



**Key**

**Black - Name of unit**

**Purple - NC Objective**

**Red - NC Expectation/Outcome**

*Italics - Year-group performance/extras*

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>EFYS</b> (Expressive Arts and Design - expectation taken from progression of skills document)</p> <p><b>ELG: Being Imaginative and Expressive Children at the expected level of development will: - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</b></p>	<p><b>Instrumental Music &amp; Performance</b></p> <p><b>Singing</b></p> <p><b>Listening &amp; Appraising</b> Children can sing in a group, trying to keep in time. Children can sing in a group, trying to match pitch and melody. Children respond to music.</p>	<p><b>Singing</b></p> <p><b>Listening &amp; Appraising:</b></p> <p><b>Nativity rehearsals</b> Children can sing in a group, trying to keep in time. Children respond to music.</p>	<p><b>Instrumental Music &amp; Performance</b></p> <p><b>Musical Knowledge</b></p> <p><b>Instrumental Music &amp; Performance</b> Children explore instruments and begin to name them.</p> <p>Children select their own instrument &amp; play in time to music</p> <p>Children are able to name a wide variety of instruments.</p>	<p><b>Listening &amp; Appraising</b> Children can talk about how the music makes them feel.</p> <p>Children understand emotions through music and can identify them.</p>	<p><b>Notation &amp; Composition</b> Children are beginning to write their own compositions using symbols, pictures or patterns.</p>	<p><b>Notation &amp; Composition</b> Children can write four bars (grid squares) of music using 1, 2, 3 or 4 - graphic notation and play these accurately on a drum or non-pitched hand percussion instrument.</p>



<p>Year 1</p>	<p><b>Revision term: Musical Knowledge:</b>                  Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p>Y2: Children can explain what dynamics are and understand the Italian meaning                  Y2: Children can name musical symbols and words and start to associate meanings to them.</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li>❖ <i>Pulse</i></li> <li>❖ <i>Rhythm</i></li> <li>❖ <i>Pitch</i></li> <li>❖ <i>Duration</i></li> <li>❖ <i>Tempo</i></li> <li>❖ <i>Beat</i></li> <li>❖ <i>crotchet</i></li> <li>❖ <i>quaver</i></li> <li>❖ <i>minim</i></li> <li>❖ <i>semibreve</i></li> <li>❖ <i>Rest</i></li> </ul>	<p><b>Revision term Musical Knowledge:</b>                  Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p>Y2: Children can explain what dynamics are and understand the Italian meaning                  Y2: Children can name musical symbols and words and start to associate meanings to them.</p> <p><b>Performance: Christingle - Singing</b>                  Use their voices expressively and creatively by singing songs and speaking chants and rhymes.                  Children perform in front of an audience:</p>	<p><b>Instrumental Music &amp; Performance: Ocarinas: Recap ocarina notes &amp; learn. L1 &amp; 2; 6, 7</b>                  Play tuned and untuned instruments musically.</p> <p>Children can hold an ocarina correctly and play the first five notes accurately with good technique                  Children can play the ocarina in time to a backing track while following the music                  Children perform in front of an audience.</p> <p><b>Listening &amp; Appraising:</b>                  Listen with concentration and understanding to a range of high-quality live and recorded music.                  Y2: Children can use basic vocabulary when explaining</p>	<p><b>Instrumental Music &amp; Performance: Ocarinas L8 - 11</b>                  Play tuned and untuned instruments musically.</p> <p>Children can hold an ocarina correctly and play the first five notes accurately with good technique                  Children can play the ocarina in time to a backing track while following the music                  Children perform in front of an audience.</p> <p><b>Listening &amp; Appraising:</b>                  Listen with concentration and understanding to a range of high-quality live and recorded music.                  Y2: Children can use basic vocabulary when explaining whether they like or dislike a piece of music                  Y2: Children can improve their own and others' performances posture or a</p>	<p><b>Notation &amp; Composition</b>                  Use their voices expressively and creatively by singing songs and speaking chants and rhymes.                  Play tuned and untuned instruments musically (Glockenspiels).                  Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p>Y2: Children can compose a basic 4 - 8-bar rhythm using a single-line staff.</p>	<p><b>Notation &amp; Composition</b>                  Experiment with, create, select and combine sounds using the interrelated dimensions of music.                  Y2: Children can compose a basic 4 - 8-bar rhythm using a single-line staff and play it on an instrument.</p> <p><b>Listen, appraise, perform, sing for Summer Soiree</b>                  Use their voices expressively and creatively by singing songs.                  Children to use their singing knowledge from the past year to sing a song.</p>
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			<p>whether they like or dislike a piece of music                  Y2: Children can improve their own and others' performances posture or a technique using their speaking and listening skills.</p>	<p>technique using their speaking and listening skills.</p> <p><b>Performance</b>                  Children can play the ocarina to an audience.</p>		
<p>Year 2                  (Year A)</p>	<p><b>Revision &amp; Learn Term Musical Knowledge</b>                  Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p>Y1: Children can name simple musical symbols and words with some degree of meaning.</p> <p><b>Singing:</b>                  Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Y1: Children can sing in unison and can understand how to incorporate Italian terms for speed (tempo) and soft to loud (dynamics).</p>	<p><b>Instrumental Music &amp; Performance: Ocarinas L1 - 4</b>                  Play tuned and untuned instruments musically.</p> <p>Children can hold an ocarina correctly and play the first five notes accurately with good technique                  Children can play the ocarina in time to a backing track while following the music                  Children perform in front of an audience.</p> <p><b>Listening &amp; Appraising:</b></p>	<p><b>Instrumental Music &amp; Performance: Ocarinas L5 - 8</b>                  Play tuned and untuned instruments musically.</p> <p>Children can hold an ocarina correctly and play the first five notes accurately with good technique                  Children can play the ocarina in time to a backing track while following the music                  Children perform in front of an audience.</p> <p><b>Listening &amp; Appraising</b>                  Listen with concentration and understanding to a range of high-quality</p>	<p><b>Notation &amp; Composition</b>                  Experiment with, create, select and combine sounds using the interrelated dimensions of music.                  Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Y1: Children can clap and play crotchets, quavers and rests.</p> <p>Graphic notation &amp; recognition of already-learned notes and their values.</p>	<p><b>Notation &amp; Composition Notation &amp; Composition</b>                  Experiment with, create, select and combine sounds using the interrelated dimensions of music.                  Y1: Children can compose and perform a basic 4-bar rhythm, using a single-line staff accurately, using crotchets, quavers and their relevant rests on the ocarina.</p> <p>Challenge: Write a class-discussed simple melody, using the ocarina notes, to the rhythm already written.</p> <p><b>Listen, appraise, perform, sing for</b></p>	



			<p>Y1: Children can improve their own performance and posture using their speaking and listening skills. Listen to music &amp; appraise music through mind map/art.</p>	<p>live and recorded music Y1: Children can improve their own performance and posture using their speaking and listening skills.</p>		<p>Use their voices expressively and creatively by singing songs. <i>Summer Soiree:</i> Children to use their knowledge from the past year of tempo and dynamics to sing a song as a KS1 choir - e.g. 'Zipadee Doo Dah'.</p>
<p>Year 3/4 (Year A)</p>	<p><b>Diwali performance Instrumental Music &amp; Performance</b> Children can perform to an audience with confidence and a sense of purpose.</p> <p><b>Singing:</b> Play and perform in solo and ensemble contexts, using their voices.</p> <p>Y3: Children can use their voice to sing with expression and understand the</p>	<p><b>Revision term Musical Knowledge &amp; Listening &amp; Appraising Musical Knowledge:</b></p> <p>Y3: Children can read the symbols for dynamics and understand their meaning Y3: Children can name musical instruments they see and hear Y3: Children can name musical symbols and words and give a meaning to them.</p>	<p><b>Instrumental Music &amp; Performance: Glockenspiels.</b> Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p>Children can correctly hold a beater for a glockenspiel, using a good technique</p>	<p><b>Instrumental Music &amp; Performance: Glockenspiels.</b> Play tuned and untuned instruments musically. Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p> <p>Children to learn to accompany a piece of music, using ostinato.</p> <p><b>Listening &amp; Appraising</b> Y3: Children can</p>	<p><b>Notation &amp; Composition</b> Improvise and compose music for a range of purposes using the interrelated dimensions of music use and understand staff and other musical notations.</p> <p>Children can clap and play crotchets, quavers, minims and semibreves and their related rests accurately and can understand the Italian names of the notes and their values Y3: Children can compose and</p>	<p><b>Notation &amp; Composition</b> Improvise and compose music for a range of purposes using the interrelated dimensions of music use and understand staff and other musical notations.</p> <p>Y3: Children can read and write notes using the treble clef to create an extension of the 4-bar melody into an 8-bar melody. Y3: Children can read and write notes using the treble clef.</p>




	<p>importance of good structure.</p>	<p><b>Listening and Appraising</b>                  Performance singing (+ *Diwali performance)                  To sing and play musically with increasing confidence and control.                  Play and perform in solo and ensemble contexts, using their voices.</p> <p>Y3: Children can improve and others' performances, posture and technique and listening skills                  Y3: Children can use musical vocabulary when explaining why they like or dislike a piece of music.</p>	<p>Children can play an octave scale - C major and can play the glockenspiel accompanying a backing track or live music.</p>	<p>improve and others' performances, posture and technique and listening skills                  Y3: Children can use musical vocabulary when explaining why they like or dislike a piece of music.</p>	<p>perform a 4-bar melody using a single-line staff or graphic notation grid.</p>	
<p>Year 3/4 (Year B)</p>	<p><b>Diwali performance Instrumental Music &amp; Performance</b>                  Children can perform to an audience with</p>	<p><b>Revision term Musical Knowledge &amp; Listening &amp; Appraising</b>                  Use their voices and playing musical</p>	<p><b>Instrumental Music &amp; Performance: Glockenspiels.</b>                  Play and perform in solo and ensemble</p>	<p><b>Performance: Glockenspiels.</b>                  Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency,</p>	<p><b>Listen &amp; Appraise: Rhythm</b>                  Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.</p>	



	<p>confidence and a sense of purpose.</p> <p><b>Singing:</b> Play and perform in solo and ensemble contexts, using their voices.</p> <p>Y3: Children can use their voice to sing with expression and understand the importance of good structure.</p> <p><b>Performance singing (+ *Diwali performance)</b></p>	<p>instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations.</p> <p>Y3: Children can read the symbols for dynamics and understand their meaning Y3: Children can name musical instruments they see and hear Y3: Children can name musical symbols and words and give a meaning to them.</p> <p><b>Listening and Appraising</b></p> <p>To sing and play musically with increasing confidence and control. Play and perform in solo and ensemble contexts, using their voices.</p>	<p>contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Y4: Children are starting to use the musical language when discussing music Y4: Children can name and remember at least five key facts about a musical composer they have studied this year Y4: Children can name musical instruments of an orchestra and can explain how they produce their sound Y4: Children are starting to use musical language as they discuss music. <i>Use and understand staff and other musical notations.</i></p>	<p>control and expression.</p> <p>Y4: Children are starting to use the musical language when discussing music Y4: Children can name musical <b>instruments of an orchestra</b> and can explain how they produce their sound. Y4: Children are starting to use musical language as they discuss music.</p>	<p>Around the world - music from around the world and their rhythms. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions. Y4: Children can use basic musical vocabulary when explaining why they like or dislike a piece of music linked to the musical elements Y4: Children can improve their own and others' performances, posture and technique using their speaking and listening skills. Y4: Children can name and remember at least five key facts about a musical composer they have studied this year</p> <p><b>Listen &amp; Appraise: Composers</b> Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.</p> <p><b>Musical History</b> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.</p>
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		<p>Y3: Children can improve and others' performances, posture and technique and listening skills</p> <p>Y3: Children can use musical vocabulary when explaining why they like or dislike a piece of music.</p>			<p>Y4 Children can gain a knowledge of the periods of music, from Medieval to Modern Day, understanding the style of music written and the instruments used.</p>  <p><b>Composers</b> - Medieval, Renaissance, Classical</p> <p><b>Listen &amp; Appraise</b> Research &amp; make a booklet using periods of music, from Baroque to Modern + Musicals.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.</p> <p>Y4: Children can use basic musical vocabulary when explaining why they like or dislike a piece of music linked to the musical elements</p> <p>Y4: Children can improve their own and others' performances, posture and technique using their speaking and listening skills.</p>	
<p>Year 5/6 (Year A)</p>	<p><b>Revision Term: Notation &amp; Composition</b> Use and understand staff and other musical notations.</p> <p>Children can read and write notes using the</p>	<p><b>Revision Term: Notation &amp; Composition</b> Use and understand staff and other musical notations.</p> <p>Children can read and write notes using the</p>	<p><b>Composition</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and</p>	<p><b>Composition</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and</p>	<p><b>Instruments of the orchestra</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency,</p>	<p><b>Instrumental Music &amp; Performance</b> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing</p>




	<p>treble clef with greater fluency Children can clap and play crotchets, quavers, minims, dotted minims semibreves and semiquavers, along with their rests accurately and understand the Italian names of the notes and their values.</p>	<p>treble clef with greater fluency Children can clap and play crotchets, quavers, minims, dotted minims semibreves and semiquavers, along with their rests accurately and understand the Italian names of the notes and their values.</p>	<p>accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the interrelated dimensions of music. <i>(*Musical performance)</i></p>	<p>expression. Improvise and compose music for a range of purposes using the interrelated dimensions of music. <i>(*Musical performance)</i> Children can compose their own rhythm and melody Children can read and write notes using the treble clef and have knowledge of the bass clef.</p>	<p>control and expression appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Y5: Children can name musical instruments that they see and hear. Y5: Children can name musical symbols and words and give meanings to them. Y5: Children can name musical symbols and words and give meanings to them. Children can hold their own part securely when playing class instruments, playing in time with their peers Children can demonstrate a good understanding of tempo, dynamics, pulse and musicianship while playing percussive instruments i.e. glockenspiels and Boomwhackers</p>	<p>accuracy, fluency, control and expression appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.  Y5: Children can play the Boomwhackers using the correct hand positions Y5: Children can play the Boomwhackers to a backing track while following the music  Y5 <b>PERFORMANCE:</b> Y5: Children can use their voices to sing with secure intonation, expression, posture and vocal technique and can use their knowledge of vocal health to sing safely.</p>
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					Children have a secure knowledge of the musical vocabulary throughout their time.	
<p>Year 5/6 (Year B)</p>	<p><b>Revision &amp; Learn Term</b> Use and understand staff and other musical notations.</p> <p>Children can read and write notes using the treble clef with greater fluency Children can clap and play crotchets, quavers, minims, dotted minims semibreves and semiquavers, along with their rests accurately and understand the Italian names of the notes and their values.</p>	<p><b>Revision &amp; Learn Term</b> Use and understand staff and other musical notations.</p> <p>Children can read and write notes using the treble clef with greater fluency Children can clap and play crotchets, quavers, minims, dotted minims semibreves and semiquavers, along with their rests accurately and understand the Italian names of the notes and their values.</p>	<p><b>Composers: - Classical, Romantic</b> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.</p> <p><b>Musical History</b></p> <p>Children can learn about, and have an appreciation of, music film scores</p> <p>Children learn to recognise the families of</p>	<p><b>Composers: 21st century composers and film scores</b> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.</p> <p>Y5: Children can use basic musical vocabulary when exploring why they like or dislike a piece of music linked to the relevant musical elements</p> <p>Y6: Children can use a good level of musical vocabulary when exploring why they like or dislike a</p>	<p><b>Notation &amp; Composition</b> Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Children to listen to different cultures' music to gain an understanding of music around the world.</p> <p>Notes and their values. Children can compose their own rhythm and melody. Children can read and write notes using the treble clef and have knowledge of the bass clef.</p> <p>Children can clap and play all of the basic musical notation and</p>	<p><b>Notation &amp; Composition Listen &amp; Appraise: Composition: Performance:</b> Improvise and compose music for a range of purposes using the interrelated dimensions of music.</p> <p>Children to use the Boomwhackers to accompany a piece of music, using their interrelated dimensions of music (pulse, pitch, tempo).</p> <p>Y6: Children can demonstrate a firm understanding to what is required of them when performing to an audience.</p> <p>Y6: Children can use their voices to sing with secure intonation, expression, posture and vocal technique</p>



			<p>instruments in an orchestra.</p>  <p>The diagram is a horizontal timeline titled "Music Periods" showing the progression of music from 1400 to 2000. It is divided into several colored segments: purple (1400-1500), yellow (1500-1600), blue (1600-1700), red (1700-1800), orange (1800-1900), and green (1900-2000). Vertical lines mark the years 1400, 1500, 1600, 1700, 1800, 1900, and 2000.</p>	<p>piece of music linked to the relevant musical elements</p> <p>Children can name and remember at least three key facts about a musical composer they have studied this year.</p>	<p>understand the Italian names of the notes and their values.</p> <p>Children can work as part of a small group and compose their own music, ready for a performance.</p> <p>Children can compose their own music, using the glockenspiels with treble clef notation.</p>	<p>and use their knowledge of vocal health to sing safely.</p> <p>Y6 <b>PERFORMANCE:</b> Y5: Children can use their voices to sing with secure intonation, expression, posture and vocal technique and can use their knowledge of vocal health to sing safely.</p>
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