

Term 1		<p>Ourselves – Music Express [Exploring sounds]</p> <p>Our School – Music Express [exploring sounds]</p> <p>Animals – Music express [Pitch]</p> <p>Weather – Music Express [Exploring sounds]</p> <p>Christmas – Charanga [singing]</p> <p>Seasons – Music express [Pitch and dynamics]</p> <p>Water – Music Express [Pitch]</p> <p>Machines – Music Express [Beat]</p> <p>Pattern – Music Express [Beat]</p> <p>Animals – Music Express [Pitch]</p> <p>Animals – Charanga [singing – Bob Marley]</p> <p>Story time – Music Express [exploring sounds]</p> <p>Our Bodies – Music Express [beat]</p>	<p>Ourselves – Music Express [Exploring sounds]</p> <p>Our Land - Music express [Exploring sounds]</p> <p>Songs from Scotland - Charanga [singing]</p> <p>London's burning – Music Express [singing]</p> <p>Seasons – Music Express L1 [Pitch/sign language]</p> <p>Toys – Music Express [Beat]</p> <p>Our Bodies – Music Express [Beat]</p> <p>Number – Music Express [Beat]</p> <p>Blown away (recorder 2) – Charange [play tuned instruments]</p> <p>Seasons – Music Express L2/3 [Pitch and Melody]</p> <p>Travel - Music Express [Performance]</p> <p>Animals – Music Express [Pitch]</p> <p>Dinosaurs – Charange [singing]</p> <p>Elgar- Enigma (Ten Pieces) [British Composers]</p> <p>Water – Music Express [Pitch]</p> <p>Story time – Music Express [Exploring Sounds]</p>	<p>Opera Singer – Pavarotti</p> <p>Italian composer – Verdi</p> <p>Building – Music Express [Beat]</p> <p>Environment - Music Express – [Composition]</p> <p>Ho Ho Ho – Charanga [singing]</p> <p>In the past – Music Express [Pitch]</p> <p>Time – Music Express [Beat]</p> <p>Sounds – Music Express [Exploring Sounds]</p> <p>Communication – Music Express [Composition]</p> <p>Human Body – Music Express [Structure] (Science)</p> <p>Food and Drink – Music Express [Performance] (Science)</p> <p>Habanera' and 'Toreador Song – Bizet (Ten pieces)</p> <p>Ancient Worlds – Music Express [Structure]</p> <p>Storm Interlude- Benjamin Britten (Ten Pieces)</p> <p>Poetry – Music Express [Performance]</p>	<p>No place like home –Kerry Andrew (Ten pieces)</p> <p>Environment - Music Express [composition]</p> <p>Building - Music Express [Beat]</p> <p>Celts and Romans – Charanga [singing]</p> <p>Time – Music Express [Beat]</p> <p>Singing Spanish – Music Express [Pitch]</p> <p>Anglo Saxons</p> <p>2 distinct types of music</p> <p>Religious and secular [Listening]</p> <p>Guitar lessons –Tutor [playing tuned instruments]</p> <p>The Rumpus in the rainforest [performance] – Music express skills (Poetry)</p> <p>Sounds – Music Express [Exploring Sounds]</p> <p>Around The World – Music Express [pitch]</p> <p>Water – musical contexts [pitch, timbre & dynamics, melody & harmony]</p> <p>Ancient Worlds – Music Express [structure]</p> <p>Civilisations – Music Express [notation]</p>	<p>Keeping Healthy – Music Express [Beat]</p> <p>Perform a desert Soundscape</p> <p>The Solar System – Music Express [Listening]</p> <p>In the hall of the mountain king - Grieg (Ten pieces)</p> <p>Vikings</p> <p>using word rhythms</p> <p>make Viking chants</p> <p>Celebration – Music Express [Performance]</p> <p>http://www.musicalcontexts.co.uk/index_files/page0021.htm</p> <p>Ancient Greece music unit.</p> <p>Lifecycles – Music Express [Structure] (Science)</p> <p>Horn concerto No 4 – Mozart (Ten pieces)</p> <p>At the movies – Music Express [Composition]</p>	<p>Propaganda posters and cospo music in response</p> <p>Symphony No. 10- Shostakovich (Ten pieces)</p> <p>World War 2</p> <p>Singing WW" songs and performing to audience</p> <p>Homefront</p> <p>Blitz Blitz! Musical – Lionel Bart (kids and we are going to the country)</p> <p>American artists and music [Listening]</p> <p>Growth – Music Express [street dance]</p> <p>Mambo – Leonard Bernstein (Ten Pieces)</p> <p>History of Jazz</p> <p>The Blues (south America) and moved into Jazz New Orleans</p> <ul style="list-style-type: none"> Learn and sing Waded in The Water in 3 parts [Performance] <p>Classroom Jazz 1 – Charanga</p> <p>Medieval music</p> <p>Ten Pieces</p> <p>"O Fortuna " Burana (Ten Pieces)</p> <p>Class awards – Music Express [performance]</p> <p>Moving on – Music Express [Performing]</p>
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing songs with control and using voice expressively	<p>Join in with a chant that gets gradually louder.</p> <p>Sing echo songs</p> <p>Use high and low vocal sounds.</p> <p>Sing call and response songs</p>	<p>To sing confidently with good posture</p> <p>Sing a melody accurately at their own pitch.</p> <p>Sing songs expressively</p> <p>Follow pitch movements with their hands</p> <p>Learn to perform chants, rhymes or raps.</p> <p>Creating and responding to vocal sounds</p> <p>Understand pitch, and make high/low vocal sounds</p>	<p>Use high, low and middle voices</p> <p>Begin to sing with control of pitch</p> <p>Sing with an awareness of other performers</p> <p>Sing with an awareness of pulse and rhythm.</p> <p>Recognise phrase length and know when to breathe.</p> <p>Singing in 2 parts</p> <p>Develop and understanding of melody and the importance of words</p> <p>Understand how mood can be expressed using voice</p>	<p>Sing with confidence using a wider vocal range</p> <p>Sing in tune</p> <p>Sing with awareness of pulse and control of rhythm</p> <p>Recognise simple structures (phrases)</p> <p>Understand how mouth shapes can affect voice sounds</p> <p>Sing songs with multiple parts</p> <p>Sing in two-part harmony</p> <p>Perform a round in 3 parts</p> <p>Developing the lyrics of a song</p>	<p>Sing expressively with awareness and control of expressive elements (timbre, tempo, dynamics)</p> <p>Sing songs and create different vocal effects</p> <p>Internalise sounds by singing parts of a song 'in their heads</p> <p>Sing as part of an ensemble with confidence and precision</p> <p>Learn about verse and chorus song structure</p> <p>Singing in 3 parts</p> <p>Singing in a minor key in groups</p>	<p>Sing songs with increasing control of breathing, posture and sounds projection</p> <p>Sing with expression and rehearse with others</p> <p>Improvise with increasing confidence using voice, rhythm and varied pitch.</p> <p>Sing as part of an ensemble with confidence and precision</p> <p>Sing songs with 3 part harmonies.</p>	<p>Sing a round in two parts and identify the melodic phrases and how they fit together</p> <p>Singing songs with multiple parts using harmony and structure.</p> <p>Sing as part of an ensemble with total confidence and precision</p> <p>Begin to have an awareness of improvisation with the voice.</p>

						Perform a complex structure in 4 parts.	Explore extended vocal techniques. Develop a song arrangement.
Listening, memory and movement	Listen to music and respond with hand and whole body movements. Perform actions to accompany music. Respond in movement to loud and quiet drumming	Respond physically when performing Listen to music with sustained concentration Use musical language to describe a piece of music Describe feelings and emotions when listening to music	Creating and responding to vocal sounds and body percussion Match descriptive sounds to images Identify different sound sources Recall and remember short songs and sequences and patterns of sounds Listen to and respond to a range of live and recorded music Describe music using musical dimensions (pitch, tempo etc.) Responding to images	Identify melodic phrases and play them by ear Responding to music through movement	Identify how a well-known story has been told through music Demonstrate the ability to recognise the use of structures and expressive elements through dance. Identify phrases that could be used as an introduction, interlude and ending. Use musical language to appraise a piece or style of music	Internalise short melodies and play these on pitched percussion (play by ear) Identify different moods and textures. Listen with attention to detail and recall sounds. Describe songs using musical vocabulary.	Appropriately discuss the dimensions of music and recognise them in music heard. Listen with attention to detail and recall sounds with increasing aural memory and accuracy.
Pulse and Rhythm (beat and metre)	Perform movements and sounds to a beat, which sometimes stays the same or gets quicker. Move, sing and play sounds at different speeds.	Join in with pulse (get faster and slower) Find the pulse when listening to music and using movement Understand that rhythm is made up of long and short sounds Accompany a chant or song by clapping. Recognise a steady beat. Recognise and respond to a change in tempo. Keep a steady beat. Controlling changes in speed Counting a steady beat Explore ways to emphasise beat to form a group (metre)	Perform a rhythm to a given pulse Begin to internalise and create rhythmic patterns Identify pulse in different pieces Improvise and continue a rhythm using instrument and voice Keeping a steady beat at different speeds Marking beats within a 4 beat metre Layering rhythms	Recognise rhythmic patterns Perform a repeating pattern to a steady pulse. (Ostinato) Find the pulse within different pieces of music with ease. Perform simple rhythms within a steady beat Identify metre within a piece of music Layering rhythms	Identify and recall rhythmic and melodic patterns (pentatonic melodies and syncopated rhythms) Copy rhythmic patterns using body percussion and untuned instruments Creating rhythmical ostinato.	Identify different speeds of pulse (tempo) by clapping and moving Improvise rhythm patterns Perform an independent part keeping to a steady beat Compose complex rhythm from aural memory. Understand how pulse, rhythm and pitch work together. Perform a song with syncopated rhythms. Identify and recall rhythmic and melodic patterns (pentatonic melodies and syncopated rhythms)	Identify the metre of different songs through recognising the pattern of strong and weak beats Subdivide the pulse while keeping to a steady beat Feeling and moving to a 3 beat pulse.

Pitch, tempo and dynamics		<p>Understand that pitch describes high and low sounds</p> <p>Understand tempo as the speed of music</p> <p>Understand dynamics describe how loud or quiet music is</p> <p>Listen and respond to falling pitch</p>	<p>Identify rising and falling pitch</p> <p>Perform a rising pitch</p> <p>Changing tempo</p>	<p>Recognise and explore different combinations of pitch sounds</p> <p>Exploring timbre to create descriptive pieces</p> <p>Choose timbre to make an accompaniment</p>	<p>Exploring how different timbres can be descriptive</p> <p>Exploring combinations of different timbres.</p>	<p>Developing the use of dynamics in a song.</p>	<p>Creating musical effects with contrasting pitch.</p>
Timbre, texture and structure		<p>Identify a sequence of sounds in a piece of music</p> <p>Understand musical structure by listening and responding</p>	<p>Explore timbre and texture to understand how it can be descriptive</p> <p>Understand that timbre describes the character or quality of the sound</p> <p>Understand that texture means the layers within music</p> <p>Understand that structure describes how sounds are ordered</p>	<p>Understand how music can be organised in sequence and layers.</p> <p>Make choices about musical structure.</p> <p>Using score and combining sounds to make different textures</p> <p>Identify a sequence of sounds - structure</p>	<p>Understanding texture</p> <p>Learn about layered structure in rhythmical ostinato</p> <p>Describe the structure of a piece of orchestral music.</p> <p>Using Rondo Structure</p> <p>Exploring layers and layering</p> <p>Identify key features of minimalistic structures.</p> <p>Combining sections of music in layered structures</p>	<p>Learn a song with complex texture.</p> <p>Explore a song arrangement and its structure.</p>	<p>Develop a structure to combine sounds.</p> <p>Identify the structure of a piece of music.</p>
Exploring sounds and melody		<p>Explore different sound sources.</p> <p>Make sounds and recognise that sounds give a message.</p> <p>Exploring how to change sounds</p> <p>Creating and placing vocal and body percussion sounds</p> <p>Exploring descriptive sounds</p>	<p>Create and choose sounds in response to a given stimulus.</p> <p>Identify how sounds can be changed.</p>	<p>Identify ways sounds are used to accompany a song.</p> <p>Analyse and comment on how sounds are used to create different moods.</p> <p>Explore and perform different types of accompaniment.</p>	<p>Explore pentatonic melodies.</p> <p>Recognise and explore different combinations of pitch sounds</p> <p>Accompany a melody with a drone</p> <p>Explore melodic shape</p>	<p>Singing syncopated melodies.</p> <p>Singing and playing scales - chromatic melodies.</p>	
Instruments	<p>Explore quiet and loud instruments.</p> <p>Play percussion instruments</p> <p>Play pitched percussion instruments to accompany high and low sounds</p>	<p>Identify and name classroom instruments.</p> <p>Learn to play percussion instruments with control.</p> <p>Use body percussion sounds.</p> <p>Play a steady beat.</p> <p>Distinguish between pitched and unpitched percussion instruments.</p> <p>Explore sounds on instruments and find different ways to vary their sound.</p> <p>Playing at different speeds</p> <p>Identify and play high/low sounds in music</p> <p>Play untuned instruments musically</p>	<p>Identify different groups of instruments</p> <p>Play instruments in different ways and create sound effects</p> <p>Use tuned and untuned percussion to accompany or play a tune.</p> <p>Use tuned and untuned percussion instruments to compose and improvise</p> <p>Performing rhythmic patterns on percussion</p> <p>Use instruments expressively</p>	<p>Confidently recognise a range of musical instruments and the sounds they make</p> <p>Identify melodic phrases and play them by ear.</p> <p>Select instruments to describe visual images</p> <p>Accompany a song with drone and ostinato</p> <p>Classifying instruments by the way sounds are produced</p>	<p>Combining body percussions.</p> <p>Confidently recognise a range of musical instruments and the sounds they make.</p> <p>Combine tuned and untuned instruments to accompany.</p> <p>Improvise simple tunes based on the pentatonic scales.</p> <p>Play a tuned instrument</p> <p>Learn simple beat-boxing sounds</p> <p>Learn about aerophones</p> <p>Explore different instrument groups</p> <p>Playing leaps.</p>	<p>Identify and control different ways percussion instruments make sounds.</p> <p>Play accompaniments with control and accuracy.</p> <p>Learn a melody and harmony on an instrument.</p> <p>Controlling short, loud sounds on a variety of instruments.</p>	<p>Create different effects using combinations of pitched sounds.</p> <p>Use ICT to change and manipulate sounds.</p>
composition	<p>Play sounds at different speeds.</p> <p>Create and perform a variety of sound sequences</p>	<p>Contribute to a class composition</p> <p>Perform a simple repeating pattern</p>	<p>Start and stop together on instruction</p> <p>Practice, rehearse and present to a range of audiences</p>	<p>Create textures by combining sounds in different ways</p>	<p>Compose the introduction to a song</p> <p>Compose music in pairs and make improvements</p>	<p>Explore, select, combine and exploit a range of different</p>	<p>Play and perform in solo or ensemble, with accuracy, flow,</p>

		<p>Learn to follow the conductor or band leader</p>	<p>Experiment with, select, sort and combine using musical dimensions.</p> <p>Learn to follow the conductor or band leader with increasing accuracy.</p>	<p>Create music that describes contrasting moods/emotions</p> <p>Improvise simple tunes</p> <p>Play and perform in solo or ensemble</p>	<p>Create an accompaniment to a known song</p> <p>Create descriptive music in pairs or small groups</p> <p>Play and perform in solo or ensemble</p> <p>Creating music which tells a story.</p> <p>Composing pentatonic melodies</p>	<p>sounds to compose a soundscape</p> <p>Write lyrics to a known song</p> <p>Play and perform in solo or ensemble</p> <p>Use musical dimensions to create music.</p> <p>Compose sound effects.</p> <p>Creating sounds following a timesheet.</p>	<p>confidence and expression</p> <p>Create a simple composition and record using formal notation.</p> <p>Improvise and compose music for a range of purposes using inter-related music dimensions (pitch, timbre, pulse etc.)</p>
Reading and writing notation		<p>Play long and short sounds in response to symbols.</p> <p>Make their own symbols as part of a class score</p> <p>Creating a picture in sound</p>	<p>Perform long and short sounds in response to symbols</p> <p>Recognising pitch shape and duration on simple line graphics</p> <p>Play and sing phrase from dot notation</p> <p>Perform a 3 beat using a simple score</p> <p>Understand notation</p>	<p>Play and sing phrases from dot notation</p> <p>Develop an understanding of formal written notation (crotchets and rests)</p> <p>Recognise rhythm patterns in staff notation</p> <p>Read simple pitch notation</p> <p>Representing sounds with symbols</p>	<p>Record their own ideas.</p> <p>Develop an understanding of formal written notation (minims and quavers)</p> <p>Read a clock score</p>	<p>Perform using notations as a support</p> <p>Sing songs with staff notation as support</p> <p>Develop an understanding of formal written notation (staff, semibreves and dotted crotchets)</p> <p>Learn a melodic structure using staff notation.</p> <p>Perform melodies from staff notation.</p>	<p>Deepen an understanding of formal written notation (staff, semibreves and dotted crotchets)</p> <p>Learn about chords.</p>
Composers and traditions		<p>Listen and respond to live and recorded music from great composers and traditions.</p> <p>Listen in detail to a piece of orchestral music</p>	<p>Listen and respond to live and recorded music from great composers and traditions.</p> <p>Begin to understand that composition is writing down and recording musical ideas.</p>	<p>Listen and respond to live and recorded music from great composers and traditions.</p> <p>Understand improvisation is composing within boundaries</p> <p>Understand that composition is writing down and recording musical ideas</p>	<p>Listen and respond to live and recorded music from great composers and traditions.</p> <p>Explore the descriptive music of 2 major composers.</p> <p>Understand fully that improvisation is composing within boundaries</p> <p>Understand fully that composition is writing down and recording musical ideas.</p> <p>Make own compositions within boundaries</p>	<p>Appreciate and understand a wide range of live and recorded music from different traditions, great composers and musicians.</p> <p>Begin to identify how a mood is created by music and lyrics.</p> <p>Develop and understanding of the history and quality of music.</p> <p>Learn about the music of an early opera.</p>	<p>Appreciate and understand a wide range of live and recorded music from different traditions, great composers and musicians.</p> <p>Identify how a mood is created by music and lyrics.</p> <p>Develop a deeper understanding of the history and context of music.</p>