music-Rhymes) WALT: find and keep a steady beat together. (<i>pulse-use body percussion and instruments-Dinosaur, Dinosaur</i>) WALT read and play rhythm patterns using stick notation (including 'walk' (crotchets), 'jogging' (paired quavers) and 'silent beat' (rests). Use rhythm grid with heart beats and knowledge of sounds per beat to read stick notation-Dinosaur Dinosaur	Can children talk about the interrelated dimensions of music, whilst listening to recorded and live music? Can children use their voices expressively and creatively? Can children keep a steady beat together? Can children read and play rhythm patterns using stick notation?

sounds using the inter-related dimensions of music	WALT: create a rhythm pattern using stick notation including 'walk' (crotchets), 'jogging' (paired quavers) and 'silent beat' (rests). Use rhythm grid with heart beats and knowledge of sounds per beat to write stick notation (say it, clap it, play it) Children write their own dinosaur lyrics poem and Charanga-Dancing Dinosaurs-Unit WALT: Listen and respond to a song (Dancing Dinosaurs) WALT: sing and perform songs together(Dancing Dinosaurs) WALT: rehearse and learn to play a simple melodic instrument part using a given set of notes (Dancing Dinosaurs) WALT: recognise dot notation and match it to 3 note tunes played on a xylophone (Dancing Dinosaurs-pitch)	Can children create their own rhythmic pattern using stick notation? Can children express opinions about a song using musical vocabulary? (interrelated dimensions) Can children sing and perform songs together? Can children play a tuned instrument using a set of notes? Can children begin to recognise dot notation?
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National Curriculum play and perform in solo and ensemble contexts, using their voices and playing musical instruments with	Year 3. Autumn Term:	
	Key knowledge and skills that will be revisited in Y3 • To know how to use the voice and instruments to create changes in pitch and dynamics. • Repeat, investigate and create simple beats (pulse) and rhythms for others to copy. • Symbols and stick notation can be used to represent sounds when composing and transcribing,	
	Skills to incorporate in lessons: Listen to music and share opinions. Know the meaning of dynamics, tempo and timbre and how these changes affect the music, explore pitch (high and low) by using the voice in different ways, find and keep a steady beat together (pulse), begin to use the 'thinking' voice, Pulse and rhythm starters – e.g. 'switch it', Singing warm-ups to embed pitch, e.g. so-mi songs, high-low.	

increasing accuracy, fluency, control and expression ☐ improvise and compose music for a range of purposes using the inter-related dimensions of music ☐ listen with attention to detail and recall sounds with increasing aural memory ☐ use and understand staff and other musical notations ☐ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Within reading / sharing stories, encourage the children to use their voice expressively and creatively. (use voice to explore and create different voices. Link to stories and characters, e.g. mouse, giant etc use of voice for effect)	
	Key Learning	Assessment
	WALT: sing a range of songs tunefully and with expression (Roahl Dahl/Harvest/Stone Age songs-show control of dynamics and tempo when singing and playing following physical signals). WALT: find and maintain the pulse in a piece of music use body percussion and instruments and respond to changes in tempo-'Switch it-BMS activity' WALT: understand the difference between pulse and rhythm Twinkl lesson exploring pulse and rhythm-All Staff-Music-Resources to support teaching-Pulse and Rhythm WALT: clap a rhythm (BMS resource spoken rhymes to notate e.g bumble bee. Sing first, then clap and sing, then clap with thinking voice WALT: explore stick notation (including 'walk' (crotchets), 'jogging' (paired quavers) and 'silent beat' (rests-introduce the symbol for rest). Use rhythm cards to revisit stick notation Y2-All staff-Music-resources to support teaching-stick notation. WALT: read stick notation (use rhythm grid with heart beats and knowledge of sounds per beat to explore and read stick notation. Use Bumble Bee BMS resource) WALT: begin to compose a rhythmic pattern Apply word chants to rhythms understanding how to link each syllable to 1 musical note –use mini beast rhythm cards to support. Children use other insects/mini beasts-clap the words first and then notate (including 'walk' (crotchets), 'jogging' (paired quavers) and 'silent beat' (rests-introduce the symbol for rest)	Can children sing a range of songs in tune and with expression? Can children find and maintain the pulse in a piece of Music? Do children understand the difference between pulse and rhythm? Can children clap a rhythm? Do children understand that rhythms can be represented by stick notation? Can children read and follow stick notation? Can children compose their own rhythmic pattern using stick notation?

☐ develop an understanding of the history of music.		
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National Curriculum play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ☐ improvise and compose music for a range of purposes using the inter-related dimensions of music ☐ listen with attention to detail and recall sounds	Year 3. Spring Term:	
	Key knowledge and skills that will be revisited in Y3 - To know how to use the voice and instruments to create changes in pitch and dynamics. - Repeat, investigate and create simple rhythmic patterns for others to copy. - Symbols and stick notation can be used to represent sounds when composing and transcribing,	
	Skills to incorporate in lessons: Listen to music and share opinions. Know the meaning of dynamics, tempo and timbre and how these changes affect the music, explore pitch (high and low) by using the voice in different ways, find and keep a steady beat together (pulse), begin to use the 'thinking' voice, Pulse and rhythm starters – e.g. 'switch it', Singing warm-ups to embed pitch, e.g. so-mi songs, high-low, clap rhythms using stick notation. Within reading / sharing stories, encourage the children to use their voice expressively and creatively. (use voice to explore and create different voices. Link to stories and characters, e.g. mouse, giant etc use of voice for effect)	
	Key Learning	Assessment
	WALT: sing canons, simple rounds and partner songs e.g.(Row row row your boat see also: https://www.bethsnotesplus.com/2012/12/rounds.html) WALT: recognise the different instrumental families(watch musical performances and begin to recognise the sounds the instruments make) name some common hand-held percussion instruments and group them explore timbre (different sounds of tuned and untuned percussion instruments) See also resource from Twinkl on instrument families. Recap on expectations of using instruments and recap on using visual directions and counting in – see Y2) Tamboo Bamboo WALT: recognise the symbols for crotchets (walks) quavers (jogging) and crotchet rests (revisit stick notation and 'add the feet' to the stick notation-explain that this tells the pitch it doesn't alter the rhythm. WALT: recognise the link between shape and pitch (Twinkl resource-saved All Staff-music-resources to support teaching-dot notation and pitch	Can children recognise the symbols for standard notation? Can children recognise the link between shape and pitch? Can children read and clap a rhythmic pattern containing standard notation?

with increasing aural memory ☐ use and understand staff and other musical notations ☐ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ☐ develop an understanding of the history of music.	WALT read and clap a 4 beat pattern using standard notation (from a flashcard or Go Stop/Charanga Rhythm Grid (including 'walk' (crotchets), 'jogging' (paired quavers) and 'silent beat' (rests). Then use Tamboo bamboo/percussion instruments WALT: create a rhythm pattern using standard notation including 'walk' (crotchets), 'jogging' (paired quavers) and 'silent beat' (rests). Use rhythm grid with heart beats and knowledge of sounds per beat to write the notes(say it, clap it, play it) Resource BMS rhythm grid-saved CPD-Composition WALT:play ostinato parts (repeating rhythms) on percussion instruments Choose 2 rhythms from last session and display on the whiteboard. Split class in 2 and give 1 group 1 rhythm to play and the other group the 2nd. Count in group 1 who start to play x2 then bring the other group in. Each group plays the same rhythm. Start by using body percussion and the voice WALT: rehearse and perform with others Use the Tamboo Planning (music cupboard) to choose a song to play along to. Split the class and create ostinato parts.	Can children create their own rhythmic patterns using standard notation? Can children play repeating rhythms using percussion instruments? Can children play and perform with others?
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National Curriculum play and perform in solo and	Year 3. Summer Term:	
	Key knowledge and skills that will be revisited in Y3 • To know how to use the voice and instruments to create changes in pitch and dynamics. • Repeat, investigate and create simple rhythmic patterns for others to copy. • Symbols and stick notation can be used to represent sounds when composing and transcribing,	

ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ☐ improvise and compose music for a range of purposes using the inter-related dimensions of music ☐ listen with attention to detail and recall sounds with increasing aural memory ☐ use and understand staff and other musical notations ☐ appreciate and understand a wide range of high-quality live and recorded music drawn from	Skills to incorporate in lessons: Listen to music and share opinions. Know the meaning of dynamics, tempo and timbre and how these changes affect the music, explore pitch (high and low) by using the voice in different ways, find and keep a steady beat together (pulse), begin to use the ‘thinking’ voice, Pulse and rhythm starters – e.g. ‘switch it’, Singing warm-ups to embed pitch, e.g. so-mi songs, high-low, clap rhythms using standard notation. Within reading / sharing stories, encourage the children to use their voice expressively and creatively. (use voice to explore and create different voices. Link to stories and characters, e.g. mouse, giant etc use of voice for effect) <table border="1"> <thead> <tr> <th data-bbox="412 320 1518 376">Key Learning</th><th data-bbox="1518 320 2134 376">Assessment</th></tr> </thead> <tbody> <tr> <td data-bbox="412 376 1518 1414"> WALT: sing a range of songs tunefully and with expression (Ancient Egyptians songs-show control of dynamics and tempo when singing and playing following physical signals and written symbols – p f (loud/soft); tempo – allegro, adagio (fast/slow)). WALT: perform actions and body percussion to songs (Mummy Song) WALT: read and clap a 4 beat pattern using standard notation (revisit standard notation from a flashcard or Go Stop/Charanga Rhythm Grid (including ‘walk’ (crotchets), ‘jogging’ (paired quavers) and ‘silent beat’ (rests)). Composition-Make a mummy WALT: compose in response to a theme (Think about the sounds you would hear making a mummy- refer back to the song. As a class generate sound effects using the body and voice for each step e.g clap for smash the brain up, wash a way the past whoosh, woosh. Split the class. Some sing the song and the others add the sound effects. WALT: compose a song accompaniment using walks, jogging and rests using the sounds created in last session create a rhythmic pattern using standard notation for the sounds to be played-Teacher model first. In pairs, children to compose a 4 beat rhythm for the song. Choose some examples and create a 4 x 4 piece of music to follow. WALT:play ostinato parts using the sounds suggested by the children, split the class into 4 groups: each group performs one rhythm/line repeatedly (ostinato) WALT: rehearse and perform with others Explore changing the timbre of sound by using different body percussion then classroom percussion. </td><td data-bbox="1518 376 2134 1414"> Can children sing a range of songs in tune and with expression? Can children perform actions and use body percussion to songs? Can children read and clap a 4 beat pattern using standard notation? Can children begin to compose music in response to a theme? Can children link their improvised sounds to standard notation? Can children play a rhythm repeatedly? </td></tr> </tbody> </table>	Key Learning	Assessment	WALT: sing a range of songs tunefully and with expression (Ancient Egyptians songs-show control of dynamics and tempo when singing and playing following physical signals and written symbols – p f (loud/soft); tempo – allegro, adagio (fast/slow)). WALT: perform actions and body percussion to songs (Mummy Song) WALT: read and clap a 4 beat pattern using standard notation (revisit standard notation from a flashcard or Go Stop/Charanga Rhythm Grid (including ‘walk’ (crotchets), ‘jogging’ (paired quavers) and ‘silent beat’ (rests)). Composition-Make a mummy WALT: compose in response to a theme (Think about the sounds you would hear making a mummy- refer back to the song. As a class generate sound effects using the body and voice for each step e.g clap for smash the brain up, wash a way the past whoosh, woosh. Split the class. Some sing the song and the others add the sound effects. WALT: compose a song accompaniment using walks, jogging and rests using the sounds created in last session create a rhythmic pattern using standard notation for the sounds to be played-Teacher model first. In pairs, children to compose a 4 beat rhythm for the song. Choose some examples and create a 4 x 4 piece of music to follow. WALT:play ostinato parts using the sounds suggested by the children, split the class into 4 groups: each group performs one rhythm/line repeatedly (ostinato) WALT: rehearse and perform with others Explore changing the timbre of sound by using different body percussion then classroom percussion.	Can children sing a range of songs in tune and with expression? Can children perform actions and use body percussion to songs? Can children read and clap a 4 beat pattern using standard notation? Can children begin to compose music in response to a theme? Can children link their improvised sounds to standard notation? Can children play a rhythm repeatedly?
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different traditions and from great composers and musicians □ develop an understanding of the history of music.		Can they perform their composition together and discuss how they could improve or change it?
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National Curriculum play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression □ improvise and compose music for a range of purposes using the inter-related	Year 4. Autumn Term:	
	Key knowledge and skills that will be revisited in Y4 • Repeat, investigate and create rhythms for others to copy and play • Read, clap and play a 4 beat pattern using standard notation. • Recognise the symbols for crotchets, quavers and crotchet rests. • Talk about the interrelated dimensions of music (<i>pitch,tempo, dynamics etc</i>)	
	Skills to incorporate in lessons: Listen to music and share opinions. Know the meaning of dynamics, tempo and timbre and how these changes affect the music, explore pitch (high and low) by using the voice in different ways, find and keep a steady beat together (pulse), use the ‘thinking’ voice, Pulse and rhythm starters – e.g. ‘switch it’, Singing warm-ups to embed pitch, e.g. so-mi songs, high-low, clap rhythms using standard notation.	
	Key Learning	Assessment
	WALT: sing a range of songs tunefully and with expression and control (Maya songs- https://www.youtube.com/watch?v=INNDml3_y-A show control of dynamics, tempo and articulation when singing and playing following physical signals and written symbols – (p f < > crescendo, decrescendo, accelerando, rallentando, staccato, legato) . WALT: sing canons, simple rounds and partner songs e.g. (Row row row your boat- see also: https://www.bethsnotesplus.com/2012/12/rounds.html WALT: Listen to music and describe how the inter-related dimensions of music can create different moods and effects tempo, dynamics, timbre etc. (Mayan inspired	Can children sing a range of songs in tune and with expression and control? Can children sing a variety of songs in different parts?

dimensions of music ☐ listen with attention to detail and recall sounds with increasing aural memory ☐ use and understand staff and other musical notations ☐ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ☐ develop an understanding of the history of music.	music children create a listening log-BMS resource) https://www.youtube.com/watch?v=cA0TC_Lznd4 Compose a class song about the Mayans to the tune and rhythm pattern of a familiar song (e.g. Frere Jacques) Create a list of words/facts about the Mayans to add to the song-‘We are Myans, we are Myans-strong and brave, strong and brave. Charanga also has a piece to play along with glocks/xylophones. WALT: recognise the symbols for crotchets (walks) quavers (jogging),crotchet rests and minims (stride) WALT read and clap a 4 beat pattern using standard notation (from a flashcard or Go Stop/Charanga Rhythm Grid (including ‘walk’ (crotchets), ‘jogging’ (quavers) ‘silent beat’ (rests) and strides (minims). WALT: create a rhythm pattern using standard notation including ‘walk’ (crotchets), ‘jogging’ (quavers) and ‘silent beat’ (rests). Use rhythm grid with heart beats and knowledge of sounds per beat to write the notes for the Mayan song (say it, clap it, play it) Resource BMS rhythm grid-saved CPD-Composition.	Can children talk about a piece of Music using the correct musical vocabulary? Can children compose in response to a theme? Can children recognise the symbols for standard notation? Can children read and clap a 4 beat pattern using standard notation? Can children create their own rhythmic pattern using standard notation?
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play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ☐ improvise and compose music for a range of purposes using the inter-related dimensions of music ☐ listen with attention to detail and recall sounds with increasing aural memory ☐ use and understand staff and other musical notations ☐ appreciate and understand a wide range of high-	Key knowledge and skills that will be revisited in Y4 • Repeat, investigate and create rhythms for others to copy and play • Read, clap and play a 4 beat pattern using standard notation. • Recognise the symbols for crotchets, quavers and crotchet rests. • Talk about the interrelated dimensions of music (<i>pitch,tempo, dynamics etc</i>)	
	Skills to incorporate in lessons: Listen to music and share opinions. Know the meaning of dynamics, tempo and timbre and how these changes affect the music, explore pitch (high and low) by using the voice in different ways, find and keep a steady beat together (pulse), use the ‘thinking’ voice, Pulse and rhythm starters – e.g. ‘switch it’, Singing warm-ups to embed pitch, e.g. so-mi songs, high-low, clap rhythms using standard notation.	
	Key Learning WALT: sing a range of songs tunefully and with expression and control (Ancient Greeks-out of the Ark assembly songs-show control of dynamics and tempo when singing and playing following physical signals and written symbols – (p f < > crescendo, decrescendo, accelerando, rallentando, staccato, legato) . WALT: recognise the different instrumental families(watch musical performances and begin to recognise the sounds the instruments make) name some common hand-held percussion instruments and group them explore timbre (different sounds of tuned and untuned percussion instruments. See also resource from Twinkl about instrumental families WALT: compose rhythmic patterns using crotchets (walks) quavers (jogging),crotchet rests and minims (stride) Create rhythms using pharaoh or god names. E.g Zeus, mighty powerful Zeus, ruler of the sky. Say the words, clap it, notate it, play it WALT:play ostinato parts using the rhythms suggested by the children, split the class into 4 groups: each group performs one rhythm/line repeatedly (ostinato) (Tribute to the gods) WALT: combine rhythm notation with letter names to create a short piece of music (use glockenspiels and xylophones using the letters CDEFGA) WALT: recognise the link between shape and pitch (Twinkl resource-saved All Staff-music-resources to support teaching-dot notation and pitch)	Assessment Can children sing a range of songs in tune and with expression and control? Can children talk about the different instrumental families and instruments within them? Can children create their own rhythmic pattern using standard notation? Can children play a repeating rhythm? Can children combine rhythm notation with letter names to create a short melodic tune? Can children recognise the link between shape and pitch?

quality live and recorded music drawn from different traditions and from great composers and musicians □ develop an understanding of the history of music.		
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National Curriculum play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression □ improvise and compose music for a range of	Year 4. Summer Term:	
	Key knowledge and skills that will be revisited in Y4 • Repeat, investigate and create rhythms for others to copy and play • Read, clap and play a 4 beat pattern using standard notation. • Recognise the symbols for crotchets, quavers and crotchet rests. • Talk about the interrelated dimensions of music (<i>pitch,tempo, dynamics etc</i>)	
	Skills to incorporate in lessons: Listen to music and share opinions. Know the meaning of dynamics, tempo and timbre and how these changes affect the music, explore pitch (high and low) by using the voice in different ways, find and keep a steady beat together (pulse), use the 'thinking' voice, Pulse and rhythm starters – e.g. 'switch it', Singing warm-ups to embed pitch, e.g. so-mi songs, high-low, clap rhythms using standard notation	
	Key Learning Charanga unit- Y3-Autumn 1 (Home is where the heart is and Let's work it out together) WALT: sing a broad range of songs tunefully and with expression (Charanga-Home is where the heart is, Let's work it out together– (p f < > crescendo, decrescendo, accelerando, rallentando, staccato, legato)	Assessment Can children sing a range of songs in tune and with expression and control?

purposes using the inter-related dimensions of music ☐ listen with attention to detail and recall sounds with increasing aural memory ☐ use and understand staff and other musical notations ☐ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ☐ develop an understanding of the history of music.	WALT: Listen and respond to a piece of music and describe how the inter-related dimensions of music can create different moods and effects tempo, dynamics, timbre etc (using songs from the Charanga unit) WALT: improvise using a set of notes (C, D, E, F G, A, B). Charanga-‘improvise together’ use glocks and xylophones WALT:play and perform together using a set of notes (Charanga-Home is where the heart is C, D, E, F G, A, B) WALT: appreciate music from different traditions .historical periods and of great composers and musicians from Samuel Crompton’s period 1800s https://www.youtube.com/watch?v=seajM3B-WSY children create a listening log-BMS resource)	Can children talk about a piece of Music and how it makes them feel, explaining their reasons using the correct musical vocabulary? Can children create a short melodic phrase using a set of notes? Can children play together as part of a whole class ensemble? Can children talk about different genre of music?
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National Curriculum	Year 5. Autumn Term:	
play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression □ improvise and compose music for a range of purposes using the inter-related dimensions of music □ listen with attention to detail and recall sounds with increasing aural memory □ use and understand staff and other musical notations	Key knowledge and skills that will be revisited in Y5 • Repeat, create and maintain pulse and rhythms for others to copy and play • Read, clap and play a 4 beat pattern using standard notation • Recognise the symbols for minims, crotchets, quavers and crotchet rests • Understand and talk about the interrelated dimensions of music (<i>pitch,tempo, dynamics etc</i>)	
	Skills to incorporate in lessons: Listen to music and share opinions. Know the meaning of dynamics, tempo, timbre, texture and structure and how these changes affect the music, explore pitch (high and low) by using the voice in different ways, find and keep a steady beat together (pulse), use the ‘thinking’ voice, Pulse and rhythm starters – e.g. ‘switch it’, Singing warm-ups to embed pitch, e.g. so-mi songs, high-low, clap and improvise rhythms using standard notation	
	Key Learning	Assessment
	WALT: sing a range of songs tunefully and with expression and control (<i>Roman songs-Charanga, Out of the Ark Song book, Spark yard-</i> show control of dynamics, tempo and articulation when singing and playing following physical signals and written symbols – (p f < > crescendo, decrescendo, accelerando, rallentando, staccato, legato) . WALT: recognise the symbols for crotchets (walks) quavers (jogging),crotchet rests (silent beat), minims (stride) semibreves (ski) and paired quavers (running faster) (Teach standard notation using flashcards) WALT read and clap a 4 beat pattern using standard notation (from a flashcard or Go Stop/Charanga Rhythm Grid (including ‘walk’ (crotchets), ‘jogging’ (quavers) ‘silent beat’ (rests) strides (minims) semibreves (ski) and running faster (paired quavers) . WALT: compose rhythmic patterns using crotchets (walks) quavers (jogging), crotchet rests, minims (stride) semi breves (ski) and running faster (paired quavers) .Create rhythms using Roman god names. E.g. Zeus, mighty powerful Zeus, ruler of the sky. Say the words, clap it, notate it, play it (to create a chant) WALT: play ostinato parts using the rhythms suggested by the children, split the class into 4 groups: each group performs one rhythm/line repeatedly (ostinato) (Tribute to the gods) WALT: combine rhythm notation with letter names to create a short piece of music (use glockenspiels and xylophones) WALT: recognise the link between shape and pitch on a stave (Twinkl resources)	Can children sing a range of songs in tune and with expression and control? Can children recognise the symbols for standard notation? Can children read and clap a rhythmic pattern using standard notation? Can children create their own rhythmic pattern using standard notation? Can children maintain a repeating rhythm?

☐ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ☐ develop an understanding of the history of music.		Can children combine rhythm notation with letter sounds to create a short piece of music? Can children recognise the link between shape and pitch on a staff?
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National Curriculum play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ☐ improvise and compose music	Year 5. Spring Term:	
	Key knowledge and skills that will be revisited in Y5 • Repeat, create and maintain pulse and rhythms for others to copy and play • Read, clap and play a 4 beat pattern using standard notation • Recognise the symbols for minims, crotchets, quavers and crotchet rests • Understand and talk about the interrelated dimensions of music (<i>pitch, tempo, dynamics etc</i>)	
	Skills to incorporate in lessons: Listen to music and share opinions. Know the meaning of dynamics, tempo, timbre, texture and structure and how these changes affect the music, explore pitch (high and low) by using the voice in different ways, find and keep a steady beat together (pulse), use the 'thinking' voice, Pulse and rhythm starters – e.g. 'switch it', Singing warm-ups to embed pitch, e.g. so-mi songs, high-low, clap and improvise rhythms using standard notation.	
	Key Learning WALT: sing a range of songs tunefully and with expression and control (<i>Anglo Saxons-6 songs https://www.bbc.co.uk/teach/school-radio/music-ks2-anglo-saxons-index/zv43382</i> (show control of dynamics, tempo and articulation when singing and	Assessment Can children sing a range of songs in tune and with expression and control?

for a range of purposes using the inter-related dimensions of music ☐ listen with attention to detail and recall sounds with increasing aural memory ☐ use and understand staff and other musical notations ☐ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ☐ develop an understanding of the history of music.	playing following physical signals and written symbols – (p f < > crescendo, decrescendo, accelerando, rallentando, staccato, legato) WALT:sing in rounds (We are the Anglo Saxons-all resources are on the website) WALT:identify the pulse and rhythm in a piece of music (Anglo Saxons songs in Musical activities section-all resources are on the website) WALT: appreciate music from different traditions . historical periods and great composers and musicians Lots of opportunities for listening and appraising below the musical activity section:Mozart-Horn Concerto (We are the Anglo Saxons, Vivaldi concerto for the recorder-Alfred the Great etc. Create a listening log for the pieces (BMS resource) WALT: create a rhythm pattern using standard notation Once the children have learnt one of the songs add in the rhythm notation including ‘walk’ (crotchets), ‘jogging’ (paired quavers) ‘silent beat’ (crotchet rests) stride (minim) and ski (semibreve). Use rhythm grid with heart beats and knowledge of sounds per beat to write the notes for the Anglo Saxon song (say it, clap it, play it) Resource BMS rhythm grid-saved CPD-Composition WALT:improvise and compose in response to a theme Using the rhythm notation grids, children explore with a range of instruments to add music to the Anglo Saxon Song you have chosen WALT: play and perform together children to perform their song as part of an assembly or showcase	Can children sing in rounds? Can children confidently identify the pulse and rhythm in a variety of music? Can children discuss a variety of different musical genre? Can they name some significant composers and musicians? Can children create a rhythmic pattern using standard notation? Can children experiment with a range of instruments and compose a short piece of music in response to a theme? Can children play and perform together as a whole class ensemble?
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National Curriculum	Year 5. Summer Term:	
play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression □ improvise and compose music for a range of purposes using the inter-related dimensions of music □ listen with attention to detail and recall sounds with increasing aural memory □ use and understand staff and other musical notations	Key knowledge and skills that will be revisited in Y5 • Repeat, create and maintain pulse and rhythms for others to copy and play • Read, clap and play a 4 beat pattern using standard notation • Recognise the symbols for minims, crotchets, quavers and crotchet rests • Understand and talk about the interrelated dimensions of music (<i>pitch, tempo, dynamics etc</i>)	
	Skills to incorporate in lessons: Listen to music and share opinions. Know the meaning of dynamics, tempo, timbre, texture and structure and how these changes affect the music explore pitch (high and low) by using the voice in different ways, find and keep a steady beat together (pulse), use the 'thinking' voice, Pulse and rhythm starters – e.g. 'switch it', Singing warm-ups to embed pitch, e.g. so-mi songs, high-low, clap and improvise rhythms using standard notation	
	Key Learning	Assessment
	WALT: sing a range of songs tunefully and with expression (<i>Vikings-Charanga</i> - show control of dynamics, tempo and articulation when singing and playing following physical signals and written symbols – (p f < > crescendo, decrescendo, accelerando, rallentando, staccato, legato) <u>Wider Opportunities-Whole Class Brass</u> WALT: create a rhythm pattern using standard notation WALT: combine short compositions to create a class piece WALT: improvise freely WALT: play a rhythmic pattern as part of a multi layered ensemble piece WALT: play melodies on tuned percussion instruments WALT: understand the difference between semi breves, minims, crotchets, quavers and semi quavers WALT: read and play confidently from rhythm flashcards WALT: follow pitch notation on the stave WALT: play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression	

☐ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ☐ develop an understanding of the history of music.		Can children read and play confidently from a flashcard? Can children follow pitch notation on the staff? Can children play and perform individually and as part of a whole class performance?
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National Curriculum play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ☐ improvise and compose music	Year 6. Autumn Term:	
	Key knowledge and skills that will be revisited in Y6 • Repeat, create and maintain pulse and rhythms for others to copy and play • Read, clap and play the symbols for semi-breves, minims, crotchets, quavers, paired quavers and crotchet rests • Recognise the link between shape and pitch on a staff • The interrelated dimensions of music (<i>pitch, tempo, dynamics etc</i>) • Staff and other musical notation	
	Skills to incorporate in lessons: Listen to music and share opinions. Know the meaning of dynamics, tempo, timbre, texture and structure and how these changes affect the music, explore pitch (high and low) by using the voice in different ways, find and keep a steady beat together (pulse), use the 'thinking' voice, Pulse and rhythm starters – e.g. 'switch it', Singing warm-ups to embed pitch, e.g. so-mi songs, high-low, clap and improvise rhythms using standard notation	
	Key Learning	Assessment
	<u>Wider Opportunities-Whole Class Brass</u> WALT: create a rhythm pattern using standard notation	Can children create a rhythmic pattern using standard notation?

for a range of purposes using the inter-related dimensions of music ☐ listen with attention to detail and recall sounds with increasing aural memory ☐ use and understand staff and other musical notations ☐ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ☐ develop an understanding of the history of music.	WALT: improvise freely WALT: play a rhythmic pattern as part of a multi layered ensemble piece WALT: play melodies on tuned percussion instruments WALT: understand the difference between semi breves, minims, crotchets, quavers and semi quavers WALT: read and play confidently from rhythm flashcards WALT: develop the skills to read and perform pitch notation WALT: play and perform in solo and ensemble contexts, playing and singing with increasing accuracy, fluency, control and expression WALT: understand the difference between 2/4 3/4 and 4/4 time signatures	Can children combine short compositions to create a class piece? Can children improvise freely? Can children play a rhythmic pattern as part of a whole class piece? Can children play melodies on their brass instruments? Do children understand the differences between the standard notation taught? Can children read and play confidently from a flashcard? Can children follow pitch notation on the stave? Can children play and perform individually and as part of a whole class performance?
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National Curriculum	Year 6. Spring Term:	
play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression □ improvise and compose music for a range of purposes using the inter-related dimensions of music □ listen with attention to detail and recall sounds with increasing aural memory □ use and understand staff and other musical notations	Key knowledge and skills that will be revisited in Y6 • Repeat, create and maintain pulse and rhythms for others to copy and play • Read, clap and play the symbols for semi-breves, minims, crotchets, quavers, paired quavers and crotchet rests • Recognise the link between shape and pitch on a stave • The interrelated dimensions of music (<i>pitch,tempo, dynamics etc</i>) • Staff and other musical notation	
	Skills to incorporate in lessons: Listen to music and share opinions. Know the meaning of dynamics, tempo, timbre, texture and structure and how these changes affect the music, explore pitch (high and low) by using the voice in different ways, find and keep a steady beat together (pulse), use the ‘thinking’ voice, Pulse and rhythm starters – e.g. ‘switch it’, Singing warm-ups to embed pitch, e.g. so-mi songs, high-low, clap and improvise rhythms using standard notation	
	Key Learning WALT: sing a range of songs tunefully and with expression and control (Victorian songs-Charanga, Out of the Ark Song book, Spark yard- show control of dynamics, tempo and articulation when singing and playing following physical signals and written symbols – (p f < > crescendo, decrescendo, accelerando, rallentando, staccato, legato) . WALT: read and play rhythmic phrases (from a flashcard) containing crotchets (walks) quavers (jogging),crotchet rests, minims (stride) semibreves (ski) and paired quavers (running quickly) Industrial Revolution Sounds of the factory https://www.youtube.com/watch?v=N-Zs31smqfs Listen to this piece of music and create a musical doodle-BMS Resource. Let them listen 1st without seeing the video https://www.youtube.com/watch?v=qatkNvYUB8 industrial sounds WALT: compose in response to a theme (Think about the sounds you would hear in a factory. As a class generate sound effects using the body and voice for machines e.g swish swish swish for the spinning mule, whoo whoo for the engines, sssshhh for steam etc WALT: compose a song accompaniment using standard notation using the sounds created in last session create a rhythmic pattern using standard notation for the sounds to be played including ‘walk’ (crotchets), ‘jogging’ (paired quavers) ‘silent beat’ (crotchet rests) stride (minim) and ski (semibreve). Use rhythm grid with heart beats and knowledge of sounds per beat to write the notes for the factory sounds(say it, clap it, play it) Resource BMS rhythm grid-saved CPD- Teacher model first. In pairs, children to compose a 4 beat	Assessment Can children sing a range of songs in tune and with expression and control? Can children read and play rhythmic phrases using standard notation? Can children listen and respond to a piece of music explaining their thoughts by using the interrelated dimensions of music? Can children compose in response to a theme? Can children record their composition using standard notation? Can children maintain an ostinato part?

☐ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ☐ develop an understanding of the history of music.	rhythm for the factory song using voices/body percussion. Choose some examples and create a 4 x 4 piece of music for the children to follow. WALT: play ostinato parts using the sounds suggested by the children, split the class into 4 groups: each group performs one rhythm/line repeatedly (ostinato) WALT: combine short compositions to create a class piece Add instruments for the sounds created and repeat previous lesson, some children use the voice, others body percussion and others used untuned instruments. WALT: rehearse and perform with others Explore changing the timbre of sound by using different body percussion then classroom percussion.	Can children experiment and select suitable percussion instruments? Can they combine their compositions to create a class piece? Can they rehearse and perform together and make suggestions on how to improve the piece?
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National Curriculum	Year 6. Summer Term:	
play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ☐ improvise and compose music	Key knowledge and skills that will be revisited in Y6 • Repeat, create and maintain pulse and rhythms for others to copy and play • Read, clap and play the symbols for semi-breves, minims, crotchets, quavers, paired quavers and crotchet rests • Recognise the link between shape and pitch on a staff • The interrelated dimensions of music (<i>pitch, tempo, dynamics etc</i>) • Staff and other musical notation	
	Skills to incorporate in lessons: Listen to music and share opinions. Know the meaning of dynamics, tempo, timbre, texture and structure and how these changes affect the music, explore pitch (high and low) by using the voice in different ways, find and keep a steady beat together (pulse), use the 'thinking' voice, Pulse and rhythm starters – e.g. 'switch it', Singing warm-ups to embed pitch, e.g. so-mi songs, high-low, clap and improvise rhythms using standard notation	
	Key Learning WALT: sing a range of songs tunefully and with expression and control (WW2 songs-Charanga, Out of the Ark Song book, Spark yard- show control of dynamics, tempo	Assessment Can children sing a range of songs in tune and with expression and control?

for a range of purposes using the inter-related dimensions of music ☐ listen with attention to detail and recall sounds with increasing aural memory ☐ use and understand staff and other musical notations ☐ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ☐ develop an understanding of the history of music.	and articulation when singing and playing following physical signals and written symbols – (p f < > crescendo, decrescendo, accelerando, rallentando, staccato, legato) . WALT: read and play rhythmic phrases (from a flashcard) containing crotchets (walks) quavers (jogging), crotchet rests, minims (stride) semibreves (ski) and paired quavers (running quickly) WALT: compose a WW2 soundscape (Discuss the sounds that would be heard during an air-raid: gunfire, sirens, explosions, falling masonry, people calling out, soldiers marching etc. and ask the children to collect instruments and other resources to represent these sounds WALT: compose a song accompaniment using standard notation using the sounds created in last session create a rhythmic pattern using standard notation for the sounds to be played including ‘walk’ (crotchets), ‘jogging’ (paired quavers) ‘silent beat’ (crotchet rests) stride (minim) and ski (semibreve). Use rhythm grid with heart beats and knowledge of sounds per beat to write the notes for the factory sounds(say it, clap it, play it) Resource BMS rhythm grid-saved CPD- Teacher model first. In pairs, children to compose a 4 beat rhythm for the factory song using voices/body percussion. Choose some examples and create a 4 x 4 piece of music for the children to follow. WALT: play ostinato parts using the sounds suggested by the children, split the class into 4 groups: each group performs one rhythm/line repeatedly (ostinato) WALT: combine short compositions to create a class piece Add instruments for the sounds created and repeat previous lesson, some children use the voice, others body percussion and others used un tuned instruments. WALT: rehearse and perform with others Explore changing the timbre of sound by using different body percussion then classroom percussion. Or see: https://www.teachprimary.com/learning_resources/view/cross-curricular-topic-wwii For alternative WW2 song and composition ideas	Can children read and play rhythmic phrases using standard notation? Can children listen and respond to a piece of music explaining their thoughts by using the interrelated dimensions of music? Can children compose in response to a theme? Can children record their composition using standard notation? Can children maintain an ostinato part? Can children experiment and select suitable percussion instruments? Can they combine their compositions to create a class piece? Can they rehearse and perform together and make suggestions on how to improve the piece?
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Annex 1-MUSICAL VOCABULARY

Key vocabulary for all pupils is the inter-related dimensions of music and their meaning:

Pitch	How high or low a note sounds
Duration	The length of the notes – long or short
Dynamics	The volume of the music – loud or quiet
Tempo	The speed of the music – fast or slow
Timbre	The sound quality of an instrument
Texture	Layers of sound
Structure	The musical plan – beginning, middle and end

KEY STAGE 1 – Year 1 & 2

General	Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure	Notation
Instrument Listen Song Sound Voice Chant Create Record Play	High Low	Beat/ Pulse Rhythm Walk Jogging Rest Thinking voice	Loud Getting louder Quiet Getting quieter Silent	Slow Getting slower Fast Getting faster	Percussion Tuned Untuned Spiky Smooth	Together	Repeat Call/answer	Graphic symbols Stick notation Walk I Jogging II Rest Z Dot notation 

In addition, pupils should begin to name the classroom percussion instruments that they are playing e.g.
Drum, Triangle, Claves, Woodblock, Chime bars, Guiro, Maracas etc

Pupils in Years 3 and 4 should continue to use Key Stage 1 vocabulary, and build upon it with:

LOWER KEY STAGE 2 – Year 3 & 4								
General	Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure	Notation
Compose Improvise Mood Effect Orchestra Rehearse Perform Audience Expression Live Recorded Traditional Style	Scale Note stave	Metre bar ostinato Stride	Piano <i>p</i> <i>(quiet)</i> Forte <i>f</i> <i>(loud)</i> Crescendo <i>(getting louder)</i> Decrescendo <i>(getting quieter)</i>	Accelerando <i>(getting faster)</i> Rallentando <i>(getting slower)</i>	Brass Woodwind Strings	Round Canon Part	motif Verse Chorus	Crotchet = WALK  Quavers = JOGGING  Minim = STRIDE  Rest = SSH 
In addition, as well as learning the names of the instrument families, pupils should be able to name an increasing number of musical instruments e.g. Guitar, Piano, Ukulele, Recorder, Violin, Trumpet etc								

Pupils in Years 5 and 6 should continue to use Key Stage 1 and Lower Key Stage 2 vocabulary, and build upon it with:

UPPER KEY STAGE 2 – Year 5 & 6								
General (as for LKS2)	Pitch	Duration	Dynamics	Tempo	Timbre	Texture	Structure	Notation
Compose Improvise Mood Effect Orchestra Rehearse Perform Audience Expression Live Recorded Traditional Style	Pentatonic Major Minor Harmony	Running faster Ski	<i>Pp - Pianissimo (very quiet)</i> <i>Mp - Mezzo piano (moderately quiet)</i> <i>Ff - Fortissimo (very loud)</i> <i>Mf – Mezzo forte (moderately loud)</i>	Allegro (<i>fast</i>) Adagio (<i>slow</i>)	Legato (<i>smooth</i>) Staccato (<i>spiky</i>)	Chord Ensemble Solo Duet Sample	Melody Accompaniment	Semi- Quaver = RUNNING QUICKLY  Semibreve = Ski 
In addition, pupils should be able to name an increasingly wide range of musical instruments e.g. Flute, Cello, Trombone, Xylophone, Bass Guitar etc								

