



Music 2025-26

Subject: Music	Overview and goals	Knowledge	Skills	Concepts	
EYFS	Expressive Arts and Design ELG: Being Imaginative and Expressive To invent, adapt and recount narratives and stories with peers and their teacher To sing a range of well-known nursery rhymes and songs To perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music	3 and 4 Year Olds	Communication and Language		
			Sing a large repertoire of songs	PERFORMING - SINGING To become familiar with core books, songs and rhymes shared by the adults with activities planned around them. To practice the vocabulary and language from these books to support creativity and play.	To learn new vocabulary
			Expressive arts and design		
			To remember and sing entire songs Sing the pitch of a tone sung by another person (pitch match) Sing the melodic shape (moving melody, such as up and down) of familiar songs	PERFORMING - SINGING To use their singing voice when singing loudly instead of shouting To start to develop control over using high and low sounds To listen to the words and melody of the song sung by an adult and imitate the pitch To pitch match songs with and without words – one syllable sounds such as ba To clap or tap to the pulse of songs or music	- To recognise the difference between speaking and singing - To know the difference between loud and quiet and to show this in their voices - To know the difference between low and high and to show this in their voices

			Play instruments with increasing control to express their feelings and ideas	PERFORMING – PLAYING INSTRUMENTS To have access to a wide range of instruments from a range of cultures. This might include electronic keyboards and musical apps on tablets. To experiment with different ways to play instruments. To listen carefully to their music making and value it. To listen back to recordings of their own compositions	- To know how to make sounds using the instruments - To start to recognise instruments from a variety of cultures
			Create their own songs, or improve a song around one they know	COMPOSING AND EXPLORING To start to develop control over using high and low sounds To create songs with and without words - one syllable sounds such as ba	- To show how to make low and high sounds with their voices - To know how to make different sounds in their singing voices
			To listen with increased attention to sounds To respond to what they have heard, expressing their thoughts and feelings	LISTENING, REVIEWING and EVALUATING To develop their listening skills through a range of active listening activities such as painting or drawing To listen, play and perform a variety of music and songs from different cultures and historical periods To play sound matching games	To be exposed to music from around the world and different time periods
		Reception	Communication and Language		
			Listen carefully to rhymes and songs, paying attention to how they sound.	PERFORMING - SINGING To listen to poems clearly enjoyed by the adults in the class To start to recognise rhyme in songs and poems by listening to poems and songs with regular	- To know the difference between a song and a poem - To understand what a rhyming word is

				rhythm patterns and join in by predicting the word coming next. To have fun with finding rhyming words even if they don't all make sense. To clap along with the beat structure of longer words in a song, rhyme or poem.	
			Learn rhymes, poems and songs.	To listen to a range of traditional and contemporary poems and rhymes. To join in with support with refrains and learn some verses by heart by using call and response. To discuss and notice word boundaries and ensure they are spoken or sung clearly e.g. oncesupponna time – once – upon – a – time.	To know which song, poems and rhymes are traditional and which are contemporary
			Expressive arts and design		
			To sing in a group or on their own, increasingly matching the pitch and following the melody	PERFORMING - SINGING To play pitch-matching games, humming or singing short phrases, copying the adult To sing songs with and without words - one syllable sounds such as ba To sing call and response songs, echoing the adult To be introduced gradually to new songs and repeat them regularly To listen to the words and melody of the song sung by an adult	- To recognise the difference between speaking and singing - To know the difference between loud and quiet and to show this in their voices - To know the difference between low and high and to show this in their voices

			To explore and engage in music making and dance, performing solo or in groups	COMPOSING AND EXPLORING To keep a steady beat whilst; singing by tapping their knees, whilst dancing or making their own music. To play movement and listening games that use different sounds for different movements e.g. march to the beat of a drum or creep to the sound of a maraca. To watch the adult model how to tap rhythm to accompany words and the lyrics of a song. To have music with a pulse played to move in time with and respond to changes in the music with their movement e.g. jumping when the music becomes louder To create their own music.	• To find a beat in a piece of music • To recognise there is more than one type of sound. • To move to music to express themselves.
			To listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses.	LISTENING, REVIEWING and EVALUATING To be introduced to different kinds of music from about the world, including traditional and folk music from Britain. To listen to live musician visitors and talk about their performance. To listen attentively to music. To discuss changes and patterns as a piece of music develops. To go to a live performance such as a pantomime, play, music or dance performance. To use music and dance related costumes and props in their role play areas to incorporate into their pretend play.	• To recognise there is more than one type of sound • To be exposed to live music. • To talk about what they can hear. • To use pretend play to express themselves.

Y1	To 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.	Using their voices expressively and creatively by singing songs and speaking chants and rhymes with some level of control over their voices regarding tune (pitch), speed (tempo) and volume (dynamics.) To play tuned and untune instruments with some level of control regarding tune (pitch), speed (tempo) and volume (dynamics.) Experiment with, create, select and combine sounds using the inter-related dimensions of music. Listen with concentration and understanding to a range of high-quality live and recorded music To know the terms: OSTINATO - Repeated rhythmic pattern or melodic shape DRONE - Pitched note played continuously throughout a piece of music STEADY BEAT- Regular pulse (in time) SCORE - A written form of musical composition DURATION - Steady beat, short and long sounds PITCH - High and low TEMPO - Fast and slow DYNAMICS - Loud and quiet TIMBRE - The tone quality of the sound – rough, smooth, scratch, etc STRUCTURE - Phrases of a song, overall plan of a piece	PERFORMING - SINGING • To take part in singing • To follow instructions on how and when to sing • To speak and chant together • Sing songs showing some vocal control and to sing words clearly • To begin to sing in tune by adapting their voices to match the pitch of another sound and to control their breathing • To make high and low sounds - pitch • To sing loudly and quietly – dynamics PERFORMING – PLAYING INSTRUMENTS • To take part in playing a musical instrument or using their body as an instrument • To follow simple hand signals such as when to start and stop • To explore different sounds made by body parts - timbre • To play instruments by shaking, scraping, rattling, tapping etc • To play loudly and quietly - dynamics • To play fast and slow sounds - tempo • To make and be able to control long and short sounds - duration PERFORMING - ACCOMPANYING • To play a drone –a single pitched note to accompany a song • To play a repeated rhythm pattern (rhythmic ostinato) to accompany a song • To play or sing in time to a steady beat • To begin to play a pattern such as a spoken sentence using rhythm • To imitate a rhythm pattern on an instrument • To perform actions in time with a song • To perform an action or a sound on the steady beat whilst singing •	• To recognise the difference between speaking and singing • To know the difference between loud and quiet and to show this in their voices • To know the difference between low and high and to show this in their voices • To recognise fast and slow sounds and demonstrate how to make them on different instruments
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			LISTENING, REVIEWING and EVALUATING • To listen to music and describe it, recognising the different sounds • To identify the beat of a tune and clap along in time to the music • To move to the different musical characteristics and moods • To review a piece of music • To begin to use musical terms to describe a piece of music (louder/quieter, faster/slower, higher/lower) • To start to describe how changes in timbre, <i>dynamics</i> and pitch can change a piece of music	• To recognise there is more than one type of sound • To find a beat in a piece of music • To review a piece of music by describing it with some musical terms
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Y2	To 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.	Use their voices expressively and creatively by singing songs and speaking chants and rhymes with a growing level of control over their voices regarding tune (pitch), speed (tempo) and volume (dynamics.) Play tuned and untuned instruments musically with a growing level of control regarding tune (pitch), speed (tempo) and volume (dynamics.) Experiment with, create, explore, select and combine sounds using the inter-related dimensions of music. Listen with concentration and understanding to a range of high-quality live and recorded music To know the terms: PHRASE - Short section of a melody SEQUENCE - One after another OSTINATO – Short repeated rhythmic pattern or melodic shapes DRONE – Continuous note of a single pitch GRAPHIC SCORE – Notation using pictures or symbols STEADY BEAT – Regular pulse RHYTHM PATTERN – A group of long and short sounds To know the terms: OSTINATO - Repeated rhythmic pattern or melodic shape DRONE - Pitched note played continuously throughout a piece of music SCORE - A written form of musical composition DURATION - Steady beat, short and long sounds PITCH - High and low TEMPO - Fast and slow DYNAMICS - Loud and quiet TIMBRE - The tone quality of the sound – rough, smooth, scratch, etc STRUCTURE - Phrases of a song, overall plan of a piece	PERFORMING - SINGING • To take part in singing • To follow instructions on how and when to sing • To speak and chant together • To be able to sing words clearly and to have more control over where they take a breath • To sing a variety of songs with enjoyment and with more accuracy of tuning (pitch) • To show through their voice the mood or meaning of a song • To sing with a growing sense of control of volume (dynamics) and speed (tempo). • To listen to a short melody and to sing it back, imitating the pitch with their voices PERFORMING - PLAYING INSTRUMENTS • To use a musical instrument to play a more complex accompaniment to a song • To play with control by keeping a steady beat • To show control by changing the speed (tempo) and volume (dynamics). • To show good control of making long and short sounds (duration). • To follow a leader and start and stop at the same time • To read symbols on a score to play a piece of music PERFORMING - ACCOMPANYING • To perform a repeated two note pattern (melodic ostinato) to accompany a song • To accompany a song with a rhythm • To play a pattern such as a spoken sentence or phrase using rhythm • To imitate a rhythm pattern on an instrument	• To recognise the difference between speaking and singing • To know the difference between loud and quiet and to show this in their voices • To show how to change pitch with their voices and to recognise low and high sounds • To recognise fast and slow sounds and demonstrate how to make them on different instruments • To start to recognise the term rhythm
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			• To play call and repeat with a clapping rhythm • <i>To play a drone</i> –a single pitched note to accompany a song • To play or sing in time to a steady beat • To perform an action or a sound on the steady beat whilst singing PERFORMING IN A GROUP To play or sing individually (solo) with some confidence • To play or sing as part of a group (ensemble). • When singing or playing in a group to pay attention to other group members and keep in time with each other	
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			COMPOSING AND EXPLORING • To create short melodic phrases using different types of sounds • To experiment with low and high sounds (<i>pitch</i>) • <i>To create a mixture of different sounds</i> • <i>To create a sequence of long and short sounds (<i>duration</i>)</i> • To experiment with changes in speed (<i>tempo</i>) and volume (<i>dynamics</i>). • To create a piece of music that has a beginning, middle and end (<i>structure</i>) • To compose a rhythmic phrase that uses a variety of beats • To clap rhythmic phrases using beats of varying lengths • To create short repeated rhythmic patterns (<i>ostinati</i>) • To explore sounds through their voices and musical instruments. • To use symbols to represent the sounds they have used in a composition and to put into a simple structure (<i>score</i>) • To write down a piece of music using symbols and pictures in a structure (<i>score</i>) • To explore ways in which sounds are made (<i>tapped, blown, scraped, shaken</i>), and can be changed • To create a graphic score of a composed melody • To experiment with different sounds made by the voice and hands (<i>timbre</i>) • To use their score to help them with a performance	• To choose a wide range of sounds – long, short, low, high, fast, slow and to describe the effect they have on an audience through a theme e.g. happy sounds, angry sounds etc. • To know high and low sounds are called pitch • To know speed is called tempo • To know timbre is texture, created by using different layers of sound • To know a score is written music which is used to help the performer and tell them what to play next • To know ostinati means to use short repeated rhythmic patterns
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			LISTENING, REVIEWING and EVALUATING - To listen to music and describe it using some musical vocabulary such as timbre and pitch. <i>To listen to music and describe it, recognising the different sounds</i> - To recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds - To recognise how sounds are made – tapping, rattling, scraping, blowing etc - To identify different qualities of sound such as smooth, scratchy, clicking, ringing (timbre) - To recognise the change in a piece of music such as speed (tempo), volume (dynamics) and pitch (high and low sounds). <i>To review</i> and respond to a piece of music, using musical terms with growing confidence - To respond through movement to different musical characteristics and moods such as angrily, sadly, happily etc. - To recognise and respond to the mood of a piece of music. To begin to use music terminology <i>to describe a piece of music (louder/quieter, faster/slower, higher/lower)</i>	- To recognise there is more than one type of sound - To recognise the difference in percussion and tuned instruments - To find a beat in a piece of music - To review a piece of music by describing it with some musical terms and describing the mood
Y3	To 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	Use their voices expressively and creatively by singing songs and speaking chants and rhymes with control over their voices regarding tune (pitch), speed (tempo) and volume (dynamics.) Play tuned and untuned instruments musically with increasing control regarding tune (pitch), speed (tempo) and volume (dynamics.) Experiment with, create, explore, select and combine sounds using the inter-related dimensions of music.	PERFORMING - SINGING - To sing in tune with accurate pitch from memory - To sing with enjoyment - To imitate the pitch of a tune with accuracy - Show increasing accuracy of pitch and awareness of the shape of a melody - To sing songs in a variety of styles with confidence, singing an increasing number from memory	- To recognise the difference between chanting and singing - To understand how posture can affect singing – to know to stand straight with shoulders back to allow the diaphragm to open to breathe

	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.	Listen with concentration and understanding to a range of high-quality live and recorded music To use and know the terms: PHRASE - Short section of a melody SEQUENCE - One after another OSTINATO – Short repeated rhythmic pattern or melodic shapes DRONE – Continuous note of a single pitch GRAPHIC SCORE – Notation using pictures or symbols STEADY BEAT – Regular pulse RHYTHM PATTERN – A group of long and short sounds To know the terms: OSTINATO - Repeated rhythmic pattern or melodic shape DRONE - Pitched note played continuously throughout a piece of music SCORE - A written form of musical composition DURATION - Beat (pulse), rhythm, longer, shorter, sustained TEXTURE - Layering of sounds TEMPO - Steady, faster, slower DYNAMICS - Louder, quieter STRUCTURE - Beginning, middle, end, repetition PITCH - Notes moving by step/leap TIMBRE - Sound quality of individual	• Understand that posture, breathing and diction are important. • Chant or sing a round in two parts • Sing songs with a recognised structure (verse and chorus/ call and response) • To control the tuning of the voice • To have a greater control over the speed of a song • To be able to sing and change volume PERFORMING – PLAYING INSTRUMENTS • To play tuned and untuned instruments with increasing control when playing notes • To copy a short melodic phrase by ear on a pitched instrument • Follow simple hand directions from a leader • To use and read a score (written music) of either symbols or traditional notation to perform a piece of music PERFORMING - ACCOMPANYING • To confidently accompany a song with a musical instrument • To play from a score by reading symbols or being to read musical notes • Keep a steady beat on an instrument • To perform a repeated two note pattern (melodic ostinato) to accompany a song • To accompany a song with a rhythm • To imitate a rhythm pattern on an instrument PERFORMING IN A GROUP • To perform in a group with others with control and awareness • To listen to others in the group during the performance • To combine musical sounds with narrative and movement	• To know the difference between loud and quiet and to show this in their voices • To show how to change pitch with their voices and to recognise low and high sounds • To recognise fast and slow sounds and demonstrate how to make them on different instruments • To recognise the term rhythm • To know the difference between tuned and untuned instruments • To know a score is written music
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			• To perform a composed piece to a friendly audience, as a member of a group or class	
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			COMPOSING AND EXPLORING • To compose and perform melodic songs using notes from an octave scale • <i>To experiment with low and high sounds (pitch)</i> • To pitch notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them) • To compose words and actions to go with songs • <i>To experiment with changes in speed (tempo) and volume (dynamics).</i> • To compose music that has a recognisable structure; Beginning, Middle and End or verse/chorus • To create music that tells a story or creates a mood • To use different types of sounds using the voice, tuned and untuned percussion • To change the types of sound in a composition – low to high, fast to slow, quiet to loud • To experiment with the different sounds (timbre) that one instrument can make • To create a simple rhythmic accompaniment to go with a song • To use ostinato (repeated rhythm) patterns as an accompaniment • To use drones (a single note) as an accompaniment • To transcribe (write down) a piece of music using symbols and pictures (score) and to begin to use musical notation • To begin to recognise the symbols for a crotchet, minim and semibreve • To explore ways in which sounds are made (tapped, blown, scraped, shaken), and can be changed • To create a graphic score of a composed melody	• To know an octave is 8 notes • To choose a wide range of sounds – long, short, low, high, fast, slow and to describe the effect they have on an audience through a theme e.g. happy sounds, angry sounds etc. • To know high and low sounds are called pitch • To know speed is called tempo • To know timbre is texture, created by using different layers of sound • To know a score is written music which is used to help the performer and tell them what to play next • To know ostinati means to use short repeated rhythmic patterns • To start to understand musical notation – crotchet (1 beat note), minim (2 beat note) and semibreve (4 beat note)
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			LISTENING, REVIEWING and EVALUATING - To listen to music and describe it using musical vocabulary: duration, timbre, pitch, beat, dynamics, tempo, texture and use of silence. - To listen with concentration to longer pieces or extracts of music - To listen to live or recorded extracts of different kinds of music - To identify a steady beat - To recognise familiar instrumental sounds in recorded music such as a piano, drums etc. - To recognise different types of percussion instruments such as wooden, metal and skin percussion instruments and to begin to name them and recognise how they are played and which ones can make high and low sounds - To recognise how sounds are made – tapping, rattling, scraping, blowing etc - To listen to their own compositions and use musical language to describe what happens in them - To use music terminology when describing how the mood is created such as ‘the mood is sad because the tempo of the music is played very slowly and the dynamics are very soft and quiet’ - To recognise the change in a piece of music such as speed (tempo), volume (dynamics) and pitch (high and low sounds).	Duration – the length of a note or phrase Timbre – different types of sound e.g. scraping, scratching etc. Pitch – how low or high a sound is Beat – the rhythm accompaniment to the piece of music Dynamics – the volume – loud or quiet Tempo – the speed of a piece of music Texture – how thick or thin the sound is – one instrument playing would be a thin texture whereas an orchestra of instruments would create a thick texture Use of silence – how the use of silence creates an effect on the piece of music - To recognise the difference in percussion and tuned instruments - To find a beat in a piece of music - To review a piece of music by describing it with musical terms and describing the mood
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Y4	To 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.	Use their voices expressively and creatively by singing songs and speaking chants and rhymes with good control over their voices regarding tune (pitch), speed (tempo) and volume (dynamics.) Play tuned and untuned instruments musically with increasing control regarding tune (pitch), speed (tempo) and volume (dynamics.) Experiment with, create, explore, select and combine sounds using the inter-related dimensions of music. Listen with concentration and understanding to a range of high-quality live and recorded music To use and know the terms: PHRASE - Short section of a melody SEQUENCE - One after another OSTINATO – Short repeated rhythmic pattern or melodic shapes REST – a pause in the music PHRASE – a line of music MELODY – the main tune TUNED PERCUSSION – a percussion instrument that can play different notes e.g. a glockenspiel UNTUNED PERCUSSION – a percussion instrument that plays one note e.g. a snare drum GRAPHIC SCORE – Notation using pictures or symbols STEADY BEAT – Regular pulse RHYTHM PATTERN – A group of long and short sounds To know the terms: OSTINATO - Repeated rhythmic pattern or melodic shape DRONE - Pitched note played continuously throughout a piece of music SCORE - A written form of musical composition	PERFORMING - SINGING - To sing from memory in tune - To imitate pitch (low and high notes) accurately and show an increasing awareness of pitch and how a melody is shaped - To sing with control regarding tune (pitch), speed (tempo) and volume (dynamics.) - To sing songs in a variety of styles with confidence and an increasing awareness of the tone of their voices and the shape of the melody - To have a good level of control of their use of dynamics (volume) and tempo (speed) and matching it to the volume and speed set by the leader - To sing two or three part rounds with more confidence and increasing pitch accuracy - To be aware of posture and good diction as well as breathing in the correct places (end of a phrase) - To copy short phrases and be able to sing up and down in step (note to note) independently <i>Chant or sing a round in two parts</i> - To have a greater control over the speed of a song - To be able to sing and change volume PERFORMING – PLAYING INSTRUMENTS - To play instruments confidently and with care so that the notes are clear - To be aware of how to create notes on their instrument ie. fingers in correct places, covering holes fully/placed correctly on a string, blowing/plucking confidently	- Melody is formed from a succession of single notes, it is combined with rhythm to make a tune. - To recognise the difference between chanting and singing - To understand how posture can affect singing – to know to stand straight with shoulders back to allow the diaphragm to open to breathe - To know the difference between loud and quiet and to show this in their voices - To show how to change pitch with their voices and to recognise low and high sounds - To recognise fast and slow sounds and demonstrate how to make them on different instruments - To recognise the term rhythm - To know the difference between tuned and untuned instruments

		DURATION - Metre – the organisation of beats TEXTURE – Layers of sound TIMBRE – Different instruments/tone quality PITCH – Pentatonic scales SCALE – a series of notes ordered by pitch (they don't need to be a step away from each other they could be a leap ie more than one step) MAJOR/MINOR – To understand what major means – major and minor are adjectives given to describe a piece of music or scale. Major sounds happy, minor sounds sad. PENTATONIC SCALE – a pentatonic scale uses 5 notes from the original octave scale (8 notes starting and ending on the same note). A major pentatonic scale uses notes 1, 2, 3, 5 and 6. For example, a pentatonic scale in C would use the notes C, D, E, G, A STRUCTURE – Repetition, verse, chorus, call and response TEMPO – the speed of music TRANSCRIBE – to write down music CROCHET – a one beat note MINIM – a two beat note SEMIBRIEVE – a 4 beat note DYNAMICS - Louder, quieter STRUCTURE - Beginning, middle, end, repetition	• To copy a short melodic phrase by ear on a pitched instrument • Play by ear – find known phrases or short melodies using tuned instruments without music as a guide • Play music in a metre of two or three time (counting 2 or 3 beats e.g 1, 2 – 1, 2 – 1, 2 or 1, 2, 3 – 1, 2, 3 – 1, 2, 3) • Play music that includes rests (pauses in music) • To follow a leader who indicates when to start or stop, changes in tempo (speed), changes in dynamics (volume) • To play to a steady beat in different metres including being aware of rests • Use tuned percussion instruments e.g. glockenspiels with increasing confidence to accompany songs and improvise • To <i>use</i> and play from a score by reading traditional musical notation or <i>symbols</i> PERFORMING - ACCOMPANYING • To confidently accompany a song, dance or story with a musical instrument • Maintain two or more different ostinato patterns in a small instrumental group against a steady beat • Sing confidently as part of a small group or solo • To play from a score by reading symbols or being to read musical notes PERFORMING IN A GROUP • To perform with control and awareness of others when playing in a group • Perform to an audience of adults, an assembly or other classes with increasing confidence.	• To know a score is written music
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			COMPOSING AND EXPLORING • To compose and perform a piece of music taking into consideration the instruments used, different time metres and incorporating rests • To write music that has a recognisable structure (verse, chorus, verse –song or movement a, movement b, movement c, movement a) • To compose and perform an arrangement of music for a song using tuned and untuned accompaniments • <i>To compose words and actions to go with songs</i> • To explore different sound effects with musical instruments and the effect they create on the listener • To explore pentatonic scales and to use the notes in their compositions • To use sounds to create particular effects (timbre) • To combine and control sounds to achieve a desired effect • To use rhythmic patterns in music from different times and places (duration) • To explore music that describes feelings or moods using ‘tense’ or ‘calm’ sounds using dynamics (volume), different tempi (speeds) different timbres (sound effects e.g. scraping, shaking etc) • To compose a simple rhythmic accompaniment to a song using ostinato (repeated rhythmic pattern) and drones (single beat note) • To transcribe a piece of music using musical notation of a crotchet, minim and semibreve on a score • To know the notes EGBDF and FACE on a musical staff and use in compositions • To use digital technology to compose a piece of music	• To know an octave is 8 notes • To choose a wide range of sounds – long, short, low, high, fast, slow and to describe the effect they have on an audience through a theme e.g. happy sounds, angry sounds etc. • To know high and low sounds are called pitch • To know speed is called tempo • To know timbre is texture, created by using different layers of sound • To know a score is written music which is used to help the performer and tell them what to play next • To know ostinato means to use short repeated rhythmic patterns • To understand musical notation – crotchet (1 beat note), minim (2 beat note) and semibreve (4 beat note) • A major pentatonic scale uses the notes 1, 2, 3, 5, 6 • Use a range of ICT to sequence, compose, record and share work
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				• To read music using the treble clef pitch
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			LISTENING, REVIEWING and EVALUATING • To listen to a piece of music • To recognise some individual orchestral instruments in a piece of music e.g violin, flute, trumpet etc. • To recognise a range of both tuned (glockenspiel) and untuned percussion (drum) instruments in a piece of music • To describe the timbre (types of sounds) made by the instruments e.g scratchy, shaking etc. • To listen to different styles of music from around the world and to describe them using musical vocabulary • To recognise and talk about some contrasting styles of music using appropriate musical language (see list of musical vocabulary) • To recognise music from different times and countries and to identify the key elements that give it its unique sound e.g in Baroque music the harpsichord or organ is a key element • To identify repeated rhythmic or melodic phrases in live or recorded music • To evaluate the structure of a piece of music using musical vocabulary •	• Duration – the length of a note or phrase • Timbre – different types of sound e.g. scraping, scratching etc. • Pitch – how low or high a sound is • Beat – the rhythm accompaniment to the piece of music • Dynamics – the volume – loud or quiet • Tempo – the speed of a piece of music • Texture – how thick or thin the sound is – one instrument playing would be a thin texture whereas an orchestra of instruments would create a thick texture • Use of silence – how the use of silence creates an effect on the piece of music • To recognise the difference in percussion and tuned instruments • To review a piece of music by describing it with musical terms, describing the mood and identifying the time period of country it originates from
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Y5	To 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.	Use their voices expressively and creatively by singing songs and speaking chants and rhymes with good control over their voices regarding tune (pitch), speed (tempo) and volume (dynamics.) Play tuned and untuned instruments musically with good control regarding tune (pitch), speed (tempo) and volume (dynamics.) Experiment with, create, explore, select and combine sounds using the inter-related dimensions of music. Listen with concentration and understanding to a range of high-quality live and recorded music To use and know the terms: PHRASE - Short section of a melody SEQUENCE - One after another OSTINATO – Short repeated rhythmic pattern or melodic shapes REST – a pause in the music PHRASE – a line of music MELODY – the main tune HARMONY – CHORDS – multiple notes played together TUNED PERCUSSION – a percussion instrument that can play different notes e.g. a glockenspiel UNTUNED PERCUSSION – a percussion instrument that plays one note e.g. a snare drum GRAPHIC SCORE – Notation using pictures or symbols STEADY BEAT – Regular pulse RHYTHM PATTERN – A group of long and short sounds To know the terms: OSTINATO - Repeated rhythmic pattern or melodic shape DRONE - Pitched note played continuously throughout a piece of music SCORE - A written form of musical composition DURATION - Metre – the organisation of beats TEXTURE – Layers of sound TIMBRE – Different instruments/tone quality	PERFORMING - SINGING • To sing in tune with accurate pitch and with expression • To have a good level of control of their use of dynamics and tempo, matching it to the volume and speed set by the leader • To be aware of posture and good diction as well as breathing in the correct places (end of a phrase) • To sing confidently from memory in a variety of styles e.g. pop music, blues, jazz etc. • To sing from memory keeping in mind phrasing, (how they sing it and taking a breath at the end of the phrase) dynamics (volume) and, accuracy of pitch (tuning) • To communicate the meaning and mood of the song through expression • To sing in tune and to imitate the pitch (how low or high a note is) of notes playing the melody PERFORMING – PLAYING AN INSTRUMENT • To confidently play a musical instrument with expression • To be aware how to create notes on their instrument • To play by ear (without music and entirely based on judgement of tuning) on pitched instruments e.g. piano, violin etc. • To play music in a metre of two or three time (counting 2 or 3 beats) • Play music that includes rests • To confidently play a longer melody • To perform with focus on different dynamics (volume) and the tempo (speed) • To lead (conduct) a group of instrumental performers • To read music from a score in order to perform	• Melody is formed from a succession of single notes, it is combined with rhythm to make a tune. • To recognise the difference between chanting and singing • To understand how posture can affect singing – to know to stand straight with shoulders back to allow the diaphragm to open to breathe • To know the difference between loud and quiet and to show this in their voices • To show how to change pitch with their voices and to recognise low and high sounds • To recognise fast and slow sounds and demonstrate how to make them on different instruments • To recognise the term rhythm • To know the difference between tuned and untuned instruments • To know a score is written music • To understand what a clef is at the start of a piece of
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		PITCH – Pentatonic scales SCALE – a series of notes ordered by pitch (they don't need to be a step away from each other they could be a leap ie more than one step) MAJOR/MINOR – To understand what major means – major and minor are adjectives given to describe a piece of music or scale. Major sounds happy, minor sounds sad. PENTATONIC SCALE – a pentatonic scale uses 5 notes from the original octave scale (8 notes starting and ending on the same note). A major pentatonic scale uses notes 1, 2, 3, 5 and 6. For example, a pentatonic scale in C would use the notes C, D, E, G, A. A minor pentatonic scale uses notes 1, 3 (flattened – the note directly to the left), 4, 5 and 7 (flattened – the note directly to the left) BLUES SCALE - To understand what a blues scale is – it consists of 6 notes. The first five of are the minor pentatonic scale 1, 3 flattened, 4, 5 flattened, 7 flattened and 8 (the same note as you started with but an octave – 8 notes higher) STRUCTURE – Repetition, verse, chorus, call and response TEMPO – the speed of music TRANSCRIBE – to write down music CROCHET – a one beat note MINIM – a two beat note SEMIBRIEVE – a 4 beat note TREBLE CLEF - To understand a treble clef is used for pitched musical instruments such as the piano, violin, flute, clarinet, and trumpet	• To know what makes a good performance • To use an electronic device to keep a record of work in progress and record performances PERFORMING - ACCOMPANYING • To maintain a rhythmic or melodic accompaniment to a song • Maintain two or more different ostinato patterns • Sing confidently as part of a small group or solo PERFORMING IN A GROUP • To sing or play confidently with a group with a variety of different parts • To confidently sing a second part of a two part song (both parts being sung at the same time) • To focus on and maintain their own part in a round (a song that can be sung with the first line being started again whilst another person is continuing to sing the song) • To focus on and maintain their own part on a pitched instrument e.g. violin in a small ensemble • To perform their own compositions (music they have created themselves) to an audience • To confidently perform on a range of instruments in groups to an audience	music – treble or bass clef dictates where the notes are on a stave (lines that the music is written down on) • To know a rest is a pause in a piece of music and comes in different lengths of beats
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		BASS CLEF - To understand a bass clef is used for pitched musical instruments such as the piano, cello, bassoon and trombone	COMPOSING AND EXPLORING • To write music with a recognizable structure (verse, chorus, verse) • To create songs with verses and a chorus, reflecting on the meaning of the words • To compose a piece of music around a theme combining a melody, rhythm and chords. • To arrange a song for class performance with an appropriate pitched e.g. violin and unpitched accompaniment e.g. drum • To know a variety of styles e.g. Blues, Rap, Jazz, Gospel, Folk, African etc. • To improvise a melody in a variety of styles • To explore different types of scales such as pentatonic and blues and to use the notes in their compositions • To transcribe music with beginning to understand the purpose of the treble and bass clefs and using the musical notation of crotchets, minims and semibreves on a score to indicate how many beats to play • To know the notes EGBDF) and FACE on a musical stave • To use digital technologies to compose, edit and refine pieces of music. • To edit and refine their own compositions after discussion	• To know high and low sounds are called pitch • To know speed is called tempo • To know timbre is texture, created by using different layers of sound • To know a score is written music which is used to help the performer and tell them what to play next • To know ostinati means to use short repeated rhythmic patterns • To understand musical notation – crotchet (1 beat note), minim (2 beat note) and semibreve (4 beat note) To know a major pentatonic scale uses the notes 1, 2, 3, 5, 6 • To use ICT such as computers, ipads, tablets, MP3 recorders etc to record, sample, sequence, loop and manipulate sound to create soundscapes and compositions • To know a treble clef indicates which pitch to play instruments such as the right hand of
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				the piano, flute, violin and clarinet. • To know a bass clef indicates which pitch to play and is played by instruments such as the left hand of a piano, tuba, cello and double bass.
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			LISTENING, REVIEWING and EVALUATING • To listen to different styles of music from around the world and to describe them using musical vocabulary • To identify features of expression within different textures in live or recorded music • To describe and explain differences in timbre (how sounds are played) and texture (the thickness of the sound) between a wide variety of instruments and instrumentation • To recognise and identify features of expression - phrasing, melody (main tune), harmony (a tune alongside the melody), different dynamics (volumes), metre (the number of beats) and tempi (speeds)) in an extract of live or recorded music • To compare two pieces of instrumental music from different countries or times and discuss the similarities and differences • To use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions • To identify music from different traditions e.g. blues, 1920s and cultures • To discuss music they have written themselves or written by their peers	• Duration – the length of a note or phrase • Timbre – different types of sound e.g. scraping, scratching etc. • Pitch – how low or high a sound is • Beat – the rhythm accompaniment to the piece of music • Dynamics – the volume – loud or quiet • Tempo – the speed of a piece of music • Texture – how thick or thin the sound is – one instrument playing would be a thin texture whereas an orchestra of instruments would create a thick texture • Use of silence – how the use of silence creates an effect on the piece of music • To recognise the difference in percussion and tuned instruments • To review a piece of music by describing it with musical terms, describing the mood and identifying the time period or country it originates from
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Y6	To 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..	Use their voices expressively and creatively by singing songs and speaking chants and rhymes with good control over their voices regarding tune (pitch), speed (tempo) and volume (dynamics.) Play tuned and untuned instruments musically with good control regarding tune (pitch), speed (tempo) and volume (dynamics.) Experiment with, create, explore, select and combine sounds using the inter-related dimensions of music. Listen with concentration and understanding to a range of high-quality live and recorded music To use and know the terms: PHRASE - Short section of a melody SEQUENCE - One after another OSTINATO – Short repeated rhythmic pattern or melodic shapes REST – a pause in the music PHRASE – a line of music MELODY – the main tune HARMONY – CHORDS – multiple notes played together TUNED PERCUSSION – a percussion instrument that can play different notes e.g. a glockenspiel UNTUNED PERCUSSION – a percussion instrument that plays one note e.g. a snare drum GRAPHIC SCORE – Notation using pictures or symbols STEADY BEAT – Regular pulse RHYTHM PATTERN – A group of long and short sounds To know the terms: OSTINATO - Repeated rhythmic pattern or melodic shape DRONE - Pitched note played continuously throughout a piece of music SCORE - A written form of musical composition DURATION - Metre – the organisation of beats TEXTURE – Layers of sound TIMBRE – Different instruments/tone quality	PERFORMING - SINGING - To sing expressively from memory with accurate tuning - To focus on phrasing, dynamics (volume) and accuracy of pitch (tuning – how high or low a note is) - To sing confidently in a variety of styles with strong expression and feeling PERFORMING – PLAYING INSTRUMENTS - To confidently play a musical instrument with expression - To confidently play a longer melody - To continue to play by ear (without music and entirely based on judgement of tuning) on pitched instruments and extending the length of phrases played - To perform with sensitivity to different dynamics (volume) and tempi (speeds) - To conduct (lead) a group of instrumental performers - To confidently perform their own compositions to an audience and to keep a digital record of their performances - To read and play from a score in order to perform - To know what makes a good performance PERFORMING – ACCOMPANYING - To sing or play confidently with a group with a variety of different parts - To maintain a drone (single pitched note) or melodic ostinato (pattern of notes) using their voice - To confidently sing a second part of a two part song - To maintain their own part in a round (a song that can be sung multiple times with each person starting the song a line after each other)	- Melody is formed from a succession of single notes, it is combined with rhythm to make a tune. - To recognise the difference between chanting and singing - To understand how posture can affect singing – to know to stand straight with shoulders back to allow the diaphragm to open to breathe - To know the difference between loud and quiet and to show this in their voices - To show how to change pitch with their voices and to recognise low and high sounds - To recognise fast and slow sounds and demonstrate how to make them on different instruments - To recognise the term rhythm - To know the difference between tuned and untuned instruments - To know a score is written music - To understand what a clef is at the start of a piece of
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		PITCH – Pentatonic scales SCALE – a series of notes ordered by pitch (they don't need to be a step away from each other they could be a leap ie more than one step) MAJOR/MINOR – To understand what major means – major and minor are adjectives given to describe a piece of music or scale. Major sounds happy, minor sounds sad. PENTATONIC SCALE – a pentatonic scale uses 5 notes from the original octave scale (8 notes starting and ending on the same note). A major pentatonic scale uses notes 1, 2, 3, 5 and 6. For example, a pentatonic scale in C would use the notes C, D, E, G, A. A minor pentatonic scale uses notes 1, 3 (flattened – the note directly to the left), 4, 5 and 7 (flattened – the note directly to the left) BLUES SCALE - To understand what a blues scale is – it consists of 6 notes. The first five of are the minor pentatonic scale 1, 3 flattened, 4, 5 flattened, 7 flattened and 8 (the same note as you started with but an octave – 8 notes higher) STRUCTURE – Repetition, verse, chorus, call and response TEMPO – the speed of music TRANSCRIBE – to write down music CROCHET – a one beat note BAR - written music is divided into bars (each bar must contain the number of beats per bar as indicated by the top number of the time signature) TIME SIGNATURE - indicates how many beats per bar in a piece of music and is found after the clef on the stave MINIM – a two beat note SEMIBRIEVE – a 4 beat note TREBLE CLEF - To understand a treble clef is used for pitched musical instruments such as the piano, violin, flute, clarinet, and trumpet BASS CLEF - To understand a bass clef is used for pitched musical instruments such as the piano, cello, bassoon and trombone SHARP - the note is sharpened half a step to the right FLAT - the note is flattened half a step to the left	PERFORMING IN A GROUP • To maintain their own part on a pitched instrument in a small ensemble • To confidently and fluently read music from a score in order to perform • To sing or play confidently with a group with a variety of different parts • To confidently sing a second part of a two part song (both parts being sung at the same time) • To focus on and maintain their own part in a round (a song that can be sung with the first line being started again whilst another person is continuing to sing the song)	music – treble or bass clef dictates where the notes are on a stave (lines that the music is written down on) • To know a rest is a pause in a piece of music and comes in different lengths of beats
			COMPOSING AND EXPLORING • To create songs with verses and a chorus and to show the relationship between the lyrics and the melody • <i>To compose a piece of music around a theme</i> combining a melody, accompaniments, rhythm and chords. • To compose music that reflects a theme, e.g. descriptive music, a rap, a melody with an ostinato accompaniment • To know a variety of styles e.g. Blues, Rap, Jazz, Gospel, Folk, African etc • To use characteristics of various styles, for example, Blues, Rap, Gospel, Folk, African etc • To develop ideas and use musical devices such as repetition, question and answer, ostinato. • To fully arrange and perform a piece of music for a class performance, conducting the rest of the class • In their compositions, to use drones and melodic ostinati (<i>based on the pentatonic or blues scales</i>) • To transcribe music using treble and bass clefs, simple time signatures and using the musical notation of	• To know a score is written music which is used to help the performer and tell them what to play next • To understand musical notation – crotchet (1 beat note), minim (2 beat note) and semibreve (4 beat note) To know a major pentatonic scale uses the notes 1, 2, 3, 5, 6 • To know a treble clef indicates which pitch to play instruments such as the right hand of the piano, flute, violin and clarinet. • To know a bass clef indicates which pitch to play and is played by

			crotchets, minims and semibreves on a score to indicate how many beats to play • To understand and use the # (sharp) and ♭ (flat) symbols in a written composition • To know the notes EGBDF and FACE on a musical stave • To edit and refine their own compositions after discussion • To evaluate their own work • To confidently use a range of digital technologies to compose, edit and refine pieces of music	instruments such as the left hand of a piano, tuba, cello and double bass. • To think carefully about the melody of the lyrics – if the lyrics are happy then the melody should also sound happy ie. written in a major key • To use ICT such as computers, ipads, tablets, MP3 recorders etc to record, sample, sequence, loop and manipulate sound to create soundscapes and compositions • To know a stave are the lines on which musical notes are written • To understand the meanings of # (sharp) and ♭ (flat) – sharp a semitone to the right of the note and a flat a semitone to the left of the note
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			LISTENING, REVIEWING and EVALUATING • To listen to different styles of music from around the world and from different times and to describe them confidently using musical vocabulary • To explain differences in timbre (how sounds are played) and texture (the thickness of the sound) between a wide variety of instruments and instrumentation • To recognise and identify features of expression and how it can affect the mood - phrasing, melody (main tune), harmony (a tune alongside the melody), different dynamics (volumes), metre (the number of beats) and tempi (speeds) in an extract of live or recorded music • To compare two pieces of instrumental music from different countries or times and discuss the similarities and differences, confidently using musical vocabulary • To use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions • To discuss music they have written themselves or written by their peers and to evaluate using the above vocabulary • To identify and discuss 'what happens when' within simple musical structures • To have a good understanding of the different types of musical structures i.e. verse 1, chorus, verse 2	• Duration – the length of a note or phrase • Timbre – different types of sound e.g. scraping, scratching etc. • Pitch – how low or high a sound is • Beat – the rhythm accompaniment to the piece of music • Dynamics – the volume – loud or quiet • Tempo – the speed of a piece of music • Texture – how thick or thin the sound is – one instrument playing would be a thin texture whereas an orchestra of instruments would create a thick texture • Use of silence – how the use of silence creates an effect on the piece of music • To recognise the difference in percussion and tuned instruments • To review a piece of music by describing it with musical terms, describing the mood and identifying the time period or country it originates from
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				• To evaluate their own compositions using musical terminology
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