

# We speak the language of Music

Sing play  
Improvise  
Listen and appraise  
Composing  
Performance

## By the time they leave pupils will:

- ⊕ Enjoy and appreciate different music styles
- ⊕ Sing with confidence when performing on their own or with others
- ⊕ Compose and perform music, in solo and ensemble contexts, using their voice and a variety of instruments with control
- ⊕ Improvise and compose music for a range of purposes using their knowledge of: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations
- ⊕ Use and understand staff and other musical notations when performing and composing
- ⊕ Have an understanding of musical composition and musical structures
- ⊕ Listen closely in order to analyse and compare sounds and musical ideas across a range of music from different historical periods, cultures and genres
- ⊕ When analysing music, use knowledge of: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations
- ⊕ Have an understanding of the history of music

## EYFS links

### **Expressive Arts and Design**

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  
Sing in a group or on their own, increasingly matching the pitch and following the melody  
Explore and engage in music making and dance, performing solo or in groups

### **Being Imaginative and Expressive ELG**

Sing a range of well-known nursery rhymes and songs  
Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music

## Curriculum End Points – Music

### EYFS – Little Wrens

#### Milestone I

- To sit, listen and begin to join in with rhymes and songs.

#### Milestone II

- To be able to join in with rhymes.
- Learn the actions and begin to anticipate the missing word.

#### Milestone III

- To be able to join in with confidence to nursery rhymes.
- To use actions.
- Oral blend sounds into words

#### Final Milestone

- To recite 6 or more familiar nursery rhymes in a small group.
- To be able to orally blend.



Literacy and language
















### EYFS – Reception Robins

ELG: Expressive Arts and Design

Sing a range of well-known nursery rhymes and songs;  
 Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.



The end points for each year group show how children apply the knowledge, skills and understanding they are taught before moving on with their learning.

Year 1					
Listen and Appraise 	Sing 	Play 	Improvise 	Compose 	Perform 
Children can... <ul style="list-style-type: none"> <li>learn songs by heart</li> <li>talk about the songs</li> <li>recognise the sound and names of instruments used</li> <li>know that music has a steady pulse, like a heartbeat</li> <li>move to music</li> </ul>	Children can... <ul style="list-style-type: none"> <li>sing songs confidently</li> <li>sing at different pitches</li> <li>make different sounds with voices</li> <li>start and stop singing when following a leader</li> </ul>	Children can... <ul style="list-style-type: none"> <li>learn the names of notes in their instrumental part</li> <li>learn the names of the instruments they play</li> <li>treat instruments with respect</li> </ul>	Children can... <ul style="list-style-type: none"> <li>sing, clap, play and improvise</li> </ul>	Children can... <ul style="list-style-type: none"> <li>create a simple melody using 1, 2 or 3 notes together</li> <li>learn how the notes of a composition can be written down simply</li> </ul>	Children can... <ul style="list-style-type: none"> <li>perform a song</li> <li>express their likes and dislikes about a performance</li> </ul>
Year 2					
Listen and Appraise 	Sing 	Play 	Improvise 	Compose 	Perform 
Children can... <ul style="list-style-type: none"> <li>know some songs have a chorus or response</li> <li>know that songs have a musical style</li> <li>move to music in different ways</li> <li>learn how songs can tell a story/describe ideas</li> </ul>	Children can... <ul style="list-style-type: none"> <li>know that unison is everyone singing together</li> <li>use voice in different ways eg rapping</li> <li>know why we need to warm up our voices</li> <li>find a comfortable singing position</li> </ul>	Children can... <ul style="list-style-type: none"> <li>learn the names of notes in their instrumental part</li> <li>play a tuned instrumental part</li> <li>play a part in time</li> <li>follow musical instructions from a leader</li> </ul>	Children can... <ul style="list-style-type: none"> <li>take it in turns to improvise using one or two notes.</li> </ul>	Children can... <ul style="list-style-type: none"> <li>create a simple melody using 1, 3 or 5 notes together</li> <li>learn how the notes of a composition can be written down and changed</li> </ul>	Children can... <ul style="list-style-type: none"> <li>perform a song with increasing confidence;</li> <li>express how they felt about a performance</li> </ul>
Year 3					
Listen and Appraise 	Sing 	Play 	Improvise 	Compose 	Perform 













Children can... <ul style="list-style-type: none"> <li>learn songs and know who sang them or wrote them.</li> <li>recognise the style of songs learned</li> <li>talk about the features and meaning of a song</li> <li>confidently identify and move to the pulse.</li> <li>talk about how a song makes them feel.</li> </ul>	Children can... <ul style="list-style-type: none"> <li>know that singing in a group can be called a choir and has a conductor</li> <li>understand the importance of listening to others when singing together</li> <li>sing in unison and in simple two-parts.</li> <li>sing with awareness of being 'in tune'</li> </ul>	Children can... <ul style="list-style-type: none"> <li>talk about the instruments used in class</li> <li>play some differentiated parts on a tuned instrument</li> <li>rehearse and perform their part</li> </ul>	Children can... <ul style="list-style-type: none"> <li>improvise using instruments in the context of a song they are learning to perform</li> </ul>	Children can... <ul style="list-style-type: none"> <li>talk about their own compositions</li> <li>show some ways of recording compositions</li> <li>record the composition in a way that recognises connection between sound and symbol</li> </ul>	Children can... <ul style="list-style-type: none"> <li>understand that performances are planned and carefully considered for the occasion and audience</li> <li>choose what to perform and create a programme.</li> <li>communicate the meaning of lyrics and clearly articulate them</li> <li>record a performance and reflect on it</li> </ul>
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Year 4

Listen and Appraise 	Sing 	Play 	Improvise 	Compose 	Perform 
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Children can... <ul style="list-style-type: none"> <li>discuss lyrics</li> <li>consider texture, dynamics, tempo, rhythm, features and pitch of songs and how these work together</li> <li>talk about how pieces make them feel</li> <li>begin to use musical words</li> </ul>	Children can... <ul style="list-style-type: none"> <li>understand that a solo singer makes a thinner texture than a large group</li> <li>re-join the song if lost.</li> <li>listen to the group when singing.</li> </ul>	Children can... <ul style="list-style-type: none"> <li>know other instruments they might play or be played in a band or orchestra</li> <li>rehearse and perform their part</li> <li>experience leading the playing</li> </ul>	Children can... <ul style="list-style-type: none"> <li>show awareness that improvisation is making up your own unique music on the spot</li> </ul>	Children can... <ul style="list-style-type: none"> <li>Create rhythmical and simple melodic patterns using an increased number of notes</li> <li>listen to and reflect on a developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> </ul>	Children can... <ul style="list-style-type: none"> <li>present a musical performance designed to capture the audience</li> <li>communicate the meaning of the words and clearly articulate them.</li> <li>consider the best position for performing</li> </ul>
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Year 5

Listen and Appraise 	Sing 	Play 	Improvise 	Compose 	Perform 
Children can... <ul style="list-style-type: none"> <li>recognise other songs from a given style</li> <li>Consider the historical context of the songs.</li> <li>compare two songs in the same style</li> <li>talk about the musical dimensions working together and how you feel</li> </ul>	Children can... <ul style="list-style-type: none"> <li>confidently sing with a strong internal pulse.</li> <li>To choose a song and be able to talk about:               <ul style="list-style-type: none"> <li>-main features</li> <li>-singing in unison, the solo, lead vocal, backing vocals</li> <li>-lyrics</li> </ul> </li> <li>sing in unison and sing backing vocals.</li> </ul>	Children can... <ul style="list-style-type: none"> <li>talk about:               <ul style="list-style-type: none"> <li>- different ways of writing music down;</li> <li>- the notes C, D, E, F, G, A, B + C on the treble stave</li> </ul> </li> <li>Play a musical instrument with the correct technique</li> <li>rehearse and perform their part</li> </ul>	Children can... <ul style="list-style-type: none"> <li>know that you can use riffs you have heard;</li> <li>identify in music when a musician is improvising</li> </ul>	Children can... <ul style="list-style-type: none"> <li>talk about the structure of a composition</li> <li>Create simple melodies using up to five different notes and simple rhythms</li> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol</li> </ul>	Children can... <ul style="list-style-type: none"> <li>talk about the venue and how to use it to best effect</li> <li>consider how to improve performance and the effect of their performance upon an audience</li> </ul>
<b>Year 6</b>					
Listen and Appraise 	Sing 	Play 	Improvise 	Compose 	Perform 
Children can... <ul style="list-style-type: none"> <li>Describe, compare and evaluate different types of music using a range of musical vocabulary</li> <li>Evaluate the success of own and others work, suggesting specific improvements</li> </ul>	Children can... <ul style="list-style-type: none"> <li>Sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase</li> </ul>	Children can... <ul style="list-style-type: none"> <li>Play and perform with accuracy, fluency, control and expression</li> <li>select and learn an instrumental part</li> </ul>	Children can... <ul style="list-style-type: none"> <li>name some well-known improvising musicians;</li> <li>talk about the skills and rules needed to improvise well</li> </ul>	Children can... <ul style="list-style-type: none"> <li>talk about their composition: music that is created by you and kept in some way</li> <li>Explain the keynote or home note and the structure of the melody.</li> <li>Listen to and reflect upon the developing composition and make musical decisions in changing it.</li> </ul>	Children can... <ul style="list-style-type: none"> <li>Play and perform with accuracy, fluency, control and expression that has been considered</li> <li>Think about the audience when performing and how to create a specific effect</li> <li>Make changes and adjustments whilst performing to maximise this impact</li> </ul>

## Progression in Music from EYFS to Year 6

### EYFS – Little Wrens

Subject	Autumn term 1 – What Makes me ‘me’?	Autumn term 2 – Let’s Celebrate
<b>Communication and language</b> 	<p><i>*Ongoing skills to be taught each term to meet and reflect the needs of the new intake children (Autumn, Spring, Summer)</i></p> <ul style="list-style-type: none"> <li>• Explore a variety of stories, rhymes, poems and fiction, sharing books throughout the session, during our daily story time and Book club sessions</li> <li>• Develop listening and attention during story time - learning to focus on the story and speaker</li> <li>• Explore and learn new vocabulary</li> <li>• Talk about what is happening and give own ideas</li> <li>• Hear correct pronunciations modelled to them by teachers and staff members, e.g. ‘swimmed/swam’</li> <li>• Explore ‘I wonder’ and ‘why’ questions to encourage and promote thinking and challenges</li> <li>• Perform in front of families during Christmas and Graduation stay and plays</li> <li>• Share special news with one another during our morning welcome time</li> <li>• Engage in a variety of story retelling activities to retell, invent and tell own rhymes, songs and stories: -Small world-based play, Helicopter stories, Story sacks, Role play/Dressing up, Drawing Club</li> </ul> <p><b>*All children are assessed using the WellComm Toolkit within the first six weeks of starting nursery and will receive language interventions from practitioners if and where necessary.</b></p> <ul style="list-style-type: none"> <li>• Model Conscious Discipline language to support children to verbalise feelings, needs and emotions</li> <li>• Support, encourage and model asking for help</li> <li>• Model good looking, listening and sitting ‘watch me’</li> <li>• Introduce weekly Nursery rhyme</li> <li>• Support starting a conversation with an adult or a friend</li> <li>• Use a wide range of vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities to enjoy listening to longer stories</li> <li>• Encourage children to use longer sentences of four to six words</li> <li>• Know taught nursery rhymes</li> <li>• Model language and share a quality texts to support children to develop and use a wider range of vocabulary</li> <li>• Encourage children to start a conversation with an adult or a friend</li> </ul>
<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"> <li>• Sing action songs with visuals and props (puppets, interactive slides)</li> <li>• Sing seasonal songs</li> <li>• Listen and engage with Seasonal poems from The Poetry Basket</li> <li>• Develop own stories using small world equipment (animal sets, dolls and doll houses, blocks)</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with a range of materials (paint, dough, sensory rice, shaving foam, gloop, brusho)</li> <li>• Explore colour and mixing</li> <li>• Learn and perform Christmas songs</li> <li>• Listen, engage with and perform Seasonal poems from The Poetry Basket</li> <li>• Experiment with gluing to join materials in our glue table</li> <li>• Explore different materials freely and decide how to use them and what to make (Junk modelling area)</li> </ul>
Subject	Spring term 1 – Snow and Ice	Spring term 2 – People who help us

<p>Communication and language</p> 	<ul style="list-style-type: none"> <li>• Support and develop understanding of when questions</li> <li>• Know and join in with taught Nursery rhymes</li> <li>• Talk about familiar books with peers or adults</li> <li>• Start a conversation with an adult or a friend and continue it for many turns</li> </ul>	<ul style="list-style-type: none"> <li>• Support and develop understanding of when questions</li> <li>• Support children to enjoy listening to longer stories and recall what happens</li> <li>• Develop their own communication (irregular tenses and plurals)</li> <li>• Join in and sing a large repertoire of Nursery rhymes and songs</li> </ul>
<p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> <li>• Perform a range of action songs</li> <li>• Sing seasonal songs</li> <li>• Recite and perform known poems from The Poetry Basket</li> <li>• Continue to develop own stories using small world equipment (animal sets, dolls and doll houses, blocks) and construction sets</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to experiment with a range of materials (paint, dough, sensory rice, shaving foam, gloop, brusho)</li> <li>• Use knowledge of colour mixing to create a desired effect</li> <li>• Recite and perform known poems from The Poetry Basket</li> <li>• Combine materials, deciding what to make (Junk modelling area)</li> </ul>
<p>Subject</p>	<p>Summer term 1 – Growth and Change</p>	<p>Summer term 2 – On the Move</p>
<p>Communication and language</p>	<ul style="list-style-type: none"> <li>• Know many rhymes</li> <li>• Talk about familiar books, and be able to tell a longer story</li> <li>• Understand 'why' questions with some support</li> <li>• Express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions</li> </ul>	<ul style="list-style-type: none"> <li>• Know many rhymes</li> <li>• Talk about familiar book</li> <li>• Tell a longer Helicopter story</li> <li>• Understand 'why' questions</li> </ul>
<p>Expressive Arts and Design</p>	<ul style="list-style-type: none"> <li>• Develop own stories and work alongside others using small world equipment (animal sets, dolls and doll houses, blocks) and construction sets</li> <li>• Use a range of materials to make a desired product</li> </ul>	<ul style="list-style-type: none"> <li>• Learn and perform songs for end of year graduation performance</li> <li>• Children will make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings</li> </ul>

EYFS – Reception Robins



RECEPTION LONG TERM PLAN 23-24

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	FRIENDSHIP & ANIMALS	STARS & SPACE	ENVIRONMENT	TRADITIONAL TALES	GROWING	THE SEASIDE
EXPRESSIVE ARTS AND DESIGN	<p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>Join in with songs; poems; rhymes</p> <p>Explore with powder paint, watercolours, poster paint, different pen types</p> <p>Join in with role play games and use resources available for props</p> <p><b>Artist focus:</b>            Alma Thomas            Yayoi Kusama</p>	<p>Learn and recite selected Autumn Poetry Basket poems</p> <p>Experiment using different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Christmas Concert</p>	<p>Learn and recite selected Spring Poetry Basket poems</p> <p>Develop Observational drawing skills</p> <p>Experiment with colour mixing</p> <p>Mark-make in response to Lunar New Year stimuli – mixed media</p>	<p>Experiment with materials to make relief prints</p> <p>Use a wide range of props for imaginative</p> <p>Retell familiar stories with props</p>	<p>Learn and recite selected Summer Poetry Basket poems</p> <p>Make representations of Life cycles with a range of resources (chicks, butterflies)</p> <p>Learn and perform dance and songs in Infant Summer productions</p>	<p>Use wax resist</p> <p>Experiment colour mixing with cold colours – linked to the oceans study</p>

Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.

HELICOPTER STORIES




THE POETRY BASKET





**Listen and Appraise – Musical Activities (sing, play, improvise, compose) – Perform and Share**

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Knowledge and Skills</b>						
<b>Listen and Appraise</b>	<ul style="list-style-type: none"> <li>● To learn songs by heart</li> <li>● To talk about the songs               <ul style="list-style-type: none"> <li>● To recognise the sound and names of instruments used</li> </ul> </li> <li>● To know that music has a steady pulse, like a heartbeat</li> <li>● To create rhythms from words</li> <li>● To move to music</li> </ul>	<ul style="list-style-type: none"> <li>● To learn songs by heart</li> <li>● To know some songs have a chorus or response               <ul style="list-style-type: none"> <li>● To know that songs have a musical style</li> </ul> </li> <li>● To move to music in different ways               <ul style="list-style-type: none"> <li>● To learn how songs can tell a story/describe ideas</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● To learn songs and know who sang them or wrote them.</li> <li>● To recognise the style of songs learned</li> <li>● To talk about the features and meaning of a song</li> <li>● To confidently identify and move to the pulse.</li> <li>● To talk about how a song makes them feel.</li> </ul>	<ul style="list-style-type: none"> <li>● To consider style indicators in a song               <ul style="list-style-type: none"> <li>● To discuss lyrics</li> </ul> </li> <li>● To consider texture, dynamics, tempo, rhythm, features and pitch of songs and how these work together               <ul style="list-style-type: none"> <li>● To talk about the musical dimensions working together</li> </ul> </li> <li>● Talk about how pieces make them feel               <ul style="list-style-type: none"> <li>● To begin to use musical words.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● To recognise other songs from a given style</li> <li>Consider the historical context of the songs.               <ul style="list-style-type: none"> <li>● To identify and move to the pulse with ease</li> <li>● To think about the message of songs</li> <li>● To compare two songs in the same style</li> <li>● To talk about the musical dimensions working together and how you feel</li> </ul> </li> </ul>	Consolidate previous skills <ul style="list-style-type: none"> <li>● Describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music</li> <li>● Evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved successfully</li> </ul>
<b>Singing</b>	<ul style="list-style-type: none"> <li>● To sing songs confidently</li> <li>● To sing at different pitches</li> <li>● To make different sounds with voices</li> <li>● To start and stop singing when</li> </ul>	<ul style="list-style-type: none"> <li>● To sing songs confidently</li> <li>● To know that unison is everyone singing together</li> <li>● To use voice in different ways eg rapping</li> </ul>	<ul style="list-style-type: none"> <li>● To know that singing in a group can be called a choir and has a conductor</li> <li>● To explore how songs evoke different feelings               <ul style="list-style-type: none"> <li>● To understand the</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● To understand that a solo singer makes a thinner texture than a large group</li> <li>● To sing in unison and in simple two-parts.</li> <li>● To re-join the song if lost.</li> </ul>	<ul style="list-style-type: none"> <li>● To confidently sing with a strong internal pulse.               <ul style="list-style-type: none"> <li>● To choose a song and be able to talk about:                   <ul style="list-style-type: none"> <li>-main features</li> <li>-singing in unison, the solo, lead vocal, backing</li> </ul> </li> </ul> </li> </ul>	Consolidate previous skills <ul style="list-style-type: none"> <li>● Sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase</li> </ul>

	following a leader	<ul style="list-style-type: none"> <li>● To know why we need to warm up our voices</li> <li>● To sing at different pitches</li> <li>● To find a comfortable singing position</li> <li>● To stop and start when following a leader</li> </ul>	<p>importance of listening to others when singing together</p> <ul style="list-style-type: none"> <li>● To know why you must warm up your voice</li> <li>● To sing in unison and in simple two-parts.</li> <li>● To demonstrate a good singing posture.</li> <li>● To sing with awareness of being 'in tune'</li> <li>● To have an awareness of the pulse internally when singing</li> </ul>	<ul style="list-style-type: none"> <li>● To listen to the group when singing.</li> </ul>	<p>vocals</p> <p>-lyrics</p> <ul style="list-style-type: none"> <li>● To sing in unison and to sing backing vocals.</li> <li>● To be aware of how you fit into a group.</li> </ul>	
<b>Playing</b>	<ul style="list-style-type: none"> <li>● To learn the names of notes in their instrumental part</li> <li>● To learn the names of the instruments they play</li> <li>● To treat instruments with respect.</li> <li>● To play a tuned instrumental part</li> <li>● To follow musical instructions from leader.</li> </ul>	<ul style="list-style-type: none"> <li>● To learn the names of notes in their instrumental part</li> <li>● To learn the names of instruments they play</li> <li>● To treat instruments with respect.</li> <li>● To play a tuned instrumental part</li> <li>● To play a part in time</li> <li>● To follow musical instructions from a leader</li> </ul>	<ul style="list-style-type: none"> <li>● To talk about the instruments used in class</li> <li>● To play 1, or all of 4, differentiated parts on a tuned instrument</li> <li>● To rehearse and perform their part</li> </ul>	<ul style="list-style-type: none"> <li>● To know other instruments they might play or be played in a band or orchestra</li> <li>● To rehearse and perform their part</li> <li>● To experience leading the playing</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● Different ways of writing music down –</li> <li>● The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>● Play a musical instrument with the correct technique.</li> <li>● Select and learn an instrumental part</li> <li>● To rehearse and perform their part</li> </ul>	<p>Consolidate previous skills</p> <ul style="list-style-type: none"> <li>● Play and perform with accuracy, fluency, control and expression</li> </ul>
<b>Improvisation</b>	● To clap and	● To clap and	To improvise using	● To understand	Consolidate skills	Consolidate previous

	<p>Improvise</p> <ul style="list-style-type: none"> <li>● To sing, play and improvise</li> </ul>	<p>Improvise</p> <ul style="list-style-type: none"> <li>● To sing, play and improvise</li> <li>● To take it in turns to improvise using one or two notes.</li> </ul>	<p>instruments in the context of a song they are learning to perform</p>	<p>improvisation is making up your own unique music on the spot</p> <ul style="list-style-type: none"> <li>● To know that you can use s riffs you have heard</li> </ul>	<ul style="list-style-type: none"> <li>● To know three well-known improvising musicians.</li> </ul>	<p>skills</p>
<p><b>Composition</b></p>	<ul style="list-style-type: none"> <li>● To create a simple melody using 1, 2 or 3 notes together</li> <li>● To learn how the notes of a composition can be written down and changed</li> </ul>	<ul style="list-style-type: none"> <li>● To create a simple melody using 1, 3 or 5 notes together</li> <li>● To learn how the notes of a composition can be written down and changed</li> </ul>	<p>To talk about:</p> <ul style="list-style-type: none"> <li>● A composition created by you</li> <li>● Different ways of recording compositions</li> <li>● To help create a simple melody using 1, 3 or 5 notes</li> <li>● To plan and create a section of music that can be performed</li> <li>● To talk about how your music was created</li> <li>● To listen to and reflect on a developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>● To record the composition in a way that recognises connection between sound and symbol</li> </ul>	<p>Consolidate previous skills</p> <ul style="list-style-type: none"> <li>● Create rhythmical and simple melodic patterns using an increased number of notes</li> </ul>	<ul style="list-style-type: none"> <li>● To talk about the structure of a composition</li> <li>● Create simple melodies using up to five different notes and simple rhythms</li> <li>● Explain the keynote or home note</li> <li>● Record the composition in any way appropriate that recognises the connection between sound and symbol</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>● Notation: recognise the connection between sound and symbol</li> <li>● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>● Explain the keynote or home note and the</li> </ul>

						<p>structure of the melody.</p> <ul style="list-style-type: none"> <li>● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</li> <li>● Record the composition in any way appropriate that recognises the connection between sound and symbol</li> </ul>
<b>Performance</b>	<ul style="list-style-type: none"> <li>● To perform a song</li> <li>● To express how they felt about a performance</li> </ul>	<ul style="list-style-type: none"> <li>● To perform a song</li> <li>● To express how they felt about a performance</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>● To understand that performances are planned and carefully considered for the occasion and audience</li> <li>● To choose what to perform and create a programme.</li> <li>● To communicate the meaning of lyrics and clearly articulate them</li> <li>● To consider the best position for performing</li> <li>● To record a performance and reflect on it</li> </ul>	<ul style="list-style-type: none"> <li>● To present a musical performance designed to capture the audience</li> <li>● To communicate the meaning of the words and clearly articulate them.</li> </ul>	<p>Consolidate previous skills</p> <ul style="list-style-type: none"> <li>● To talk about the venue and how to use it to best effect.</li> </ul>	<p>Consolidate previous skills</p> <ul style="list-style-type: none"> <li>● Play and perform with accuracy, fluency, control and expression that has been considered</li> <li>● Think about the audience when performing and how to create a specific effect.</li> </ul>

<p><b>Key Assessment Questions</b></p>	<p>Can I sing some songs by heart?          Can I recognise the sound and name of some instruments?          Can I keep a beat and move to music?</p> <p>Can I sing confidently at different pitches?          Can I make different sounds with my voice?          Can I name the notes of my instrument part?          Can I treat instruments with respect?</p> <p>Can I clap and improvise?          Can I create a simple melody with 1,2,3 notes?          Can I make simple written recordings of my compositions?</p> <p>Can I perform and express my feelings about a performance?</p>	<p>Can I sing some songs by heart?          Can I recognise the sound and name of some instruments?          Can I keep a beat and move to music in an increasing range of ways?          Can I tell the story of a song?</p> <p>Can I sing confidently at different pitches?          Can I make different sounds with my voice?          Can I name the notes of my instrument part?          Can I treat instruments with respect?          Can I play a tuned instrument part?</p> <p>Can I clap and improvise?          Can I create a simple melody with 1,3,5 notes?          Can I make simple written recordings of my compositions?</p> <p>Can I perform and express my feelings about a performance?</p>	<p>Can I sing some songs by heart and know who sang or wrote them?          Can I recognise the style of music?          Can I talk about the features and meanings of songs?          Can I express how music makes me feel?</p> <p>Can I sing confidently alone and in a group, including in unison and two-parts?          Can I show an awareness of being 'in tune'?          Can I listen to others and keep to a beat?          Can I talk confidently about instruments we are using?</p> <p>Can I improvise using instruments?          Can I talk about different ways to record compositions?          Can I talk about how my music was created?          Can I reflect on and make musical decisions?</p> <p>Can I show planning and careful consideration about my performances?          Can I consider the best position for performing?          Can I record and reflect on my performance?</p>	<p>Can I recognise the style of music?          Can I use terms such as texture, dynamics, tempo, rhythm, features and pitch when I discuss songs and the effect they have?          Can I express how music makes me feel?</p> <p>Can I sing confidently alone and in a group, including in unison and two-parts?          Can I show an awareness of being 'in tune'?          Can I listen to others and keep to a beat?          Can I rehearse and perform my part?          Can I lead the music?</p> <p>Can I improvise using instruments with little preparation?          Can I use riffs I have heard in my own music?          Can I reflect on and make musical decisions?</p> <p>Can I show planning and careful consideration about my performances?          Can I think about the experience of the audience when I perform?          Can I record and reflect on my performance?</p>	<p>Can I sing some songs by heart and know who sang or wrote them?          Can I recognise other songs from a given style?          Can I consider the historical context to a song?          Can I use terms such as texture, dynamics, tempo, rhythm, features and pitch when I discuss songs and how they combine to make you feel?          Can I express how music makes me feel?</p> <p>Can I sing confidently with a strong internal pulse?          Can I show an awareness of being 'in tune'?          Can I name and find the notes C D E F G A B on a treble stave?          Can I rehearse and perform my part?          Can I lead the music?</p> <p>Can I improvise using instruments with little preparation?          Can I name musicians who like to improvise?          Can I use riffs I have heard in my own music?          Can I reflect on and make musical decisions?</p> <p>Can I show planning and careful consideration about my performances?</p>	<p>Can I sing some songs by heart and know who sang or wrote them?          Can I recognise other songs from a given style, comparing them?          Can I consider the historical context to a song?          Can I use terms such as texture, dynamics, tempo, rhythm, features and pitch when I discuss songs and how they combine to make you feel?          Can I express how music makes me feel, and listen respectfully to the views of others?          Can I describe my own musical identity?</p> <p>Can I sing confidently with a strong internal pulse?          Can I show an awareness of being 'in tune'?          Can I name and find the notes C D E F G A B on a treble stave?          Can I rehearse and perform my part?          Can I lead the music?</p> <p>Can I improvise using instruments with little preparation?          Can I name musicians who like to improvise?          Can I use riffs I have heard in my own music?          Can I reflect on and make</p>
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Sing play  
Improvise  
Listen and appraise  
Composing  
Performance



					Can I think about the experience of the audience when I perform? Can I record and reflect on my performance?	musical decisions? Can I show planning and careful consideration about my performances? Can I think about the experience of the audience when I perform? Can I record and reflect on my performance?
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## Musical Progression – KS1

Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition			
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult	
1	Autumn 1	Hey You!	C	C	C,G	C,G	Crotchets	Crotchets	Semi-quavers, Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
1	Autumn 2	Rhythm In The Way We Walk and Banana Rap	C	Singing and performing only							Singing and performing only			Singing and performing only		
1	Spring 1	In The Groove	C	C,D	C,D	C,G,A,C	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
1	Spring 2	Round And Round	D Minor	C,D,F	D,E,F,G,A	D,E,F,G,A,B	Semibreves	Crotchets and Minims	Crotchets, Minims and Quavers	D,E	D,E,F	D,E,F,G,A	Not applicable			
1	Summer 1	Your Imagination	C	G	C E G	E G A	Semibreves	Crotchets, Minims and Semibreves	Crotchets, Quavers, Minims and Semibreves	C,D using instruments and/or clap and sing			C,D	C,D,E	C,D,E,G,A	
1	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision			
2	Autumn 1	Hands, Feet, Heart	C	G,A,C	G,A,B,C	F,G,A,B,C	Crotchets	Minims	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
2	Autumn 2	Ho Ho Ho	G	C,E,G	B,A,G	N/A	Crotchets and rests	Crotchets and rests	Not applicable	Not applicable			Not applicable			
2	Spring 1	I Wanna Play In A Band	F	C,D	C,F,G	C,D,F	Minims	Minims	Quavers and Crotchets	F,G	F,G,A	F,G,A,C,D	F,G	F,G,A	F,G,A,C,D	
2	Spring 2	Zootime	C	C,D	C,D	C,D	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G	
2	Summer 1	Friendship Song	C	G,E	E,G,A,B	C,D,E,F,G,A,B	Crotchet, Dotted Minim and Rests	Crotchets and Rests	Crotchets, Quavers, Minims	C	C,D	C,D	C,D	C,D,E	C,D,E,G,A	
2	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision			

## Musical Progression – KS2

Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
3	Autumn 1	Let Your Spirit Fly	C	C,F,C	E,F,G,A,B,C	N/a	Semibreves and rests	Minims and rests	Not applicable	Not applicable			Not applicable		
3	Autumn 2	Glockenspiel 1	Multiple songs	C,D,E,F	C,D,E,F	C,D,E,F	Crotchets and Minims and rests	N/a	N/a	C, D	C, D	N/a	C,D,E,F	C,D,E,F	N/a
3	Spring 1	Three Little Birds	G	G	B,C	G,A,B,C,D,E,F	Crotchets and rests	Crotchets and rests	Quavers, Crotchets, Minims and rests	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
3	Spring 2	The Dragon Song	G	G	G,A,B	B,C,D,E,F,G	Crotchets and Minims	Crotchets and Minims	N/a	C	C,D	C,D,E	G,A	G,A,B	D,E,G,A,B
3	Summer 1	Bringing Us Together	C	C	G,A,C	G,A,C	Minims and Minim rests	Minims, Crotchet rests and Quavers	Crotchets and rests, Quavers, Dotted Quavers	C	C sometimes A	C and A	C,A	C,A,G	C,D,E,G,A
3	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		
4	Autumn 1	Mamma Mia	G	G	G,A	G,A,B,C	Crotchets	Crotchets	Quavers, Crotchets	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
4	Autumn 2	Glockenspiel 2	Multiple songs	C,D,E,F,G	C,D,E,F,G	C,D,E,F,G	Semibreves and rests	Crotchets, Minims and rests	Quavers, Crotchets, Minims, Semibreves and rests	N/a	N/a	N/a	C,D,E	C,D,E	C,D,E
4	Spring 1	Stop!	Singing, rapping and lyric composition							Singing, rapping and lyric composition			Singing, rapping and lyric composition		
4	Spring 2	Lean On Me	C	C,F	E,F,G	G,A,B,C,D	Crotchets	Minims	Quavers, Crotchets, Dotted Crotchets and Minims	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
4	Summer 1	Blackbird	C	D,C	C,D,E	C,D,E,F,G	Dotted Minims, Minims, Semibreves	Crotchets, Semibreves, Minims	N/A	C	C,D	C,D,E	C,D	C,D,E	C,D,E,G,A
4	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		