EYFS Development matters link	**EYFS – Autumn 1** Exploring sound	**EYFS – Autumn 2** Celebration music	**EYFS – Spring 1** Music and movement	**EYFS – Spring 2** Musical stories	**EYFS – Summer 1** Transport	**EYFS – Summer 2** Big band
	Objectives: • To explore using voices to make a variety of sounds • To explore how to use our bodies to make sound • To explore the sounds of different instruments • To identify sound in the environment and differentiate between them • To use voices to imitate nature sounds	**Objectives:** • To learn about music from another culture, particularly when related to the festival of Diwali • To respond to music with movement • To learn about music from another culture, particularly when related to the festival of Hanukkah. • To learn the names of some traditional Jewish musical instruments. • To play and move to traditional Jewish Hanukkah music. • To learn about music from another culture, particularly when related to the festival of Kwanzaa • To take part in a traditional call and response song • To find classroom objects to use as drums and play in response to African music • To learn about traditional Christmas music • To take part in a group song involving singing, voice sounds and playing instruments	**Objectives:** • To understand why songs have actions • To learn some simple Makaton signs to accompany a song • To explore beat through body movement • To express feelings and emotions through movement to music • To explore pitch and tempo through scarf dancing and body movement • To perform action songs to a small audience.	**Objectives:** • To listen to the lyrics and melody: "Teddy Bear's Picnic" by John Walter Bratton and Jimmy Kennedy and recall part of the story. • To move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece. • To talk about how a piece of music makes you feel. • To use actions to retell a story to music • To sing and perform a group song • To learn how instruments can represent a certain mood, character or action • To experiment with the sounds of different instruments • To create a musical story based upon a familiar routine • To use instruments to represent moods or actions • To play an instrument as part of a group story	**Objectives:** • To explore creating sound effects. • To explore making sounds at different speeds. • To explore moving to different tempos. • To interpret symbols to show a change in speed. • To interpret a simple score to show tempo changes.	**Objectives:** • To discuss what makes a musical instrument • To use recyclable materials to create a simple representation of a musical instrument • To learn what an orchestra is • To learn about the four different groups of musical instruments • To copy and follow a beat • To follow a beat using an untuned instrument • To experiment with playing tuned and untuned instruments • To play in time to familiar songs • To choose appropriate instruments to represent different parts of a song. • To perform a practised song to a small audience.

		• To sing and move to a Christmas song • To suggest appropriate actions to match song lyrics • To sing and move to Christmas songs				
Children in reception will be learning to: • Listen attentively, move to and talk about music, expressing their feelings and responses	**Listening and evaluating (oracy)** Listening appropriately to someone leading a short musical phrase, song or rhyme. Expressing different spontaneous emotional reactions to music, (smiling, movement, body language) Identifying and imitating sounds from a variety of music.	**Listening and evaluating (oracy)** Listening appropriately to someone leading a short musical phrase, song or rhyme. Exploring spontaneous movement with different parts of their body in response to music. Expressing different spontaneous emotional reactions to music, (smiling, movement, body language) Identifying and imitating sounds from a variety of music. Showing preferences for certain music or sounds. Listening to music from a wide variety of cultures and historical periods.	**Listening and evaluating (oracy)** Listening appropriately to someone leading a short musical phrase, song or rhyme. Exploring spontaneous movement with different parts of their body in response to music. Expressing different spontaneous emotional reactions to music, (smiling, movement, body language)	**Listening and evaluating (oracy)** Listening appropriately to someone leading a short musical phrase, song or rhyme. Considering whether background music and sound effects can enhance storytelling.	**Listening and evaluating (oracy)** Listening appropriately to someone leading a short musical phrase, song or rhyme.	**Listening and evaluating (oracy)** Listening appropriately to someone leading a short musical phrase, song or rhyme. Identifying and imitating sounds from a variety of music.

Children in reception will be learning to: • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Explore and engage in music making and dance, performing solo or in groups.	**Creating sound: improvising/composing** Singing short, rhythmic rhymes and songs. Using both speaking and singing voices. Unconsciously beginning to sing to the pulse of a song. Exploring vowel sounds through call and response activities. Exploring different ways of making sound with everyday objects and instruments. (Groups A, B and C.) Exploring different ways of holding a range of instruments. (Groups A, B and C.) Starting to show a preference for a dominant hand when playing instruments. (Groups A, B and C.) Using instruments to begin to follow a beat, with guidance. Finding a comfortable static position when playing instruments or singing. Exploring and imitating sounds from their	**Creating sound: improvising/composing** Singing short, rhythmic rhymes and songs. Unconsciously beginning to sing to the pulse of a song. Exploring vowel sounds through call and response activities. Exploring different ways of making sound with everyday objects and instruments. (Groups A, B and C.) Exploring different ways of holding a range of instruments. (Groups A, B and C.) Starting to show a preference for a dominant hand when playing instruments. (Groups A, B and C.) Using instruments expressively to music. (Group B.) Using instruments to begin to follow a beat, with guidance. Finding a comfortable static position when playing instruments or singing.	**Creating sound: improvising/composing** Singing short, rhythmic rhymes and songs. Unconsciously beginning to sing to the pulse of a song. Exploring and imitating sounds from their environment and in response to events in stories. Experimenting with creating sound in different ways using instruments, body percussion and voices. Playing sounds at the relevant point in a storytelling.	**Creating sound: improvising/composing** Exploring different ways of making sound with everyday objects and instruments. (Groups A, B and C.) Exploring different ways of holding a range of instruments. (Groups A, B and C.) Starting to show a preference for a dominant hand when playing instruments. (Groups A, B and C.) Using instruments expressively to music. (Group B.) Finding a comfortable static position when playing instruments or singing. Exploring and imitating sounds from their environment and in response to events in stories. Experimenting with creating sound in different ways using instruments, body percussion and voices. Selecting sounds that make them feel a certain way or remind them of something. Playing sounds at the relevant point in a storytelling.	**Creating sound: improvising/composing** Singing short, rhythmic rhymes and songs. Using both speaking and singing voices. Unconsciously beginning to sing to the pulse of a song. Exploring vowel sounds through call and response activities. Starting to show a preference for a dominant hand when playing instruments. (Groups A, B and C.) Using instruments to begin to follow a beat, with guidance. Finding a comfortable static position when playing instruments or singing.	**Creating sound: improvising/composing** Exploring different ways of holding a range of instruments. (Groups A, B and C.) Starting to show a preference for a dominant hand when playing instruments. (Groups A, B and C.) Using instruments expressively to music. (Group B.) Using instruments to begin to follow a beat, with guidance. Finding a comfortable static position when playing instruments or singing.

	environment and in response to events in stories. Experimenting with creating sound in different ways using instruments, body percussion and voices.	Selecting classroom objects to use as instruments.				
Children in reception will be learning to: • 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.	**Performing – singing and playing** Facing the audience when performing a nursery rhyme. Demonstrating being a good audience member, by looking, listening and maintaining attention.	**Performing – singing and playing** Facing the audience when performing. Performing actively as part of a group. Demonstrating being a good audience member, by looking, listening and maintaining attention.	**Performing – singing and playing – perform action songs to an audience** Beginning to say what they liked about others' performances. Facing the audience when performing. Spontaneously expressing feelings around performing. Performing actively as part of a group. Demonstrating being a good audience member, by looking, listening and maintaining attention.	**Performing – singing and playing** Beginning to say what they liked about others' performances. Facing the audience when performing. Performing actively as part of a group. Demonstrating being a good audience member, by looking, listening and maintaining attention.	**Performing – singing and playing** Facing the audience when performing. Performing actively as part of a group. Demonstrating being a good audience member, by looking, listening and maintaining attention.	**Performing – singing and playing** Beginning to say what they liked about others' performances. Facing the audience when performing. Spontaneously expressing feelings around performing. Performing actively as part of a group. Demonstrating being a good audience member, by looking, listening and maintaining attention.

	Notation Developing an awareness of high and low through pictorial representations of sound. Developing an awareness of how simple marks or objects can show single beats and single beat rests.	**Notation**	**Notation**	**Notation**	**Notation** Developing an awareness of how simple marks or objects can show single beats and single beat rests. Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.	**Notation** Developing an awareness of high and low through pictorial representations of sound. Developing an awareness of how simple marks or objects can show single beats and single beat rests. To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.

Year 1 – HT1 Keeping the pulse (My favourite things)	***Year 1 – HT2*** Tempo (snail and mouse)	***Year 1 – HT3*** Dynamics (seaside)	***Year 1 – HT4*** Pitch (superheroes)	***Year 1 – HT5*** Sound patterns (fairytales)	***Year 1 – HT6*** Musical symbols (under the sea)
Objectives: • To demonstrate an understanding of pulse using parts of the body. • To keep a pulse and show a sound pattern using bodies and voices. • To explore using a thinking voice to show the pulse. • To play short rhythms in time with the pulse.	**Objectives:** To use voices and bodies expressively, while exploring tempo. To practice a rhyme using fast and slow beats on instruments. To use voices to perform a song with a fast and slow beat. To use singing voices and an instrument to perform a song with a fast and slow beat. To demonstrate fast and slow beats within the context of a story.	**Objectives:** To understand how music can be used to represent an environment. To explore using instruments, body and voice to create a seaside soundscape. To identify how dynamics can reflect environments. To create and represent sounds using symbols.	**Objectives:** To identify high- and low-pitched sounds. To explore pitch by creating two-pitch patterns. To demonstrate tempo changes. To create a superhero theme tune with a variety in tempo and pitch. To perform a piece of superhero music showing a change of pitch and tempo.	**Objectives:** To explore and change dynamics using the voice. To experiment with creating different sounds using a single instrument. To read simple rhythmic patterns comprising of one beat sounds and one beat rests. To play sound patterns in time with the pulse using a visual stimulus. To show awareness of different roles when performing in a group performance.	**Objectives:** To explore tempo changes through movement. To explore how dynamics can be represented by different symbols. To interpret symbols to demonstrate a pitch pattern. To perform as part of a group to demonstrate dynamics, pitch and rhythm.
Listening and evaluating (oracy) Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Beginning to move in time with the beat of the music. Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated). Recognising simple patterns and repetition in pitch (e.g. do-re-mi). To recognise and name the following instruments: up to	**Listening and evaluating (oracy)** Recognising basic tempo changes. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group.	**Listening and evaluating (oracy)** Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Coordinating the speed of their movements to match the speed of the music (not the beat). Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy) Identifying some common instruments when listening to music.	**Listening and evaluating (oracy)** Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Coordinating the speed of their movements to match the speed of the music (not the beat). Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy). Recognising simple patterns and repetition in pitch (e.g. do-re-mi). Talking about the tempo of music using the vocabulary fast and slow.	**Listening and evaluating (oracy)** Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy). Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences (e.g., "It sounds like squelching mud"). Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated).	**Listening and evaluating (oracy)** Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Coordinating the speed of their movements to match the speed of the music (not the beat). Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy). Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences (e.g. "it sounds like squelching mud").

three instruments from Group A and B. Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.		Relating sounds in music to real-world experiences (eg. 'It sounds like squelching mud'). Talking about the tempo of music using the vocabulary fast and slow. Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. Talking about the pitch of music, using the vocabulary high and low. To recognise and name the following instruments: up to three instruments from Group A and B. Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent. Stating what they enjoyed about their peers' performances. Appreciating music from a wide variety of cultures and historical periods.	Talking about the pitch of music, using the vocabulary high and low. Stating what they enjoyed about their peers' performances	Stating what they enjoyed about their peers' performances.	Talking about the tempo of music using the vocabulary fast and slow. Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. Talking about the pitch of music, using the vocabulary high and low. Stating what they enjoyed about their peers' performances.
Creating sound: improvising/composing Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. Exploring changing their singing voice in different ways. Breathing at appropriate times when singing. Learning to use instruments to follow the beat, by first observing and then mimicking the teacher's modelling. Maintaining a comfortable position when sitting or	**Creating sound: improvising/composing** Combining instrumental and vocal sounds within a given structure. Beginning to make improvements to their work as suggested by the teacher. Using their voices expressively to speak and chant.	**Creating sound: improvising/composing** Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. Experimenting with creating different sounds using a single instrument. Experimenting with creating loud, soft, high and low sounds. Selecting objects and/or instruments to create sounds to represent a given idea or character. Developing an awareness of how sound is affected by the way an instrument is held. (Group A, B and C.)	**Creating sound: improvising/composing** Using instruments imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. Maintaining a comfortable position when sitting or standing to sing and play instruments. Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. Experimenting with creating different sounds using a single instrument.	**Creating sound: improvising/composing** Developing an awareness of how dynamics are affected by the force with which an instrument is played. Using instruments imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye coordination to play/hold instruments using both hands. Starting to understand how to produce different sounds on pitched instruments. Maintaining a comfortable position when sitting or standing to sing and play instruments.	**Creating sound: improvising/composing** Developing an awareness of how sound is affected by the way an instrument is held. Using instruments imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye coordination to play/hold instruments using both hands. Maintaining a comfortable position when sitting or standing to sing and play instruments. Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories.

standing to sing and play instruments. Improvising simple question and answer phrases, using untuned percussion or voices.		Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.) Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.) Maintaining a comfortable position when sitting or standing to sing and play instruments.	Experimenting with creating loud, soft, high and low sounds. Selecting objects and/or instruments to create sounds to represent a given idea or character. Playing and combining sounds under the direction of a leader (the teacher).	Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. Selecting objects and/or instruments to create sounds to represent a given idea or character. Playing and combining sounds under the direction of a leader (the teacher).	Experimenting with creating different sounds using a single instrument. Experimenting with creating loud, soft, high and low sounds. Selecting objects and/or instruments to create sounds to represent a given idea or character.
Performing – singing and playing Starting to maintain a steady beat throughout short performances. Keeping instruments still until their part in the performance. Performing actively as part of a group; keeping in time with the beat. Showing awareness of the leader, particularly when starting or ending a piece.	**Performing – singing and playing** Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Responding to simple musical instructions such as tempo changes. Competently singing songs with a very small pitch range (two notes that are different but close together).	**Performing – singing and playing** Offering positive feedback on others' performances. Showing awareness of the leader, particularly when starting or ending a piece.	**Performing – singing and playing** Offering positive feedback on others' performances. Keeping instruments still until their part in the performance. Showing awareness of the leader, particularly when starting or ending a piece.	**Performing – singing and playing** Offering positive feedback on others' performances. Keeping instruments still until their part in the performance.	**Performing – singing and playing** Offering positive feedback on others' performances. Showing awareness of the leader, particularly when starting or ending a piece.
Notation Reading different types of notation by moving eyes from left to right as sound occurs. Using pictorial representations to stay in time with the pulse when singing or playing. Confidently reading simple rhythmic patterns comprising of one beat sounds and one beat rests.	**Notation**	**Notation** Reading different types of notation by moving eyes from left to right as sound occurs.	**Notation** Reading different types of notation and understanding they are read by moving eyes from left to right as sound occurs. Recognising pitch patterns using dots.	**Notation**	**Notation** Reading different types of notation by moving eyes from left to right as sound occurs.

Year 2 – HT1 Call and response (animals)	**Year 2 – HT2** Contrasting dynamics (space)	**Year 2 – HT3** Instruments (musical storytelling)	**Year 2 – HT4** Singing (On this island)	**Year 2 – HT5** Structure (myths and legends)	**Year 2 – HT6** Pitch (Musical me)
Objectives: To create short sounds with varied dynamics that represent an animal. To copy a short sound pattern. To explore call and response using instruments. To create sound patterns based on call and response. To perform different sound patterns with contrasting dynamics.	**Objectives:** To create a simple soundscape using dynamic changes. To listen to music and respond creatively, considering how dynamics can be represented. To compare two pieces of music. To create a short pitch pattern to represent a planet. To perform a pitch pattern representing a planet, using vocal and instrumental sounds and changes in dynamics.	**Objectives:** To explore listening and analysing a piece of music in relation to a story. To explore how music and sound effects can tell a story. To select appropriate sounds to match events, characters and feelings in a story. To suggest appropriate sounds to represent parts of a story. To perform a composition showing changes in tempo and dynamics.	**Objectives:** To learn to sing a British folk song To practise and perform a song relating to the countryside / the city To create symbols to represent sounds. To develop and perform a musical composition.	**Objectives:** To read and clap a rhythm based on a phrase from a story. To hear, write and clap rhythms based on a phrase from a story. To use a rhythm in different ways to demonstrate structure. To create a structure using rhythmic patterns. To perform a group composition.	**Objectives:** To understand and practice reading different symbols to show pitch. To sing and draw pitch patterns. To read and understand the notation for the song 'Once a Man Fell in a Well.' To use a tuned percussion instrument to play a song. To complete the notation for a short song using a three-line stave.
Listening and evaluating (oracy) Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated). Stating what they enjoyed about their peers' performances. Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.	**Listening and evaluating (oracy)** Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences (e.g. 'It sounds like squelching mud'). Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated).	**Listening and evaluating (oracy)** Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. Identifying some common instruments when listening to music. Relating sounds in music to real-world experiences (eg. It sounds like squelching mud'). Talking about the tempo of music using the vocabulary fast and slow.	**Listening and evaluating (oracy)** Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Confidently moving in time with the beat of the music when modelled. Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. Identifying some common instruments when listening to music. Talking about the tempo of music using the vocabulary fast and slow. Talking about the dynamics of the music, using the vocabulary loud, quiet and silent.	**Listening and evaluating (oracy)** Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Confidently moving in time with the beat of the music when modelled. Beginning to keep movements to the beat of different speeds of music. Beginning to explain why the music is having a certain effect on them: this could be related to the music or related to a personal experience. Identifying some common instruments when listening to music. Stating what they enjoyed about their peers' performances.	**Listening and evaluating (oracy)** Recognising simple patterns and repetition in pitch (e.g. do-re-mi). Talking about the pitch of music, using the vocabulary high and low. Stating what they enjoyed about their peers' performances.

	Talking about the tempo of music using the vocabulary fast and slow. Talking about the dynamics of the music using the vocabulary loud, quiet and silent. Stating what they enjoyed about their peers' performances. Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent. Appreciating music from a wide variety of cultures and historical periods.	Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. Talking about the pitch of music, using the vocabulary high and low. Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. Stating what they enjoyed about their peers' performances. To recognise and name the following instruments: up to three instruments from Group A and B.	Talking about the pitch of music, using the vocabulary high and low. Stating what they enjoyed about their peers' performances. Appreciating music from a wide variety of cultures and historical periods.		
Creating sound: improvising/composing Breathing at appropriate times when singing. Singing a range of call and response chants, matching the dynamic and tempo they hear with accuracy. Singing part of a given song in their head (using their 'thinking voice'). Developing an awareness of how dynamics are affected by the force with which an instrument is played. Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. Maintaining a comfortable position when sitting or standing to sing and play instruments. Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories.	**Creating sound: improvising/composing** Using instruments imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye coordination to play/hold instruments using both hands. Starting to understand how to produce different sounds on pitched instruments. Maintaining a comfortable position when sitting or standing to sing and play instruments. Improvising simple question and answer phrases, using untuned percussion or voices. Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.	**Creating sound: improvising/composing** Developing an awareness of how dynamics are affected by the force with which an instrument is played. Using instruments imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. Starting to understand how to produce different sounds on pitched instruments. Maintaining a comfortable position when sitting or standing to sing and play instruments. Creating sound responses to a variety of physical stimuli such as nature, artwork and stories. Experimenting with adapting rhythmic patterns by changing	**Creating sound: improvising/composing** Singing simple songs, chants and rhymes from memory. Practising singing songs with a wider pitch range (e.g pentatonic melodies) which is gradually getting higher or lower. Breathing at appropriate times when singing. Singing part of a given song in their head (using their "thinking voice"). Using instruments imaginatively to create soundscapes which convey a sense of place. Maintaining a comfortable position when sitting or standing to sing and play instruments. Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.	**Creating sound: improvising/composing** Using instruments imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye coordination to play/hold instruments using both hands. Starting to understand how to produce different sounds on tuned instruments. Maintaining a comfortable position when sitting or standing to sing and play instruments. Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.	**Creating sound: improvising/composing** Singing simple songs, chants and rhymes from memory. Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together). Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. Breathing at appropriate times when singing. Singing part of a given song in their head (using their 'thinking voice'). Developing an awareness of how sound is affected by the way an instrument is held (Group A, B and C). Learning to use instruments to follow the beat, by first observing and then mimicking the teacher's modelling.

Improvising simple question and answer phrases, using untuned percussion or voices. Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.	Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories.	either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.	Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.		Starting to understand how to produce different sounds on pitched instruments (Group C). Maintaining a comfortable position when sitting or standing to sing and play instruments.
Performing – singing and playing Offering positive feedback on others' performances. Starting to maintain a steady beat throughout short singing performances. Standing or sitting appropriately when performing or waiting to perform. Performing actively as a group, clearly keeping in time with the beat.	**Performing – singing and playing** Offering positive feedback on others' performances. Beginning to acknowledge their own feelings around performance	**Performing – singing and playing**	**Performing – singing and playing** Offering positive feedback on others' performances. Standing or sitting appropriately when performing or waiting to perform. Beginning to acknowledge their own feelings around performance. Following a leader to start and end a piece appropriately. **Performance experience to a wider audience (singing assembly)**	**Performing – singing and playing** Offering positive feedback on others' performances. Starting to maintain a steady beat throughout short performances. Standing or sitting appropriately when performing or waiting to perform. Following a leader to start and end a piece appropriately.	**Performing – singing and playing** Offering positive feedback on others' performances. Beginning to acknowledge their own feelings around performance. Standing or sitting appropriately when performing or waiting to perform. **Performance experience to a wider audience (singing assembly)**
Notation	**Notation** Reading different types of notation by moving eyes from left to right as sound occurs. Confidently reading simple rhythmic patterns comprising of one-beat sounds and one-beat rests.	**Notation**	**Notation** Reading different types of notation are read by moving eyes from left to right as sound occurs.	**Notation** Reading different types of notation by moving eyes from left to right as sound occurs. Using pictorial representations to stay in time with the pulse when singing or playing. Beginning to read simple rhythmic patterns which include paired half beats (quavers).	**Notation** Reading different types of notation by moving eyes from left to right as sound occurs. Using a simplified version of a stave (three lines) to notate known musical phrases (of two pitches).

Year 3 – HT1 Creating compositions in response to an animation (mountains)	Year 3 – HT2 Developing singing technique (Vikings)	Year 3 – HT3 Pentatonic melodies and composition (Chinese new year)	Year 3 – HT4+5 Recorders	Year 3 – HT6 Traditional instruments and improvisation (India)
Objectives: To tell a story from a piece of music through movement. To create a soundscape using percussion instruments. To create a range of sounds to accompany a story. To compose and perform a rhythm to accompany a story. To compose and notate a short melody to accompany a story.	**Objectives:** To sing in time with others. To recognise simple rhythmic notation by ear and by sight. To use simple rhythmic notation to compose a Viking battle song To perform music with confidence and discipline.	**Objectives:** To learn about the music used to celebrate the Chinese New Year festival. To play a pentatonic melody on a tuned percussion instrument. To write and perform a pentatonic melody. To perform a group composition.	**Objectives:** To know how to hold a recorder To be able to play basic notes with accuracy To read and interpret simple notation To play simple tunes from notation To develop listening and ensemble skills when playing as a group To evaluate and improve performance	**Objectives:** To form an opinion of Indian music. To be able to improvise using given notes. To create a piece of music using a drone, rag and tal. To perform a piece of music using musical notation.
Listening and evaluating (oracy) Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.	**Listening and evaluating (oracy)** Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.	**Listening and evaluating (oracy)** Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic and textural details of a piece of music, both verbally and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.	**Listening and evaluating (oracy)** Listen to themselves and others and make suggestions and improvements. Copy back phrases, keeping to the correct beat and pattern. Beginning to show an awareness of metre.	**Listening and evaluating (oracy)** Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. Explaining their preferences for a piece of music using musical vocabulary.
Creating sound: improvising/composing Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).	**Creating sound: improvising/composing** Composing a piece of music in a given style with voices and instruments.	**Creating sound: improvising/composing** Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).	**Creating sound: improvising/composing** Copy and improvise simple phrases. Have a basic understanding of the building blocks of music – pulse/beat, rhythm, pitch, tempo and dynamics.	**Creating sound: improvising/composing** Composing a piece of music in a given style with voices and instruments.

Suggesting and implementing improvements to their own work, using musical vocabulary.	Combining melodies and rhythms to compose a multi-layered composition in a given style.		Perform their own composition using the notes that have been taught. Compose a simple melody in response to a musical stimulus. Use a simple structure when composing. Create and perform their own rhythmic patterns.	
Performing – singing and playing Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Explaining their preferences for a piece of music using musical vocabulary. Offering constructive feedback on others' performances.	**Performing – singing and playing** Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Offering constructive feedback on others' performances	**Performing – singing and playing** Suggesting and implementing improvements to their own work, using musical vocabulary. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Offering constructive feedback on others' performances. **Performance experience to a wider audience (singing assembly)**	**Performing – singing and playing** Play a range of pieces from memory and simple notation. Be able to play up to three notes with a good sound. Sing a range of pieces from memory before learning and performing on the recorder. Sit or stand with correct posture **Performance experience to a wider audience (singing assembly)**	**Performing – singing and playing** Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Offering constructive feedback on others' performances.
Notation Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.	**Notation** Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology.	**Notation** Using letter name and rhythmic notation (graphic or staff) and key musical vocabulary to label and record their compositions. Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.	**Notation** Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.	**Notation** Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.

Year 4 – HT1 Jazz Year 3 Unit	Year 4 – HT2 Musical contexts unit: WW2	Year 4 – HT3 Body and tuned percussion (Rainforests)	Year 4 – HT4 English National Opera Finish this Composition	Year 4 – HT5 Minotaur production	Year 4 – HT6 Changes in pitch, tempo and dynamics (Rivers)
Objectives: To sing and clap a syncopated rhythm for a ragtime-style song. To improvise a call and response. To be able to scat sing using the call and response format. To create a jazz motif. To adapt a familiar tune using jazz rhythms.	**Objectives:** **Needs to be completed (look at previous planning)**	**Objectives:** To identify structure and texture in music. To use body percussion To create musical rhythms using body percussion. To create simple tunes. To build and improve a composition.	**Objectives:** **Needs to be completed (look at planning)**	**Objectives:** To develop confidence in performing in front of an audience. Explore musical and rhythmic elements through singing Use imagination to bring the story to life through performance Work cooperatively with peers during rehearsals	**Objectives:** To sing in two parts using expression and dynamics. To recognise key elements of music. To perform a vocal ostinato. To improve and perform a piece of music based around ostinatos.
Listening and evaluating (oracy) Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Understanding that music from different parts of the world, and different times, has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Beginning to show an awareness of metre. Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work. Explaining their preferences for a piece of music using musical vocabulary. Understanding that music from different times has different features.	**Listening and evaluating (oracy)** Listen to a range of musical pieces from 1940s. Discuss characteristics of music, identifying instruments. Make comparisons to other types of music, including modern styles.	**Listening and evaluating (oracy)** Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary when discussing improvements to their own and others' work.	**Listening and evaluating (oracy)** Listen to a stimulus pieces of music to inspire ideas for composition. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Explaining their preferences for a piece of music using musical vocabulary.	**Listening and evaluating (oracy)** Listen to the structure of the songs and identify repeating sections Listen for accuracy when singing in ensemble.	**Listening and evaluating (oracy)** Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary when discussing improvements to their own and others' work. Explaining their preferences for a piece of music using musical vocabulary.

Creating sound: improvising/composing Composing a piece of music in a given style with voices and instruments. Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Beginning to improvise musically within a given style using their voice.	**Creating sound: improvising/composing** Improvising and composing dance based on Lindyhop-style music *PE link	**Creating sound: improvising/composing** Composing a coherent piece of music in a given style with voices, bodies and instruments. Developing melodies using rhythmic variation, transposition, inversion, and looping. Creating a piece of music with at least four different layers and a clear structure. Beginning to improvise musically within a given style.	**Creating sound: improvising/composing** Using a given theme, try out different ideas for sounds and vocal performance. Use own ideas to create graphic scores around a theme. Work collaboratively to compose a section of music.	**Creating sound: improvising/composing** Create appropriate sounds using props to add timbre to songs. Develop improvising skills in unexpected situations: adapting to others, creative problem solving and staying in character	**Creating sound: improvising/composing** Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion and looping.
Performing – singing and playing Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Offering constructive feedback on others' performances	**Performing – singing and playing** Understand the various styles of singing used in correlation to the styles of song. Discuss how the song connects to the world and its relevant culture. WWII Class assembly. **Performance experience to a wider audience (singing assembly)**	**Performing – singing and playing** Play in time with peers with accuracy and awareness of their part in the group performance.	**Performing – singing and playing** Children select appropriate instrument to play the music based on their graphic scores. Learn and rehearse a performance. Sing 'in time' according to composition	**Performing – singing and playing** Children should try to use excellent singing technique: clear tone, breathing correctly, pitch accuracy, diction and dynamic control Children will develop musical awareness: keeping in time with others, following a melody and listening to others Show expression in singing Develop performance skills to an audience: maintaining focus, using the performance space effectively and confidence **Performance experience to a wider audience**	**Performing – singing and playing** Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Singing and playing in time with peers with accuracy and awareness of their part in the group performance.
Notation Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. Performing from basic staff notation, incorporating rhythm and pitch and identifying notation symbols using musical terminology.	**Notation**	**Notation** Performing from basic staff notation, incorporating rhythm and pitch and identifying notation symbols using musical terminology.	**Notation** Use graphic scores to represent musical ideas. Use graphic scores to explore sound textures, dynamics and structure of composed pieces.	**Notation**	**Notation** Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.

Year 5 – HT1 Adapting and transposing motifs (Romans) Y4 unit	Year 5 – HT2 Looping and remixing	Year 5 – HT3 Ukelele	Year 5 – HT4 Samba and carnival sounds (South America) Y4 unit	Year 5 – HT5 African Drumming	Year 5 – HT6 Musical Theatre
Objectives: To sing in tune and in time To understand what a musical motif is. To compose and notate a motif. To combine and perform different versions of a musical motif.	**Objectives:** To play a simple looped rhythm from notation. To explore how sound can be layered using loops. To play a melody line accurately and fluently. To select a section of a tune and perform it as a loop To combine loops to create a remix	**Objectives** To develop good playing technique: holding the instrument correctly, downward strumming stroke To name the different parts of the instrument. To be able make simple chords using chord charts To play as an ensemble.	**Objectives:** To recognise and identify the main features of samba music. To understand and play syncopated rhythms. To play syncopated rhythms as part of a group. To compose a basic rhythmic break. To perform rhythmic breaks within a samba piece.	**Objectives** Be comfortable with the playing position Understand the cultural and social influence of the Djembe drums Produce open and bass tones Understand how to use body percussion to imitate these sounds Understand music grids with high and low notations	**Objectives:** To understand the history of musical theatre. To identify character songs and action songs. To create, rehearse and perform a musical theatre scene.
Listening and evaluating (oracy) Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. Suggesting improvements to others work, using musical vocabulary.	Listening and evaluating (oracy) Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.	Listening and evaluating (oracy) Listen and appraise music which includes a ukelele Comparing, discussing and evaluating music using detailed musical vocabulary. Listen to specific musical elements (tempo) and evaluate the effect it has on the whole piece.	Listening and evaluating (oracy) Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Using musical vocabulary to discuss the purpose of a piece of music. Suggesting improvements to others' work, using musical vocabulary.	Listening and evaluating (oracy) Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Suggesting improvements to others' work, using musical vocabulary.	Listening and evaluating (oracy) Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work. Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.

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Creating sound: improvising/composing Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion, and looping.	**Creating sound: improvising/composing** Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Improvising coherently within a given style. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.	**Creating sound: improvising/composing** Improvise with tempo to change the mood of the piece of music. Experiment with up and down strokes to match certain rhythms in the songs.	**Creating sound: improvising/composing** Beginning to improvise musically within a given style. Creating a piece of music with at least four different layers and a clear structure.	**Creating sound: improvising/composing** Beginning to improvise musically within a given style. Creating a piece of music with at least four different layers and a clear structure working within a group.	**Creating sound: improvising/composing** Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).
Performing – singing and playing Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.	**Performing – singing and playing** Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.	**Performing – singing and playing** Demonstrate good playing technique whilst playing as a group: pressing the strings firmly and accurately and changing the chords smoothly Have a good musical awareness: keeping in time with others, following performance cues Coordinating singing and playing whilst maintaining pulse and rhythm **Performance experience to a wider audience (singing assembly)**	**Performing – singing and playing** Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing syncopated rhythms with accuracy, control and fluency. **Performance experience to a wider audience (singing assembly)**	**Performing – singing and playing** Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing syncopated rhythms with accuracy, control and fluency.	**Performing – singing and playing** Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. **Performance experience to a wider audience (singing assembly)**
Notation Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.	**Notation** Performing with accuracy and fluency from graphic and simple staff notation.	**Notation** Understanding chord charts to perform chords with accuracy	**Notation**	**Notation** Composing their own music grid to record ideas Interpreting music grids to play rhythms	**Notation**

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Year 6 – HT1 **Dynamics pitch and texture** **Anglo-Saxon and Viking unit**	Year 6 – HT2 **Blues** **Year 5 unit**	Year 6 HT3/4 **Film music**	Year 6 – HT5 **Composition notation (Ancient Egypt)** **Y5 unit**	Year 6 – HT6 Year 6 End of Year Production
Objectives: To appraise the work of a classical composer (Mozart, Vivaldi, Catalina Vicens organ music, Sibelius, Wagner, Greig, Britten) To improvise as a group, using dynamics and pitch, pulse, rhythm, melody To improvise as a group using texture. To use knowledge of dynamics, texture and pitch to create a group composition. To use texture to create a group composition featuring changes in texture, dynamics and pitch.	**Objectives:** To know the features of blues music. To play the first line of the 12-bar blues. To be able to play the blues scale on a tuned instrument. To be able to improvise with notes from the blues scale.	**Objectives:** To appraise different musical features in a variety of film contexts. To identify and understand some composing techniques in film music. To use graphic scores to interpret different emotions in film music. To create and notate musical ideas and relate them to film music To play a sequence of musical ideas to convey emotion.	**Objectives:** To sing with accuracy, fluency, control and expression. To explore and use different forms of notation. To understand note length To read simple pitch notation To use hieroglyphs and stave notation to write a piece of music	**Objectives:** To perform with confidence in front of an audience. Explore musical and rhythmic elements through singing to improve the quality of singing Make choices to bring the story to life through performance Work cooperatively with peers during rehearsals
Listening and evaluating (oracy) Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Using musical vocabulary correctly when describing and evaluating the features of a piece of music. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. Constructively critiquing their own and others' work, using musical vocabulary.	**Listening and evaluating (oracy)** Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Suggesting and demonstrating improvements to own and others' work. Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary. Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. Using musical vocabulary to offer constructive and precise feedback on others' performances.	**Listening and evaluating (oracy)** Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work Constructively critique their own and others' work, using musical vocabulary.	**Listening and evaluating (oracy)** Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work.	**Listening and evaluating (oracy)** Listen to the structure of the songs and identify repeating sections Listen for accuracy when singing in ensemble. Listening for timing and rhythm to notice change in pace, tone or dynamics during songs or scenes.

		Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.		
Creating sound: improvising/composing Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices and bodies. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.	**Creating sound: improvising/composing** Improvising coherently within a given style. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.	**Creating sound: improvising/composing** Improvising coherently and creatively within a given style, incorporating given features.	**Creating sound: improvising/composing** Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Improvising coherently within a given style. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.	**Creating sound: improvising/composing** Create appropriate sounds using props to add timbre to songs. Develop improvising skills in unexpected situations: adapting to others, creative problem solving and staying in character
Performing – singing and playing Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions.	**Performing – singing and playing** Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.	**Performing – singing and playing** Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group. Performing with accuracy and fluency from graphic and staff notation and from their own notation. **Performance experience to a wider audience (singing assembly)**	**Performing – singing and playing** Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.	**Performing – singing and playing** Children should try to use excellent singing technique: clear tone, breathing correctly, pitch accuracy, diction and dynamic control Children will develop musical awareness: keeping in time with others, following a melody and listening to others Show expression in singing Develop performance skills to an audience: maintaining focus, using the performance space effectively and confidence **Performance experience to a wider audience**
Notation Recording own composition using appropriate forms of notation and/or technology.	**Notation** Using staff notation to record rhythms and melodies. Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.	**Notation** Recording own composition using appropriate forms of notation and/or technology.	**Notation** Using staff notation to record rhythms and melodies. Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.	**Notation**