



Y1		Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
	Tell me a Story	Fireworks & Fantasy	Get on Board	Changes	Under the Sea	Blast Off
Y1	Autumn 1: Tell me a Story Begin with simple songs with a small range (mi-so / a third/ C to E) and then slightly wider, following the shape of the melody, include pentatonic songs (5 notes) (C, D, E, G and A or G, A, B, D and E. (Y1 P) Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy (Y1 P) Create musical sound effects and short sequences of sounds in response to stimuli including stories, pictures and films (Y1 C) Identify the pulse (Y1 L) Recognise the changes in pitch between high and low pitch within a small section of melody (Y1 L)	Autumn 2: Fireworks & Fantasy Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy (Y1 P) Perform simple repeated rhythmic patterns (ostinato) as an accompaniment (Y1 P) Perform chants (Y1 P) Understand that symbols can be used to represent and organise sound (Y1 U) Recognise the changes in pitch between high and low pitch within a small section of melody (Y1 L)	Get on Board Walk, move or clap a steady beat with others and perform a steady pulse on untuned percussion instruments (Y1 P) Perform short copycat rhythms accurately (Y1 P) Perform simple repeated rhythmic patterns (ostinato) as an accompaniment (Y1 P) Perform a simple accompaniment on percussion instruments showing an awareness of pulse (Y1 P) Create musical sound effects and short sequences of sounds in response to stimuli including stories, pictures and films (Y1 C) Create simple lyrics as a class to a well-known traditional rhyme e.g., Twinkle Twinkle / Frere Jacques (Y1 C) Respond to the pulse in recorded / live music through movement and dance (Y1 L) Listen to sounds in the local environment and compare high and low sounds and long	Spring 2: Changes Perform a simple accompaniment on percussion instruments showing an awareness of pulse (Y1 P) Create musical sound effects and short sequences of sounds in response to stimuli including stories, pictures and films (Y1 C) Invent, retain and recall rhythm (crotchet and quaver) and melodic (pitch) patterns with a range of 3 notes e.g. C D and E (Y1 C) Use basic dynamics and tempo for musical expression e.g., piano, forte, fast, slow (Y1 C) Create simple lyrics as a class to a well-known traditional rhyme e.g., Twinkle Twinkle / Frere Jacques (Y1 C) Understand the difference between creating a rhythm pattern and a pitch pattern (Y1 U) Understand that symbols (pictures) can be used to represent and organise sound (Y1 U)	Summer 1: Under the Sea Perform a simple accompaniment on percussion instruments showing an awareness of pulse (Y1 P) Invent, retain and recall rhythm (crotchet and quaver) and melodic (pitch) patterns with a range of 3 notes e.g., C D and E (Y1 C) Develop a basic understanding of how music is organised e.g., beg, mid, end (Y1 U) Investigate a range of instruments and understand they produce different sounds, select the appropriate instrument for a specific purpose (Y1 U) Respond to the pulse in recorded / live music though movement and dance (Y1 L)	Summer 2: Blast Off Perform a simple accompaniment on percussion instruments showing an awareness of pulse (Y1 P) Improvise simple vocal chants using question and answer phrases (Y1 C) Invent, retain and recall rhythm (crotchet and quaver) and melodic (pitch) patterns with a range of 3 notes e.g., C D and E (Y1 C) Use music technology to capture, change and combine sounds (Y1 C) Create simple lyrics as a class to a well-known traditional rhyme e.g., Twinkle Twinkle / Frere Jacques (Y1 C) Understand that symbols (pictures) can be used to represent and organise sound (Y1 U) Investigate a range of instruments and understand they produce different sounds, select the appropriate instrument for a specific purpose (Y1 U)
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Y2	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
	Down in the Woods	Fire! Fire!	Round the World	Whatever the Weather	Down in the Jungle	Sun, Moon and Stars
	Create music in response to a	Select organise and order	Sing songs regularly with a	Perform rhythmic	Sing songs regularly with a	Create music in response to a
	non-musical stimulus (Y2 C)	sounds to perform within a	pitch range of do-so (a 5 th / C-	accompaniments using a range	pitch range of do-so (a 5 th / C-	non-musical stimulus (Y2 C)
		simple structure. Suggest how	G) with increasing vocal	of untuned percussion	G) with increasing vocal	
	Create rhythms using word	they should be played and	control (Y2 P)	instruments (Y2 P)	control (Y2 P)	Work with a partner to
	phrases as a starting point and use these as ostinato (Y2 C)	discuss effects achieved (Y2 P)	Sing short phrases	Select organise and order	Change the way music is	improvise simple rhythmic and melodic question and answer
	use these as ostillato (12 c)	Create rhythms using word	independently / small groups	sounds to perform within a	performed to reflect occasion	phrases (Y2 C)
	Create and perform their own	phrases as a starting point and	within a singing game (Y2 P)	simple structure. Suggest how	e.g., lullaby	pases (12 c)
	chanted rhythms (with the	use these as ostinato (Y2 C)		they should be played and	(Y2 P)	Use music technology to
	corresponding stick notation		Change the way music is	discuss effects achieved (Y2 P)		capture, change and combine
	(Y2 C)	Use graphic scores to reflect	performed to reflect occasion		Use graphic scores to reflect	sounds e.g., Chrome Music Lab
		pitch and dynamics (Y2 C)	e.g., lullaby	Play copycat rhythms, copying	pitch and dynamics (Y2 C)	or Scratch Junior (Y2 C)
	Use graphic scores to reflect		(Y2 P)	a leader and inventing rhythms		
	pitch and dynamics (Y2 C)	Understand that different sounds suit different moods	Perform actions confidently	for others which include crotchets, quavers and	Create a simple grid to record a 4 beat rhythmic pattern (Y2	Create and perform their own chanted rhythms (with the
	Recognise dot notation and	(Y2 U)	and in time to a range of action	crotchet rests (Y2 C)	C)	corresponding stick notation
	match it to 3 note tunes played	(12-0)	songs (Y2 P)	Crotchet rests (12 C)	C)	(Y2 C)
	on tuned percussion (Y2 U)	Comment constructively on	361.65 (1217)	Begin to recognise changes in	Understand that music can be	(3)
	. , ,	the music produced by others	Change words to songs and	tempo, timbre (scratchy,	structured in different ways	Compose and play in groups
	Understand that music can be	and begin to use the inter-	rhymes whilst maintaining	smooth, strings, brass)	(Y2 U)	simple rhythmic patterns of 8
	structured in different ways	related dimensions in music in	rhythmic patterns (Y2 C)	dynamics and texture (solo,		beats which can then be
	(Y2 U)	their answers (Y2 U)		multiple instruments) (Y2 L)	Understand that different	combined with other groups to
	Danier dia danier de atticte		Responding to the leader's	Tour our slow that he set of a	sounds suit different moods	form a longer piece (Y2 C)
	Respond independently to pitch changes heard in short	Begin to recognise changes in	directions and visual symbols of dynamics and tempo (Y2 U)	Tap or clap the beat of a listening piece and recognise	(Y2 U)	Read and respond to chanted
	melodic phrases indicating	tempo, timbre (scratchy,	or dynamics and tempo (12 0)	the tempo and any changes	Begin to group beats in four	rhythmic patterns and
	with actions (Y2 L)	smooth, strings, brass)	Understand the difference	(Y2 L)	and threes by demonstrating	represent them with stick
	,	dynamics and texture (solo,	between rhythm and pulse (Y2	,	the strongest beat when	notation (crotchet, quaver,
		multiple instruments) (Y2 L)	U)	Understand the speed of the	clapping (Y2 L)	crotchet rest) (Y2 U)
				music can change (Y2 U)		
			Move to music, responding to		Begin to recognise changes in	Comment constructively on
			the mood and emotion (Y2 L)		tempo, timbre (scratchy,	the music produced by others
					smooth, strings, brass) dynamics and texture (solo,	and begin to use the inter- related dimensions in music in
					multiple instruments) (Y2 L)	their answers (Y2 U)
					maniple manaments, (12 L)	then answers (12 0)
					Identify the different parts of a	
					piece of music e.g., verse and	
					chorus in a song, intro (Y2 L)	
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Y3	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
13	Peter and the Wolf	Christmas Singing	Planet Exploration	Stone Age Man	Sporting Anthems	Meet and Greet
				3	(Previously Food Fabulous	
					Food)	
	Perform with a greater	Perform with a greater	Develop opportunities to play	Perform simple parts with	Sing a widening range of	Provide more opportunities to
	awareness of the inter-related	awareness of the inter-related	tuned percussion or other	expression and awareness of	unison songs of varying styles	sing as a choir to an audience
	dimensions of music (Y3 P)	dimensions of music (Y3 P)	melodic instruments i.e.,	rhythm e.g., a drone and an	and structures with a pitch of a	(Y3 P)
			recorder (Y3 P)	ostinato or a 2-part round (Y3	5 th (C – G), tunefully and with	
	Select, organise & order	Sing a widening range of		P)	expression. Perform using	Play and perform melodies
	sounds, structuring musical	unison songs of varying styles	Perform simple parts with		Italian terms such as forte	following stave notation using
	ideas (e.g. beginning, middle	and structures with a pitch of a	expression and awareness of	Become more skilled in	(loud) and piano (quiet) (Y3 P)	a small range of 5 notes by the
	and end) (Y3 C)	5 th (C – G), tunefully and with	rhythm e.g., a drone and an	improvising inventing short on		end of the year (Y3 P)
		expression. Perform using	ostinato or a 2-part round (Y3	the spot responses using a	Provide more opportunities to	
	Compose in response to	Italian terms such as forte	P)	limited note range (Y3 C)	sing as a choir to an audience	Compose in response to
	different stimuli and musical	(loud) and piano (quiet) (Y3 P)	Colort organica & order	Cambina knavya shythmia	(Y3 P)	different stimuli and musical
	sources using a variety of sources such as percussion,	Provide more opportunities to	Select, organise & order sounds, structuring musical	Combine known rhythmic notation with letter names to	Play and perform melodies	sources using a variety of sources such as percussion,
	music technology and	sing as a choir to an audience	ideas (e.g. beginning, middle	create rising and falling	following stave notation using	music technology and
	instruments they are learning	(Y3 P)	and end) (Y3 C)	phrases using just 3 notes (F, G	a small range of 5 notes by the	instruments they are learning
	(Y3 C)	(131)	und chay (13 c)	and A are a good place to start)	end of the year (Y3 P)	(Y3 C)
	(13 6)	Develop opportunities to play	Compose in response to	(Y3 C)	end of the year (1317	(13 5)
	Present multiple layers on	tuned percussion or other	different stimuli and musical	()	Perform simple parts with	Compose a short piece of
	graphic scores or rhythm grids	melodic instruments i.e.,	sources using a variety of	Compose song	expression and awareness of	music with a given structure e
	(Y3 C)	recorder (Y3 P)	sources such as percussion,	accompaniments on untuned	rhythm e.g., a drone and an	g A B A, Call & Response, Verse
			music technology and	and tuned percussion using	ostinato or a 2-part round (Y3	/ Chorus (Y3 C)
	Explain how different inter-	Perform simple parts with	instruments they are learning	known rhythms, note values	P)	
	related dimensions such as	expression and awareness of	(Y3 C)	and simple chords (Y3 C)		Use appropriate musical
	pitch, duration (note length),	rhythm e.g., a drone and an			Compose song	vocabulary with understanding
	timbre, texture and dynamics	ostinato or a 2-part round (Y3	Combine known rhythmic	Revise the stave, lines and	accompaniments on untuned	to describe music they are
	can be combined and used	P)	notation with letter names to	spaces, and use treble clef. Use	and tuned percussion using	listening to and begin to
	with expression (Y3 U)		create rising and falling	notation to show higher or	known rhythms, note values	identify different styles of
	l	Have clear diction when	phrases using just 3 notes (F, G	lower pitch (Y3 U)	and simple chords (Y3 C)	music (Y3 U)
	Use appropriate musical	singing to communicate lyrics	and A are a good place to start)	A made a second absorbed to about himse	Communication of	Davida an abilitata avaluata
	vocabulary with understanding to describe music they are	effectively (Y3 P)	(Y3 C)	Apply word chants to rhythms understanding how to link	Compose a short piece of music with a given structure e	Develop an ability to evaluate their own music and suggest
	listening to and begin to	Understand and identify	Use rests in simple rhythms	each syllable to a musical note	g A B A, Call & Response, Verse	improvements (Y3 U)
	identify different styles of	different sections of a song e.g.	recorded on a grid and link to	(Y3 U)	/ Chorus (Y3 C)	improvements (13 0)
	music (Y3 U)	intro, verse, chorus & bridge	music technology (Y3 C)	(13 0)	7 6110143 (13 6)	Begin to develop active
		(Y3 U)		Use listening skills to correctly	Explain how different inter-	listening skills and relate what
	Understand how sounds	` -'	Use music technology e.g.	order phrases using dot	related dimensions such as	they hear to the inter-related
	combine and create different	Use appropriate musical	keyboards, Garage Band and	notation showing different	pitch, duration (note length),	dimensions of music (Y3 L)
	effects on mood referring to	vocabulary with understanding	electronic sounds when	arrangements of 3 notes C D E	timbre, texture and dynamics	, ,
	the inter-related dimensions of	to describe music they are	composing (Y3 C)	(Y3 L)	can be combined and used	Individually copy a short
	music (Y3 U)	listening to and begin to			with expression (Y3 U)	melodic phrase with stepwise
		identify different styles of		Individually copy a short		movement using a range of 5
		music (Y3 U)		melodic phrase with stepwise		notes and beginning on C.





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	Begin to develop active	Understand a rest indicates	Present multiple layers on	movement using a range of 5	Apply word chants to rhythms	Begin with singing and when
	listening skills and relate what	silence in music (crotchet rest)	graphic scores or rhythm grids	notes and beginning on C.	understanding how to link	confident, progress to a
	they hear to the inter-related	(Y3 U)	(Y3 C)	Begin with singing and when	each syllable to a musical note	melodic instrument (Y3 L)
	dimensions of music (Y3 L)			confident, progress to a	(Y3 U)	
		Identify silent beats in music	Explain how different inter-	melodic instrument (Y3 L)		
		(rests) (Y3 L)	related dimensions such as		Develop an ability to evaluate	
			pitch, duration (note length),	Identify silent beats in music	their own music and suggest	
			timbre, texture and dynamics	(rests) (Y3 L)	improvements (Y3 U)	
			can be combined and used			
			with expression (Y3 U)			
					Begin to develop active	
			Introduce the stave, lines and		listening skills and relate what	
			spaces, and use clef. Use		they hear to the inter-related	
			notation to show higher or		dimensions of music (Y3 L)	
			lower pitch (Y3 U)			
			Use appropriate musical			
			vocabulary with understanding			
			to describe music they are			
			listening to and begin to			
			identify different styles of			
			music (Y3 U)			
			Develop an ability to evaluate			
			their own music and suggest			
			improvements Y3 U)			
			Begin to develop active			
			listening skills and relate what			
			they hear to the inter-related			
			dimensions of music (Y3 L)			





V/4	AA	Automora 2	Continue 4.	Carrier 2:	S	C
Y4	Autumn 1: Folk Music	Autumn 2: Countdown to Christmas	Spring 1: Paint a Picture	Spring 2: Vikings	Summer 1: Adverts	Summer 2: Say Hello, Wave Goodbye
	FOIR WIUSIC	Countdown to christmas	Pailit a Picture	Vikings		Say Hello, wave doodbye
	Continue to sing a broad range of	Continue to sing a broad	Play and perform melodies	Improvise on a limited range	(Previously Tasty Tunes) Play and perform melodies	Continue to sing a broad range of
	unison songs with the range of an	range of unison songs with	following stave notation	of pitches on any melodic	following stave notation	unison songs with the range of an
	octave (Y4 P)	the range of an octave (Y4 P)	using a small range of notes	instrument, making use of	using a small range of notes	octave (Y4 P)
	octave (14 F)	the range of an octave (14 F)	(Y4 P)	staccato (detached) and	(Y4 P)	octave (14 F)
	Begin to sing repertoire with	Sing rounds and partner	(141)	legato (smooth)	(141)	Perform in a variety of settings with
	small and large leaps as well as a	songs in different time	Use music technology e.g.,	(Y4 C)	Perform in 2 or more parts	an awareness of occasion and
	simple second part to introduce	signatures (Y4 P)	keyboards, Garage Band,	(1.1.6)	from simple notation (Y4 P)	audience (Y4 P)
	vocal harmony (Y4 P)	l agracia de (· · ·)	electronic sounds when	Use the inter-related		,
	, , , , , , , , , , , , , , , , , , , ,	Perform in a variety of	composing (Y4 C)	dimensions of music when	Use music technology e.g.,	Use the inter-related dimensions of
	Perform in 2 or more parts from	settings with an awareness	,	composing music to create a	keyboards, Garage Band,	music when composing music to
	simple notation (Y4 P)	of occasion and audience (Y4	Begin to make decisions	specific mood (Y4 C)	electronic sounds when	create a specific mood (Y4 C)
	. ,	P)	about the overall structure of	. , ,	composing (Y4 C)	, , ,
	Combine known rhythmic		compositions (Y4 C)	Follow and perform simple		Introduce major and minor chords
	notation with letter names to	Perform in 2 or more parts		rhythmic notation to a	Begin to make decisions	and use technology to demonstrate
	create short (pentatonic) phrases	from simple notation (Y4 P)	Use the inter-related	steady beat (Y4 C)	about the overall structure of	e.g. interactive keyboard (Y4 U)
	using a limited range of 5 pitches		dimensions of music when		compositions (Y4 C)	
	(Y4 C)	Use rhythmic notation to	composing music to create a	Introduce major and minor		Identify chordal accompaniment
		transcribe simple words and	specific mood (Y4 C)	chords and use technology to	Combine known rhythmic	and melody understanding static
	Arrange individual notation cards	phrases (Y4 C)		demonstrate e.g interactive	notation with letter names to	and moving parts when listening
	of known note values (minim,		Include a range of different	keyboard (Y4 U)	create short (pentatonic)	(Y4 U)
	crotchet, quavers and crotchet	Introduce and understand	instruments to create small		phrases using a limited range	
	rests) to create 4 bar phrases	the relationship between	ensembles when composing	Identify chordal	of 5 pitches (Y4 C)	Introduce and understand the
	consisting of different note	minims, crotchets, paired	(Y4 C)	accompaniment and melody	Handle Calendaria	relationship between minims,
	values with 2, 3 or 4 beats per	quavers and rests (Y4 U)	Decard exective ideas using	understanding static and	Use the inter-related dimensions of music when	crotchets, paired quavers and rests
	bar (2/4, 3/4, 4/4) (Y4 C) Record creative ideas using	Identify and discuss the inter-	Record creative ideas using graphic symbols, rhythm	moving parts when listening (Y4 U)	composing music to create a	(Y4 U)
	graphic symbols, rhythm notation	related dimensions of music	notation and time signatures,	(14 0)	specific mood (Y4 C)	Copy short melodic phrases
	and time signatures, stave	when listening to a piece of	stave notation, technology	Introduce the term	specific filoda (14 c)	including those using the
	notation, technology (Y4 C)	music (Y4 L)	(Y4 C)	'chromatic' (Y4 U)	Include a range of different	pentatonic (Y4 L)
	notation, teermology (1-1 e)	masic (111 E)	(1.5)	Identify and discuss the inter-	instruments to create small	peritationie (1 1 2)
	Read and perform pitch notation		Identify and discuss the inter-	related dimensions of music	ensembles when composing	Identify and discuss the inter-
	within a defined range (octave)		related dimensions of music	when listening to a piece of	(Y4 C)	related dimensions of music when
	(Y4 C)		when listening to a piece of	music (Y4 L)	, ,,	listening to a piece of music (Y4 L)
	,		music (Y4 L)	,	Read and perform pitch	. ,
	Identify chordal accompaniment		, ,	Begin to identify key stylistic	notation within a defined	
	and melody understanding static		Listen to a broad range of	features within a genre of	range (octave) (Y4 C)	
	and moving parts when listening		music from different times	music (Y4 L)		
	(Y4 U)		and places (Y4 L)			
					Copy short melodic phrases	
	Copy short melodic phrases		Identify and name crotchet		including those using the	
	including those using the		and quavers in rhythmic		pentatonic (Y4 L)	
	pentatonic (Y4 L)		patterns			
			(Y4 L)			





Identify and discuss th	ne inter-		Identify and discuss the inter-	
related dimensions of	music		related dimensions of music	
when listening to a pie			when listening to a piece of	
	ece of		when listering to a piece of	
music (Y4 L)			music (Y4 L)	
Begin to identify key s	stylistic		Begin to identify key stylistic	
features within a genr	re of music		features within a genre of	
(Y4 L)			music (Y4 L)	
			, ,	
Begin to develop a chi	ronological			
understanding of diffe	erent styles			
understanding of diffe	erent styles			
of music (Y4 L)				
Listen to a broad rang	ge of music			
from different times a	and places			
(Y4 L)				





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Y5	Autumn 1:	Autumn 2:	Spring 1:	Spring 2: World Festivals	Summer 1:	Summer 2:
	Getting Loopy	Samba	Performance Poetry		Improvising Colours	Newsbeat
	Play melodies on tuned	Improvise freely over a	Sing a broad range of songs,	(Previously Gamelan) Sing a broad range of songs,	Play melodies on tuned	Perform simple, chordal
	percussion, melodic instruments	drone, developing a sense of	observe phrasing, accurate	observe phrasing, accurate	percussion, melodic	accompaniments to familiar songs
	or keyboards, following stave	shape and character using	pitching and appropriate	pitching and appropriate	instruments or keyboards,	– (3 chord songs) (Y5 P)
	notation written on one stave (Y5	tuned percussion and	style e.g. raps / chants (Y5 P)	style e.g. raps / chants (Y5 P)	following stave notation	- (3 chord soligs) (13 F)
	P)	melodic instruments (Y5 C)	style e.g. raps / chants (151)	Style e.g. raps / chants (151)	written on one stave (Y5 P)	Play melodies on tuned percussion,
	r)	melodic mstruments (13 c)	Improvise over a simple	Sing and play 3 part rounds,	written on one stave (13 F)	melodic instruments or keyboards,
	Improvise freely over a drone,	Introduce semibreves and	groove, responding to the	partner songs and songs with	Work in pairs to compose a	following stave notation written on
	developing a sense of shape and	semiguavers and understand	beat. Experiment with a	a verse and chorus from	short, structured piece e.g.	one stave (Y5 P)
	character using tuned percussion	the relationship between	wider range of dynamics (rap	different times and places	ternary form A B A (Y5 C)	Work in pairs to compose a short,
	and melodic instruments (Y5 C)	semibreves, minims,	/ beatbox) (Y5 C)	(Y5 P)	, , ,	structured piece e.g. ternary form A
		crotchets and crotchet rest,			Use chords to compose	B A (Y5 C)
	Improvise over a simple groove,	paired quavers and	Work in pairs to compose a	Perform simple, chordal	music to evoke a specific	
	responding to the beat.	semiquavers (Y5 U)	short, structured piece e.g.	accompaniments to familiar	atmosphere, mood or	Use chords to compose music to
	Experiment with a wider range of		ternary form A B A (Y5 C)	songs – (3 chord songs) (Y5	environment (Y5 C)	evoke a specific atmosphere, mood
	dynamics (rap / beatbox) (Y5 C)	Understand the difference		P)		or environment (Y5 C)
		between 2/4, 3/4 and 4/4	Use chords to compose		Introduce a major and minor	
	Work in pairs to compose a short,	time signatures (Y5 U)	music to evoke a specific	Play melodies on tuned	scale e.g. C major and A	Record creative ideas using graphic
	structured piece e.g. ternary		atmosphere, mood or	percussion, melodic	minor and identify which	symbols, rhythmic notation and
	form A B A (Y5 C)	Develop awareness of the	environment (Y5 C)	instruments or keyboards,	notes are different (Y5 U)	time signatures, stave notation and
	Has absenda to some one movel to	inter-related dimensions of	Davidas aversas af the	following stave notation	Davida a undanata a dia a af	technology – Garage Band (Y5 C)
	Use chords to compose music to evoke a specific atmosphere,	music and use the correct vocabulary in their responses	Develop awareness of the inter-related dimensions of	written on one stave (Y5 P)	Develop understanding of triads and play them on	Develop understanding of triads
	mood or environment (Y5 C)	(Y5 L)	music and use the correct	Compose over a pentatonic	tuned percussion, melodic	and play them on tuned percussion,
	mode of environment (13 c)	(13 L)	vocabulary in their responses	scale with a drone, ostinato	instruments or keyboards (Y5	melodic instruments or keyboards
	Record creative ideas using	Listen to music from	(Y5 L)	and melody (Y5 C)	U)	(Y5 U)
	graphic symbols, rhythmic	different times and places	(10 2)		-,	(12.2)
	notation and time signatures,	and identify their own	Listen to music from	Understand how triads are	Develop awareness of the	Develop awareness of the inter-
	stave notation and technology –	uniqueness (Y5 L)	different times and places	formed, and play them on	inter-related dimensions of	related dimensions of music and
	Garage Band (Y5 C)	. , ,	and identify their own	tuned percussion, melodic	music and use the correct	use the correct vocabulary in their
		Develop a cultural respect	uniqueness (Y5 L)	instruments or keyboards (Y5	vocabulary in their responses	responses (Y5 L)
	Recognise simple structures in	and celebrate differences in		U)	(Y5 L)	
	the music that is being	the music listened to (Y6 L)	Develop a cultural respect			Develop a cultural respect and
	performed / listened to e.g.		and celebrate differences in	Listen to music from	Recognise simple structures	celebrate differences in the music
	binary, ternary, verse / chorus etc		the music listened to (Y6 L)	different times and places	in the music that is being	listened to (Y6 L)
	(Y5 L)			and identify their own	performed / listened to e.g.	
	Be also a second filtration			uniqueness (Y5 L)	binary, ternary, verse /	
	Develop awareness of the inter-			Dovolon a cultural respect	chorus etc (Y5 L)	
	related dimensions of music and use the correct vocabulary in			Develop a cultural respect and celebrate differences in	Develop a cultural respect	
	their responses (Y5 L)			the music listened to (Y6 L)	and celebrate differences in	
	Develop a cultural respect and			the music listened to (10 L)	the music listened to (Y6 L)	
	celebrate differences in the				and made instance to (10 L)	
	music listened to (Y6 L)					





Y6	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
10	Codebreakers	Musical Recycling	Sounds of the Future	Stage and Screen	Your Song	Lights, Camera, Action
	Couchicakers	Widdled Recycling	Sounds of the Future	(Previously Getting the	Tour song	Lights, cumera, Action
				Maximum out of the		
				Minimum)		
	Play a melody following stave	Perform with control and	Compose a piece of music	Sing a broad range of songs	Perform with control and	Sing a broad range of songs
	notation written on one stave	sensitivity with some pupils	suitable for a particular	including those that include	sensitivity with some pupils	including those that include
	and accompany this same melody	leading and supporting	occasion (Y6 C)	syncopated rhythms from a	leading and supporting	syncopated rhythms from a variety
	and others using chords or a bass	others (Y6 P)		variety of times and places	others (Y6 P)	of times and places (Y6 P)
	line (Y6 P)		Identify how specific musical	(Y6 P)		
		Use prior music technology	techniques and devices		Create music with multiple	Continue to sing 3 and play 4 part
	Perform with control and	knowledge to source sounds	contribute to the impact of a	Continue to sing and play 3	sections that include	rounds (Y6 P)
	sensitivity with some pupils	for an intended effect and	piece (Y6 U)	/4 part rounds (Y6 P)	repetition and contrast (Y6 C)	
	leading and supporting others (Y6	use within a composition (Y6				Perform in large scale events to a
	P)	C)	Use appropriate musical	Play a melody following stave	Use chord changes as part of	wider audience, making the most of
	Commence medical maior maior	Canada and all discouring	vocabulary to explain choices	notation written on one	a sequence which may be	opportunities to work alongside
	Compose melodies using major or minor scales ie C major, G	Compose melodies using major or minor scales i.e. C	in composition (Y6 U)	stave and accompany this same melody and others	improvised (Y6 C)	professional musicians (Y6 P)
	major, A minor or E minor, these	major, G major, A minor or E	Discuss the features of a	using chords or a bass line	Compose an extended	Perform with control and sensitivity
	melodies can be enhanced with	minor, these melodies can be	piece of music which work	(Y6 P)	melodic phrase using the	with some pupils leading and
	chordal or rhythmic	enhanced with chordal or	together to reflect a mood,	(101)	learnt scale e.g. pentatonic /	supporting others (Y6 P)
	accompaniment (Y6 C)	rhythmic accompaniment (Y6	culture or sense of occasion	Perform with control and	blues scale (Y6 C)	supporting concret (101)
	, , , , , , , , , , , , , , , , , , , ,	c)	(Y6 U)	sensitivity with some pupils	,	Use prior music technology
	Create music with multiple	,	,	leading and supporting	Begin to identify melodies	knowledge to source sounds for an
	sections that include repetition	Create music with multiple	Listen to a diverse range of	others (Y6 P)	built around major and minor	intended effect and use within a
	and contrast (Y6 C)	sections that include	genres, styles and traditions		melodies and their	composition (Y6 C)
		repetition and contrast (Y6 C)	and identify stylistic features		associated keys (Y6 L)	
	Listen to music from different		(Y6 L)	Compose a melody to match		Use a variety of textures and
	times and places and identify	Compose a piece of music		a given lyric with sensitivity	Develop a cultural respect	timbres when arranging a
	their own uniqueness (Y6 L)	suitable for a particular	Develop a cultural respect	to stylistic features	and celebrate differences in	composition to show a specific
		occasion (Y6 C)	and celebrate differences in	(Y6 C)	the music listened to (Y6 L)	mood e.g. solos, small groups,
	Develop a cultural respect and	Star with fact words	the music listened to (Y6 L)			whole class (Y6 C)
	celebrate differences in the	Discuss the features of a		Understand semiquavers and		Foton discounting discounting
	music listened to (Y6 L)	piece of music which work together to reflect a mood,		minim rests and the relationship between		Extend improvised melodies beyond 8 beats (Y6 C)
	Listen to a diverse range of	culture or sense of occasion		semibreves, minims,		beyond a beats (10 C)
	genres, styles and traditions and	(Y6 U)		crotchets, quavers,		Compose a piece of music suitable
	identify stylistic features (Y6 L)	(,		semiquavers, crotchet, and		for a particular occasion
	, 50,	Present a well-formed		minim rests (Y6 U)		(Y6 C)
	Listen to a wide range of live and	opinion and show a				
	recorded musicians (Y6 L)	willingness to engage with		Discuss the features of a		Discuss the features of a piece of
	` '	alternative perspectives (Y6		piece of music which work		music which work together to
		U)		together to reflect a mood,		reflect a mood, culture or sense of
				culture or sense of occasion		occasion (Y6 U)
				(Y6 U)		



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		Listen to a diverse range of genres, styles and traditions	Present a well-formed opinion and show a willingness to engage with
		and identify stylistic features	alternative perspectives (Y6 U)
		(Y6 L)	Barra da la
		December of the second	Recognise syncopated rhythms (Y6
		Recognise syncopated rhythms (Y6 L)	L)