

Subject: *Music*

	Term 1		Term 2		Term 3	
	Strand	Elements of strand addressed	Strand	Elements of strand addressed	Strand	Elements of strand addressed
Year 1	N1	Use their voices expressively and creatively by singing songs and speaking chants and rhymes	N1	Use their voices expressively and creatively by singing songs and speaking chants and rhymes	N1	Use their voices expressively and creatively by singing songs and speaking chants and rhymes
	N2	Play tuned and untuned instruments musically	N2	Play tuned and untuned instruments musically	N2	Play tuned and untuned instruments musically
	N3	Listen with concentration and understanding to a range of high-quality live and recorded music	N3	Listen with concentration and understanding to a range of high-quality live and recorded music	N3	Listen with concentration and understanding to a range of high-quality live and recorded music
	N4	Experiment with, create, select and combine sounds using the inter-related dimensions of music	N4	Experiment with, create, select and combine sounds using the inter-related dimensions of music	N4	Experiment with, create, select and combine sounds using the inter-related dimensions of music
	P1	Use their voices to speak, chant and create vocal sounds.	P1	Use their voices to speak, chant and create vocal sounds.	P1	Use their voices to speak, chant and create vocal sounds.
	P2	Copy sounds using untuned percussion.	P2	Copy sounds using untuned percussion.	P2	Copy sounds using untuned percussion.
	P3	Perform simple/ slow moving parts using glockenspiels and chime bars.	P3	Perform simple/ slow moving parts using glockenspiels and chime bars.	P3	Perform simple/ slow moving parts using glockenspiels and chime bars.
			C1	Create and perform a sequence of sounds using pitches.	C1	Create and perform a sequence of sounds using pitches.
	C2	Create and repeat short rhythmic sounds.			C2	Create and repeat short rhythmic sounds.
					LA1	Respond to different moods saying how music makes them feel.
	LA2	Recognise the difference between musical elements (high/low, fast/slow, loud/quiet).	LA2	Recognise the difference between musical elements (high/low, fast/slow, loud/quiet).	LA2	Recognise the difference between musical elements (high/low, fast/slow, loud/quiet).

Subject: *Music*

	Term 1		Term 2		Term 3	
	Strand	Elements of strand addressed	Strand	Elements of strand addressed	Strand	Elements of strand addressed
Year 2	N1	Use their voices expressively and creatively by singing songs and	N1	Use their voices expressively and creatively by singing songs and speaking	N1	Use their voices expressively and creatively by singing songs and speaking
	N2	Play tuned and untuned instruments musically	N2	Play tuned and untuned instruments musically	N2	Play tuned and untuned instruments musically
	N3	Listen with concentration and understanding to a range of high-quality live and recorded music	N3	Listen with concentration and understanding to a range of high-quality live and recorded music	N3	Listen with concentration and understanding to a range of high-quality live and recorded music
	N4	Experiment with, create, select and combine sounds using the inter-related dimensions of music	N4	Experiment with, create, select and combine sounds using the inter-related dimensions of music	N4	Experiment with, create, select and combine sounds using the inter-related dimensions of music
	P1	Follow the pitch of a melody accurately when singing and perform simple raps.	P1	Follow the pitch of a melody accurately when singing and perform simple raps.	P1	Follow the pitch of a melody accurately when singing and perform simple raps.
			P2	Keep a steady pulse when performing on untuned percussion.	P2	Keep a steady pulse when performing on untuned percussion.
	P3	Keep a steady pulse and perform with accuracy on glockenspiels and chime bars using correct beater technique.	P3	Keep a steady pulse and perform with accuracy on glockenspiels and chime bars using correct beater technique.	P3	Keep a steady pulse and perform with accuracy on glockenspiels and chime bars using correct beater technique.
			C1	Create and perform a simple melodic pattern	C1	Create and perform a simple melodic pattern
	C2	Create sounds to reflect the feelings of a story.	C2	Create sounds to reflect the feelings of a story.	C2	Create sounds to reflect the feelings of a story.
			LA1	Recognise and respond with movement to changes of tempo in a piece of music.	LA1	Recognise and respond with movement to changes of tempo in a piece of music.
	LA2	Listen and recognise particular musical elements (pitch, rhythm, dynamics, instrumentation).	LA2	Listen and recognise particular musical elements (pitch, rhythm, dynamics, instrumentation).	LA2	Listen and recognise particular musical elements (pitch, rhythm, dynamics, instrumentation).

Subject: *Music*

	Term 1		Term 2		Term 3	
	Strand	Elements of strand addressed	Strand	Elements of strand addressed	Strand	Elements of strand addressed
Year 4	N1	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	N1	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	N1	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
	N2	Improvise and compose music for a range of purposes using the inter-related dimensions of music	N2	Improvise and compose music for a range of purposes using the inter-related dimensions of music	N2	Improvise and compose music for a range of purposes using the inter-related dimensions of music
	N3	Listen with attention to detail and recall sounds with increasing aural memory	N3	Listen with attention to detail and recall sounds with increasing aural memory	N3	Listen with attention to detail and recall sounds with increasing aural memory
	N4	Use and understand staff and other musical notations	N4	Use and understand staff and other musical notations	N4	Use and understand staff and other musical notations
	N5	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	N5	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	N5	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
	N6	Develop an understanding of the history of music.	N6	Develop an understanding of the history of music.	N6	Develop an understanding of the history of music.
	P1	Memorise songs and perform with accuracy (pitch	P1	Memorise songs and perform with accuracy (pitch).	P1	Memorise songs and perform with accuracy (pitch).
	P2	Perform on untuned percussion using simple notation (crotchets, quavers, semiquavers and rests).	P2	Perform on untuned percussion using simple notation (crotchets, quavers, semiquavers and rests).	P2	Perform on untuned percussion using simple notation (crotchets, quavers, semiquavers and rests).
	P3	Perform simple diatonic melodies using tuned percussion and keyboards.	P3	Perform simple diatonic melodies using tuned percussion and keyboards.	P3	Perform simple diatonic melodies using tuned percussion and keyboards.
	C1	Use basic notation to compose rhythmic patterns.	C1	Use basic notation to compose rhythmic patterns.		
	LA1	Evaluate their own compositions and make improvements.	LA1	Evaluate their own compositions and make improvements.	LA1	Evaluate their own compositions and make improvements.
	LA2	Aurally identify different musical structures such as ternary form and song form.	LA2	Aurally identify different musical structures such as ternary form and song form.	LA2	Aurally identify different musical structures such as ternary form and song form.

Subject: *Music*

	Term 1		Term 2		Term 3	
	Strand	Elements of strand addressed	Strand	Elements of strand addressed	Strand	Elements of strand addressed
Year 6	N1	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	N1	<u>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</u>	N1	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
	N2	Improvise and compose music for a range of purposes using the inter-related dimensions of music	N2	Improvise and compose music for a range of purposes using the inter-related dimensions of music		
	N3	Listen with attention to detail and recall sounds with increasing aural memory	N3	Listen with attention to detail and recall sounds with increasing aural memory	N3	Listen with attention to detail and recall sounds with increasing aural memory
	N4	Use and understand staff and other musical notations	N4	Use and understand staff and other musical notations		
	N5	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	N5	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	N5	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
			N6	Develop an understanding of the history of music.	N6	Develop an understanding of the history of music.
	P1	Sing in harmony and maintain their own part with accuracy in an ensemble performance.	P1	Sing in harmony and maintain their own part with accuracy in an ensemble performance. YV	P1	Sing in harmony and maintain their own part with accuracy in an ensemble performance.
	P2	Perform complex rhythmic patterns that include triplets. YV	P2	Perform complex rhythmic patterns that include triplets. YV	P2	Perform complex rhythmic patterns that include triplets.
	P3	Perform and maintain a chordal or melodic part in an ensemble. Perform using complex time signatures (5/4) YV	P3	Perform and maintain a chordal or melodic part in an ensemble. Perform using complex time signatures (5/4) YV		
	C1	Compose melodies using complex rhythmic devices such as syncopation.				
	C2	Use technology when creating compositions.				
	LA1	Evaluate their work, using appropriate musical vocabulary stating which musical elements need improving.	LA1	Evaluate their work, using appropriate musical vocabulary stating which musical elements need improving.	LA1	Evaluate their work, using appropriate musical vocabulary stating which musical elements need improving.
	LA2	Identify the stylistic features of different composers and show awareness of the influence of time and place.	LA2	Identify the stylistic features of different composers and show awareness of the influence of time and place.	LA2	Identify the stylistic features of different composers and show awareness of the influence of time and place.