Music

Curriculum Map and Assessment Framework

Music- EYFS

ELG	Pupil outcomes / Year 1 readiness Musical knowledge and understanding	Other opportunities to develop Musical understanding
Pre-School	 I can talk about how music makes me feel. I can sing a wide range of songs and make up my 	A range of instruments readily available.
Children listen to sounds with increased attention.	own songs. • I can sing in a group or on my own.	Music stimulus
They respond to what they have heard, expressing their thoughts and feelings.	 I can match the pitch and follow the melody of a song. I can play instruments with increasing control and 	Exposure to different types of music, composers and instruments.
Children remember and sing entire songs.	change the sounds that they make.	
Children sing the pitch of a tone sung by another person and the melodic shape of familiar songs. They create their own songs or improvise a song around one they know.		
Children play instruments with increasing control to express their feelings and ideas.		
Reception		
Children listen attentively, move to and talk about music, expressing their feelings and responses.		
Children sing in a group or on their own, increasingly matching the pitch and following the melody.		
Children explore and engage in music making, performing solo or in groups		
Children can sing a range of well-known nursery rhymes and songs.		
Children can perform songs and, when appropriate, try to move in time with music.		

Key Stage 1

Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music and experiment with, create, select and combine sounds using the inter-related dimensions of music.

Music Curriculum Expectations - Year 1

Musicianship

Pulse/Beat

- Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
- Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.
- Respond to the pulse in recorded/live music through movement and dance,

Rhythm

- Perform short copycat rhythm patterns accurately, led by the teacher.
- Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.
- Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns.

Pitch

- Listen to sounds in the local school environment, comparing high and low sounds.
- Sing familiar songs in both low and high voices and talk about the difference in sound.
- Explore percussion sounds to enhance storytelling, e.g. o ascending xylophone notes to suggest Jack climbing the beanstalk, o quiet sounds created on a rainstick/shakers to depict a shower, o regular strong beats played on a drum to replicate menacing footsteps.
- Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.

Listening

- Listen to recorded performances complemented by opportunities to experience live music making in and out of school.
- Listen to a range of age-appropriate music from different genres

Singing

- Sing simple songs, chants and rhymes (e.g. Boom Chicka Boom) from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.
- Begin with simple songs with a very small range, mi-so (e.g. Hello, How are You), and then slightly wider (e.g. Bounce High, Bounce Low). Include pentatonic songs (e.g. Dr Knickerbocker).
- Sing a wide range of call and response songs (e.g. Pretty Trees Around the World from Rhythms of Childhood), to control vocal pitch and to match the pitch they hear with accuracy.

Composing

- Improvise simple vocal chants, using question and answer phrases.
- Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves).
- Understand the difference between creating a rhythm pattern and a pitch pattern.
- Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.
- Use music technology, if available, to capture, change and combine sounds.
- Recognise how graphic notation can represent created sounds. Explore and invent own symbols

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding						
Year 1 Autumn	 use their voices expressively and 	Tempo: 100bpmTime Signature: 4/4	Songs	Instrumental Notes		Improvising	Composing		
Term 1	creatively by singing	Key Signature: C major		Part 1	Part 2	3 notes	3 notes	5 notes	
	songs and speaking chants and rhymes	 Rhythmic patterns using: Minims, crotchets and quavers 	Find The Beat	N/A		N/A	N/A		
	 play tuned and untuned instruments musically listen with concentration and 	Melodic patterns: C G	1-2-3-4-5 (Glockenspiel) 4/4, C major, 132bpm	C,D,E,F,G (Crotchets)	C,D (Minims)	C,D,E	C,D,E	C,D,E,F,G	
	understanding to a range of high-quality live and recorded		Head, Shoulders, Knees And Toes	N/A		N/A	N/A		
	music • experiment with, create, select and		Shapes (Glockenspiel) 4/4, C major, 96bpm	C,D,E (Crotchets)	C,D (Crotchets)	C,D,E	C,D,E	C,D,E,F,G	
	combine sounds using the inter-related		The Hokey Pokey	N/A		N/A	N/A		
	dimensions of music.		We Are Together	C,E,G	C,E	N/A	N/A		
Curriculum Narrative		ursery rhymes in Reception and at home. They will adults. They will be learning new vocabulary and	(Glockenspiel) 3/4, C major, 124bpm	(Crotchets)	(Crotchets)	1			
Previous Learning	, , p.a, mocamone.								

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding
Year 1 Autumn Term 2	 use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music 	Tempo: 96bpm Time Signature: 4/4 Key Signature: F major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: F C	

	 experiment with, create, select and 		Songs	Instrumento	ıl Notes	Improvising	Composing	
	combine sounds using the inter-related			Part 1	Part 2	3 notes	3 notes	5 notes
Curriculum	dimensions of music. Children will have been exposed to n	ursery rhymes in Reception and at home. They will	Twinkle, Twinkle, Little Star	N/A		N/A	N/A	
Narrative	have sung these with their peers and how to correctly play instruments.	adults. They will be learning new vocabulary and	Little Star					
Previous Learning			In The Orchestra	N/A		N/A	N/A	
			Daisy Bell (Bicycle Built For Two)	N/A		N/A	N/A	
			Dancing Dinosaurs (Glockenspiel) 4/4, C major, 132bpm	C,D,E (Crotchets)	C,D (Crotchets)	N/A	N/A	
			Rock-a-bye Baby	N/A		N/A	N/A	
			I'm A Little Teapot	N/A		N/A	N/A	

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding
Year 1 Spring Term 1	use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.	Tempo: 98bpm Time Signature: 4/4 Key Signature: G major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: G D	

Children will have been exposed to nursery rhymes in Reception and at home. They will have sung these with their peers and adults. They will be learning new vocabulary and how to correctly play instruments.	Songs	Instrument	tal Notes	Improvising	Composing	
now to correctly play instruments.		Part 1	Part 2	3 notes	3 notes	5 notes
	If You're Happy And You Know It	N/A		N/A	N/A	
	Sing Me A Song (Glockenspiel) 3/4, F major, 176bpm	F,G,A (Minims)	F,G (Minims)	F,G,A	F,G,A	F,G,A,C,D
	Sparkle	N/A		N/A	N/A	
	Rhythm In The Way We Walk	N/A		N/A	N/A	
	Big Bear Funk (Glockenspiel) 4/4, C major, 109bpm	C,D,A (Crotchets, quavers)	C,D (Minims, crotchets)	C,D,E	C,D,E	C,D,E,G,A
	Baby Elephant	N/A		N/A	N/A	
		have sung these with their peers and adults. They will be learning new vocabulary and how to correctly play instruments. If You're Happy And You Know It Sing Me A Song (Glockenspiel) 3/4, F major, 176bpm Sparkle Rhythm In The Way We Walk Big Bear Funk (Glockenspiel) 4/4, C major, 109bpm	have sung these with their peers and adults. They will be learning new vocabulary and how to correctly play instruments. Part 1	have sung these with their peers and adults. They will be learning new vocabulary and how to correctly play instruments. Part 1	have sung these with their peers and adults. They will be learning new vocabulary and how to correctly play instruments. Part 1	have sung these with their peers and adults. They will be learning new vocabulary and how to correctly play instruments. Part 1

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding
Year 1 Spring Term 2	use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.	Tempo: 98bpm Time Signature: 4/4 Key Signature: A minor Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: A E	

Curriculum Narrative	Children will have been exposed to nursery rhymes in Reception and at home. They will have sung these with their peers and adults. They will be learning new vocabulary and	Songs	Instrumento	ıl Notes	Improvising	Composing	
Previous	how to correctly play instruments.		Part 1	Part 2	3 notes	3 notes	5 notes
Learning		Days Of The Week (Glockenspiel) 4/4, F major 136bpm	F,G,A (Crotchets)	F,G (Minims)	F,G,A	F,G,A	F,G,A,C,D
		Name Song (Glockenspiel) 4/4, C major, 124bpm	C,D,E (Crotchets)	C,D (Crotchets)	C,D,E	C,D,E	C,D,E,F,G
		Cuckoo (Glockenspiel) - 3/4, C major, 176bpm	C,D,E (Crotchets)	C,D (Crotchets)	N/A	N/A	
		Upside Down	N/A		N/A	N/A	
		Hush Little Baby	N/A		N/A	N/A	
		Who Took The Cookie?	N/A		N/A	N/A	

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding					
Year 1 Summer	 use their voices expressively and 	Tempo: 100bpm	Songs	Instrumenta	l Notes	Improvising	Composing	
Term 1	Term 1 creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality i creatively by singing songs and speaking chants and speaking chants and rhymes Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C G Getting Dres (Glockenspie C major, 106l) Dress Up Brush Our To (Glockenspie C) Brush Our To (Glockenspie C) Colockenspie C major Note (Glockenspie C) Dress Up	Time Signature: 3/4 Key Signature: C major		Part 1	Part 2	3 notes	3 notes	5 notes
		play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related	Getting Dressed (Glockenspiel) 4/4, C major, 106bpm	C,D,E,F,G,A (Minims, crotchets, quavers)	C,D,E (Minims, crotchets)	N/A	N/A	
			Dress Up	N/A		N/A	N/A	
			understanding to a range of high-quality	Brush Our Teeth (Glockenspiel) 4/4, C major, 144bpm	C,D,E (Minims)	C,D (Minims	C,D,E	C,D,E
	 experiment with, create, select and 		Get Ready (Glockenspiel) 4/4, C major, 88bpm	C,D,E (Crotchets)	C,D (Crotchets)	N/A	N/A	
	the inter-related		Up And Down	N/A		N/A	N/A	
Curriculum	dimensions of music. Irriculum Children will have been exposed to nursery rhymes in Reception and at home. They will	Star Light, Star	N/A		N/A	N/A		
Narrative	· ·	d adults. They will be learning new vocabulary and	Bright					

Previous	
Learning	

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding					
Year 1 Summer Term 2	use their voices expressively and	Tempo: 100bpm Time Signature: 2/4 Kou Signature: 6 major	Songs	Instrumento	ıl Notes	Improvising	Composing	
Term 2	creatively by singing songs and speaking	Key Signature: G major Rhythmic patterns using: Crotchets and quavers		Part 1	Part 2	3 notes	3 notes	5 notes
	chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a	Melodic patterns: G B D	The Bear Went Over The Mountain	N/A		N/A	N/A	
			In The Sea (Glockenspiel) 2/4, C major	C,D,E,F (Crotchets)	C,D (Crotchets)	N/A	N/A	
	range of high-quality live and recorded music experiment with,		Alice The Camel (Glockenspiel) 4/4, C major, 152bpm	C,D,E,G (Minims, crotchets)	C,D,E (Minims, crotchets)	C,D,E	C,D,E	C,D,E,F,G
	create, select and combine sounds using the inter-related dimensions of music. Cullum Children will have been exposed to nursery rhymes in Reception and at home. They will have sung these with their peers and adults. They will be learning new vocabulary and how to correctly play instruments.		Ten Green Bottles (Glockenspiel) 2/4, D major, 116bpm	DE,F#,G (Crotchets)	D,E (Crotchets)	N/A	N/A	
Curriculum Narrative Previous		Zootime (Glockenspiel) - 4/4, C major, 122bpm	C,D (Crotchets, quavers)	C,D (Minims, crotchets)	C,D,E	C,D,E		
Learning			She'll Be Coming 'Round The Mountain	N/A		N/A	N/A	

Music Curriculum Expectations – Year 2

Musicianship

Pulse/Beat

- Understand that the speed of the beat can change, creating a faster or slower pace (tempo).
- Mark the beat of a listening piece (e.g. Bolero by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo.
- Walk in time to the beat of a piece of music or song (e.g. La Mourisque by Susato). Know the difference between left and right to support coordination and shared movement with others.
- Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.
- Identify the beat groupings in familiar music that they sing regularly and listen to, e.g. o in 2 Maple Leaf Rag by Joplin o in 3 The Elephant from Carnival of the Animals by Saint-Saëns

Rhythm

- Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.
- Create rhythms using word phrases as a starting point (e.g. Hel-lo Si-mon or Can you come and play?).
- Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.
- Create and perform their own chanted rhythm patterns with the same stick notation.

Pitch

- Play a range of singing games based on the cuckoo interval (so-mi, e.g. Little Sally Saucer) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track.
- Sing short phrases independently within a singing game or short song.
- Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).
- Recognise dot notation and match it to 3-note tunes played on tuned percussion, for example:

Listening

- Listen to recorded performances complemented by opportunities to experience live music making in and out of school.
 - Listen to a range of age-appropriate music from different genres

Singing

- Sing songs regularly with a pitch range of do-so with increasing vocal control.
- Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately.
- Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)

Composing

- Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).
- Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.
- Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.
- Use music technology, if available, to capture, change and combine sounds.

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding						
Year 2 Autumn Term 1	 use their voices expressively and creatively by singing 	Tempo: 112bpm Time Signature: 4/4 Key Signature: C major	Songs	Instrumenta	l Notes	Improvising	Composing		
Temil	songs and speaking chants and rhymes play tuned and untuned instruments musically listen with Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C G	Rhythmic patterns using: Minims, crotchets and		Part 1	Part 2	3 notes	3 notes	5 notes	
		Music Is In My Soul (Glockenspiel) 4/4, C major, 132bpm	C,D,E,G (Crotchets)	C,D (Crotchets)	C,D,E	C,D,E	C,D,E,F,G		
	concentration and understanding to a	у		(Recorder)	G,A (Crotchets)	G (Crotchets)			
	range of high-quality live and recorded				Hey Friends!	N/A		N/A	N/A
	music experiment with,		Hello!	N/A		N/A	N/A		
	create, select and combine sounds using the inter-related dimensions of music.								
Curriculum	Previous Learning:								
Narrative		ends when we sing together? Children will have							
Previous Learning	and improvisation.	e. They are developing their playing of instruments							

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding
Year 2 Autumn Term 2	 use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music 	Tempo: 66bpm Time Signature: 2/4 Key Signature: C major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C G	

	experiment with, create, select and	Songs	Instrumenta	l Notes	Improvising	Composing	
	combine sounds using the inter-related		Part 1	Part 2	3 notes	3 notes	5 notes
Curriculum Narrative	dimensions of music. Previous Learning: Year 1 Unit 2 – How does music tell stories about the past? Children will have experience	Sparkle In The Sun (Glockenspiel) 4/4, G major, 164bpm	G,A,B (Crotchets)	G,A (Crotchets)	G,A,B	G,A,B	G,A,B,D,E
Previous	in singing as an ensemble. They are developing their playing of instruments and improvisation.	(Recorder)	G,A,B (Crotchets)	G,A (Crotchets)			
Learning	Children will have the opportunity to perform to parents at Christmas time.	Listen	N/A		N/A	N/A	
		The Orchestra Song (Glockenspiel) 4/4, C Major, 160bpm	C,G,B b (Minims, crotchets)	C (Minims)	N/A	N/A	
		(Recorder)	C,G,B b (Minims, crotchets)	C,G (Minims)			

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician		Mus	•	Outcomes dge and understandin	g		
Year 2 Spring	 use their voices expressively and 	Tempo: 98bpm Time Signature: 4/4	Songs	Instrumenta	l Notes	Improvising	Composing		
Term 1	creatively by singing	y by singing d speaking nd rhymes ed and instruments / th ation and anding to a			1				
	songs and speaking chants and rhymes		, , ,		Part 1	Part 2	3 notes	3 notes	5 notes
	play tuned and untuned instruments musically		'	Rainbows (Glockenspiel) 4/4, C major, 126bpm	C,D,E (Crotchets)	C,D,E (Crotchets)	N/A	C,D,E	C,D,E,F,G
	 listen with concentration and understanding to a 			(Recorder)	G,A,B (Crotchets)	G,A,B (Crotchets)			
	range of high-quality live and recorded music experiment with,		Hands, Feet, Heart (Glockenspiel) 4/4, C major, 118bpm	C,E,F,G,A,B (Crotchets, quavers)	C,E,F,G,A,B (Crotchets, quavers)	C,D,E	N/A		
	create, select and combine sounds using the inter-related		(Recorder)	G,A,C (Minims, crotchets)	G,A,C (Minims, crotchets)				
Commission	dimensions of music.		All Around The	N/A		N/A	N/A		
Curriculum Narrative	Previous Learning: Year 1 Unit 3 – How does music mak	e the world a better place? Children will have	World						
Previous Learning	experience in singing as an ensemble	e. They are developing their playing of instruments reading notation when learning the instrumental							

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician		Μι	•	oil Outcomes edge and understa	nding			
Year 2 Spring Term 2	 use their voices expressively and creatively by singing 	Tempo: 114bpm Time Signature: 4/4 Key Signature: C major	Songs	Instrument	al Notes	Improvising	Composing			
Term 2	songs and speaking	Rhythmic patterns using: Minims, crotchets and quavers	Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C G	Rhythmic patterns using: Minims, crotchets and quavers		Part 1	Part 2	3 notes	3 notes	5 notes
	chants and rhymes • play tuned and untuned instruments musically				'	Helping Each Other (Glockenspiel) 4/4, C major, 108bpm	C,D,E,G (Crotchets)	C,E,G (Crotchets)	C,D,E	N/A
	 listen with concentration and understanding to a 			(Recorder)	G,A,C (Crotchets)	G,A (Crotchets)				
	range of high-quality live and recorded music		The Music Man (Glockenspiel) 4/4, F major, 130bpm	F,G,A,C,E (Crotchets)	F,G,A,E (Crotchets)	N/A	F,G,A	F,G,A,C,D		
	experiment with, create, select and			(Recorder)	F,G,A (Crotchets)	F,G,A (Crotchets)				
	combine sounds using the inter-related dimensions of music.		Let's Sing Together	N/A		N/A	N/A			
Curriculum Narrative Previous Learning	Previous Learning: Year 1 Unit 4 – How does music help	us to understand our neighbour? Children will have e. They are developing their playing of instruments								

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding
Year 2 Summer Term 1	 use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music 	Tempo: 97bpm Time Signature: 2/4 Key Signature: G major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: G D	

	 experiment with, create, select and combine sounds using 	Songs	Instrumento	l Notes	Improvising	Composing		
	the inter-related		Part 1	Part 2	3 notes	3 notes	5 notes	
Curriculum Narrative	dimensions of music. Previous Learning: Year 1 Unit 5 – What songs can we sing to help us through the day? Childrer experience in singing as an ensemble. They are developing their playing of ir	I Wanna Play In A Band (Glockenspiel) 4/4, F major, 116bpm	F,C,D (Semibreves, crotchets, quavers)	F,C,D (Semibreves, crotchets, quavers)	F,G,A	F,G,A	F,G,A,C,D	
Previous Learning	and improvisation.	(Recorder)	G,A,B b,C (Minims, crotchets, quavers)	G,A,B b,C (Minims, crotchets)				
		Music Is All Around (Glockenspiel) 4/4, G major, 112bpm	G,A,D,E (Crotchets, quavers)	G,A,E (Crotchets)	N/A	N/A		
		(Recorder)	G,A,E (Crotchets, quavers)	G,A,E (Crotchets)				
		Saying Sorry	N/A		N/A	N/A		

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician		Mu	•	il Outcomes dge and understanding			
Year 2 Summer	 use their voices expressively and 	Tempo: 100bpm Time Signature: 3/4	oongs monantintat rotes		al Notes	Improvising	Composing	1	
Term 2	creatively by singing	Key Signature: C major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C G		Part 1	Part 2	3 notes	3 notes	5 notes	
	songs and speaking chants and rhymes		-					Silotes	
	 play tuned and untuned instruments musically 		The Sunshine Song (Glockenspiel) 4/4, C major, 124bpm	C,D,E,F (Crotchets, quavers)	C,D,E,F (Crotchets)	C,D,E	N/A		
	 listen with concentration and understanding to a 		(Recorder)	G,A,B,C (Crotchets, quavers)	G,A,B,C (Crotchets)				
	range of high-quality live and recorded music		Four White Horses (Glockenspiel) 4/4, G major, 138bpm	G,A,B,D,E,F# (Minims, crotchets, quavers)	G,A,D,E,F# (Minims, crotchets)	C,G,A			
	 experiment with, create, select and combine sounds using 			(Recorder)	G,A,B (Crotchets)	G,A,B (Crotchets)			
	the inter-related dimensions of music.		Down By The Bay	N/A		N/A	N/A		
Curriculum Narrative		h us about looking after our planet? Children will emble. They are developing their playing of							

Previous Learning instruments and improvisation. Children can also sing songs used through United Learning's Green Love scheme to promote looking after our planet.

Key Stage Two

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the interrelated dimensions of music; listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations; 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.

Music Curriculum Expectations - Year 3

Singing

- Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so (e.g. Extreme Weather), tunefully and with expression. Perform forte and piano, loud and soft.
- Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders).
- Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
- Perform as a choir in school assemblies.

Listening

- Listen to recorded performances complemented by opportunities to experience live music making in and out of school.
- Listen to a range of age-appropriate music from different genres

Composing

Improvise

- Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.
- Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.

Compose

- Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi).
- Compose song accompaniments on untuned percussion using known rhythms and note values.

Performing

- Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets).
- Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi
- Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.

Reading Notation

- Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.
- Introduce and understand the differences between crotchets and paired quavers.
- Apply word chants to rhythms, understanding how to link each syllable to one musical note.

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	No. of the Control of	Musi		oil Outcom edge and ι		ding			
Year 3 Autumn	 play and perform in solo and ensemble 	Tempo: 100bpm Time Signature: 4/4	Songs	Instrumento	al Notes			Improvis	sing	Composi	ing
Term 1	contexts, using their	Key Signature: G major		Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes
	voices and playing musical instruments with increasing accuracy, fluency,	Friendship Song (Glockenspiel parts 2 and 3) 4/4, C major, 120bpm	C,D,E,F,G,A,B (Crotchets, quavers)	C,D,E,F,G,A,B (Crotchets, quavers)	C,D,E,F,G,A,B (Minims, crotchets)	C (Semibreves)	C,D,E	C,D,E,G,A	N/A		
	control and expression improvise and compose music for a		(Recorder parts 3 and 4)	C,D,E,F,G,A,B (Crotchets, quavers)	C,F,G,A,B (Crotchets, quavers)	C,F,G,A,B (Minims, crotchets)	C,G (Minims)				
	range of purposes using the inter-related dimensions of music		Let's Work It Out Together (Glockenspiel parts 2 and 3) 4/4, C major, 144bpm	C,D,E,F,G,A (Minims, crotchets, quavers)	C,D,E,F,G,A (Minims, crotchets, quavers)	C,E,F,G,A (Minims, crotchets)	C (Crotchets)	N/A		C,D,E	C,D,E,G,A
	 listen with attention to detail and recall sounds with increasing aural memory 		(Recorder parts 3 and 4)	C,D,E,F,G,A (Minims, crotchets, quavers)	E,F,G,A,C (Minims, crotchets, quavers)	E,G,A,C (Minims, crotchets)	G (Crotchets)				
Curriculum	 use and understand staff and other musical notations 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. 		Please Be Kind	N/A		N/A	N/A				
Curriculum Narrative Previous Learning	· ·	us to make friends? Children have started aff and other music notations. Children are used to dings, parents and other children.									

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician		Musi	•	oil Outcom edge and u		ding		
Year 3 Autumn	 play and perform in solo and ensemble 	Tempo: 104bpm Time Signature: 2/4	Songs	Instrument	al Notes			Improvis	sing	Composing
Term 2	contexts, using their	Key Signature: C major		Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes
	voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory Rhythmic patterns using: Minims, crotchets and quavers. Melodic patterns: C D E	Love What We Do (Glockenspiel parts 2 and 3) 4/4, C major, 140bpm	C,D,E,F,G,B (Quavers)	C,D,E,F,G,B (Crotchets, quavers)	C,D,E,F,G,B (Crotchets, quavers)	C (Crotchets)	C,D,E		N/A	
		(Recorder parts 3 and 4)	C,D,E,F,G (Quavers)	G,A,B,C (Crotchets, quavers)	G,A,B,C (Crotchets, quavers)	G (Crotchets)				
		When The Saints Go Marchin' In (Glockenspiel parts 1 and 2) 4/4, G major, 162bpm	G,A,B,C,D,E (Minims, crotchets, quavers)	G,A,B,C,D (Minims, crotchets)	G,A,D (Minims)	G (Minims)	G,A,B	G,A,B,D,E	N/A	
		(Recorder parts 1 and 2)	G,A,B,C,D,E (Minims, crotchets, quavers)	G,A,B,C,D (Minims, crotchets)	G,A,B (Crotchets)	G,A (Crotchets)				
	 use and understand staff and other musical notations 		My Bonnie Lies Over The Ocean (Glockenspiel parts 2 and 3) 12/8, F major, 186bpm	C,D,E,F,G,A (Dotted crotchets, crotchets)	C,D,E,F,G,A (Dotted crotchets)	C,D,E,F,G,A (Dotted crotchets)	F (Dotted crotchets)	N/A		N/A
	 appreciate and understand a wide range of high-quality 		(Recorder parts 3 and 4)	C,D,E,F,G,A (Dotted crotchets)	F,G,A (Dotted crotchets)	F,G,A (Dotted crotchets)	F (Dotted crotchets)			
	live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.									
Curriculum Narrative	Previous Learning: Year 2 Unit 2 – How does music teac	h us about the past? Children have started								
Previous Learning	performing for an audience for recor	aff and other music notations. Children are used to dings, parents and other children.								

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding
Year 3	 play and perform in 	Tempo: 112bpm	
Spring	solo and ensemble	Time Signature: 3/4	
Term 1	contexts, using their	Key Signature: F major	
	voices and playing		

	musical instruments with increasing	Rhythmic patterns using: Minims, crotchets and quavers.	Songs	Instrumento	ıl Notes			Improvisir	ng	Composi	ng	
	accuracy, fluency,	Melodic patterns: F G A		Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes
	control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music		Your Imagination (Glockenspiel parts 2 and 3) 4/4, C major, 108bpm	C,E,G,A (Semibreves, crotchets, quavers)	C,E,G (Semibreves, minims, crotchets, quavers)	C,E,G (Semibreves, minims, crotchets)	C (Semibreves)	N/A		C,D,E	C,D,E,G,A	C,D,E,F,G, A,B
	Iisten with attention to detail and recall sounds with increasing aural memory use and understand		(Recorder parts 2 and 3)	C,E,G,A (Semibreves, dotted minims, crotchets, quavers)	G,A,B (Semibreves, dotted minims, crotchets, quavers)	G,A,B (Minims, crotchets)	G,B (Minims, crotchets)					
	staff and other musical notations • appreciate and understand a wide range of high-quality		You're A Shining Star (Glockenspiel parts 1 and 2) 4/4, G major, 72bpm	G,A,B (Minims, crotchets, quavers)	G,A,B (Minims, crotchets, quavers)	G,A,B (Minims, crotchets)	G (Minims)	G,A,B		N/A		
	live and recorded music drawn from different traditions and		(Recorder parts 1 and 2)	G,A,B (Minims, crotchets, quavers)	G,A,B (Minims, crotchets, quavers)	G,A,B (Minims, crotchets)	G (Minims)					
	from great composers and musicians develop an understanding of the history of music.		Music Makes The World Go Round (Glockenspiel parts 3 and 4)	E,F#,G#,A,B (Crotchets, quavers)	F#,G#,A,B (Crotchets, quavers)	F#,G#,A,B (Crotchets)	E (Crotchets)	N/A		N/A		
Curriculum Narrative		te the world a better place? Children have started taff and other music notations. Children are used to	4/4, E major, 146bpm									
Previous Learning	performing for an audience for reco		(Recorder parts 3 and 4)	E,F\$,G\$,A,B (Crotchets, quavers)	F#,G#,A,B (Crotchets, quavers)	F#,G#,A,B (Crotchets)	B (Crotchets)					

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding
Year 3	 play and perform in 	Tempo: 92bpm	
Spring	solo and ensemble	Time Signature: 4/4	
Term 2	contexts, using their	Key Signature: A minor	
	voices and playing	Rhythmic patterns using: Minims, crotchets and	
	musical instruments	quavers.	
	with increasing	Melodic patterns: A B C	
	accuracy, fluency,		
	control and expression		
	 improvise and 		
	compose music for a		
	range of purposes		

		using the inter-related dimensions of music		Songs		Instrumental N	lotes			Improvising	Composing	
	•	listen with attention to				Part 1	Part 2	Part 3	Part 4	3 notes	3 notes	5 notes
	•	detail and recall sounds with increasing aural memory use and understand staff and other musical			Home Is Where The Heart Is (Glockenspiel parts 1 and 2) 4/4, C major, 140bpm	C,D,E,F,G,A,B (Semibreves, crotchets, quavers)	C,D,E,F,G,A,B (Semibreves, crotchets, quavers)	C,D,E,F,G,A,B (Minims, crotchets,)	C,D (Crotchets)	C,D,E	C,D,E	C,D,E,F,G
	•	notations appreciate and understand a wide			(Recorder parts 2 and 3)	C,D,E,F,G,A,B (Semibreves, crotchets, quavers)	C,F,G,A,B (Semibreves, crotchets, quavers)	C,F,G,A,B (Minims, crotchets)	F,G,A (Crotchets)			
		range of high-quality live and recorded			Family	N/A				N/A	N/A	
		music drawn from different traditions and from great composers and musicians			Come On Over	N/A				N/A	N/A	
	•	develop an understanding of the history of music.										
Curriculum	<u>Previous l</u>											
Narrative	started de	eveloping their understandi	h us about our neighbourhood? Children have ng of staff and other music notations. Children are									
Previous Learning	used to pe	erforming for an audience f	or recordings, parents and other children.									

Term and	NC objectives Pupils should be taught	How will I think and act like a Musician	Pupil Outcomes
		HOW WIII I CHILIK AND ACCURE A MUSICIAN	Musical knowledge and understanding
Focus Year 3 Summer Term 1	about: • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to	Tempo: 104bpm Time Signature: 3/4 Key Signature: C major Rhythmic patterns using: Minims, crotchets and quavers. Melodic patterns: C D E	Musical knowledge and understanding
	detail and recall sounds with increasing aural memory		

	use and understand staff and other musical	Songs	Instrumental I	Notes			Improvising	Composi	ng
	notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and	He's Got The Whole World In His Hands (Glockenspiel parts 1 and 2) 4/4, F major, 120bpm	Part 1 F,G,A,B b, C (Minims, crotchets, quavers)	Part 2 F.G.A.B b.C (Minims, crotchets, quavers)	Part 3 F,G,A,B b,C (Minims, crotchets)	Part 4 F,G (Minims)	3 notes N/A	3 notes	F,G,A,B ♭.
	from great composers and musicians • develop an	(Recorder parts 2 and 3)	F,G,A,B ,C (Minims, crotchets, quavers)	F,G,A,B ,C (Minims, crotchets, quavers)	F,G,A,B ♭,C (Crotchets)	F,G (Crotchets)			
Curriculum Narrative	understanding of the history of music. Previous Learning: Year 2 Unit 5 – How does music make us happy? Children have started developing their understanding of staff and other music notations. Children are used to performing for an	Why Does Music Make A Difference? (Glockenspiel parts 2 and 3) 4/4, F major, 135bpm	C,D,F (Minims, crotchets, quavers)	C,D,F (Minims, crotchets, quavers)	C,D,F (Minims, crotchets)	C,D,F (Crotchets)	F,G,A	N/A	
Previous Learning	audience for recordings, parents and other children.	(Recorder parts 2 and 3)	C,D,F (Minims, crotchets, quavers)	F,G,A (Crotchets, quavers)	F,G,A (Crotchets)	F,G (Crotchets)			
		Panda Extravaganza	N/A				N/A	N/A	

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding										
Year 3 Summer	 play and perform in solo and ensemble 	Tempo: 92bpm Time Signature: 2/4	Songs	Instrumento	al Notes			Improvisi	ng	Composing			
Term 2	contexts, using their	Key Signature: F major Rhythmic patterns using: Minims, crotchets, and		Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes	
	voices and playing musical instruments with increasing accuracy, fluency, control and expression	quavers. Melodic patterns: F G A	Michael Row The Boat Ashore (Glockenspiel parts 3 and 4) 4/4, F major, 175bpm	N/A	N/A	F,G,A (Crotchets)	F (Crotchets)	F,G,A		N/A			
	improvise and		(Recorder part 4)				C (Crotchets)						
	compose music for a range of purposes using the inter-related dimensions of music		The Dragon Song (Glockenspiel parts 2 and 3) 4/4, G major, 94bpm	G,A,B,D,E,F (Crotchets, quavers, semiquavers)	G,A,B,D,E (Crotchets, quavers)	G,A,B,D,E (Crotchets, quavers)	G,A (Crotchets)	N/A		G,A,B	G,A,B,D,E	G,A,B,C,D, E,F♯	
	 listen with attention to detail and recall sounds with increasing aural memory 		(Recorder parts 2 and 3)	G,A,B,D,E,F (Crotchets, quavers, semiquavers)	G,A,B (Crotchets, quavers)	G,A,B (Crotchets, quavers)	G,A (Crotchets)						
	 use and understand staff and other musical notations 		Follow Me	N/A		N/A	N/A						

	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.
Curriculum	Previous Learning:
Narrative	Year 2 Unit 6 – How does music teach us about looking after our planet? Children have
	started developing their understanding of staff and other music notations. Children are
Previous	used to performing for an audience for recordings, parents and other children.
	asea to performing for all addictice for recordings, parents and other children.
Learning	

Music Curriculum Expectations - Year 4

Singing

- Continue to sing a broad range of unison songs with the range of an octave (do-do) (e.g. One More Day-a traditional sea shanty) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).
- Sing rounds and partner songs in different time signatures (2, 3 and 4 time) (e.g. Our Dustbin) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (e.g. Hear the Wind).
- Perform a range of songs in school assemblies.

Listening

- Listen to recorded performances complemented by opportunities to experience live music making in and out of school.
- Listen to a range of age-appropriate music from different genres

Composing

Improvise

- Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).
- Begin to make compositional decisions about the overall structure of improvisations. Continue this process in the composition tasks below.

Compose

- Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.
- Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.
- Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.
- Introduce major and minor chords.
- Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work.
- Capture and record creative ideas using any of: o graphic symbols o rhythm notation and time signatures o staff notation o technology.

Performing

Instrumental Performance

- Develop facility in the basic skills of a selected musical instrument over a sustained learning period. This can be achieved through working closely with your local Music Education Hub who can provide whole-class instrumental teaching programmes.
- Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.
- Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts.
- Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).

Reading Notation

- Introduce and understand the differences between minims, crotchets, paired quavers and rests.
- Read and perform pitch notation within a defined range (e.g. C–G/do–so)
- Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding										
Year 4	play and perform in	Tempo: 112bpm	Songs	Instrumental N	Improvising		Composing						
Autumn Term 1	solo and ensemble contexts, using their	Time Signature: 4/4 Key Signature: C major		Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes	
	voices and playing	Rhythmic patterns using: Minims, dotted					Puit 4						
	musical instruments	crotchets, crotchets and quavers.	Bringing Us	G,A,C (Minims, dotted crotchets,	G,A,C (Crotchets,	G,A,C (Crotchets)	(Crotchets)	C,D,E	C,D,E,G,A	C,D,E	C,D,E,G,A	C,D,E,F,G, A,B	
	with increasing	Melodic patterns: C D E	Together (Glockenspiel	crotchets,	quavers)	(0.0.0.0,	(4.0.0)						
	accuracy, fluency,		parts 1 and 2) 4/4,	quavers)									
	control and expression		C major, 112bpm										
	 improvise and 		(Recorder parts 1	G,A,C (Minims,	G,A,C	G,A,C	С						
	compose music for a		and 2)	dotted crotchets, crotchets,	(Crotchets, quavers)	(Crotchets)	(Crotchets)						
	range of purposes			quavers)	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,								
	using the inter-related dimensions of music		I'm Always There	N/A				N/A		N/A			
	listen with attention to		Martin Luther	N/A				N/A		N/A			
	detail and recall		King	TVA				100		102			
	sounds with increasing												
	aural memory												
	 use and understand 												
	staff and other musical												
	notations												
	 appreciate and 												
	understand a wide												
	range of high-quality												
	live and recorded music drawn from												
	music drawn from different traditions and												
	from great composers												
	and musicians												

	 develop an understanding of the history of music. 	
Curriculum	Previous Learning:	
Narrative	Year 3 Unit 1 – How does music bring us closer tog performing for a range of audiences. They have list	
Previous Learning	in assemblies, including music throughout history.	

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding									
Year 4 Autumn	 play and perform in solo and ensemble 	Tempo: 97bpm Time Signature: 2/4	Songs	Instrumento	al Notes			Improvis	ing	Composi	ng	
Term 2	contexts, using their voices and playing	Key Signature: F major Rhythmic patterns using: Minims, dotted		Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes
	musical instruments with increasing accuracy, fluency, control and expression	crotchets, crotchets, quavers and semiquavers. Melodic patterns: F G A	Looking In The Mirror (Glockenspiel parts 2 and 3) 4/4, C major, 80bpm	C,D,E,G (Crotchets, quavers, semiquavers)	C,D,E,G (Crotchets, quavers, semiquavers)	C,D,E,G (Crotchets, quavers)	C (Crotchets)	C,D,E	C,D,E,G,A	N/A		
	 improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing 		(Recorder parts 2 and 3)	C,D,E,G (Crotchets, quavers, semiquavers)	E,F,G (Crotchets, quavers, semiquavers)	E,F,G (Crotchets, quavers)	G (Crotchets)					
			to (Glocker parts 1 a G major	Take Time In Life (Glockenspiel parts 1 and 2) 4/4, G major, 87bpm	G,A,B,C,F# (Minims, crotchets, quavers)	G,A,B,C,F# (Minims, dotted crotchets, crotchets, quavers)	G,A,B,C,F# (Minims, crotchets, quavers)	G (Minims)	N/A		G,A,B	G,A,B,D,E
	 aural memory use and understand staff and other musical notations appreciate and 		(Recorder parts 1 and 2)	G,A,B,C,F# (Minims, crotchets, quavers)	G,A,B,C,F# (Minims, dotted crotchets, crotchets, quavers)	G,A,B,C, (Minims, crotchets, quavers)	G, A (Crotchets)					
	understand a wide range of high-quality		Scarborough Fair	N/A				N/A		N/A		
	live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.											
Curriculum Narrative	Previous Learning:											

	Year 3 Unit 2 – What stories does music tell us about the past? Children have experience
Previous	in performing for a range of audiences. They have listened to a wide range of musical
Learning	styles in assemblies, including music throughout history.

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding												
Year 4 Spring 1	play and perform in solo and ensemble	Tempo: 150bpm Time Signature: 3/4 Koy Gignature: Complex	Songs	Instrumental		1	ı	Improvis		Composi					
	contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	rotchets, crotchets and quavers.	Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers. Melodic patterns: G A B	Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers. Melodic patterns: G A B	nd playing instruments crotchets, crotchets and quavers. Melodic patterns: G A B Melodic patterns: G A B	Hoedown (Glockenspiel parts 1 and 2) 4/4, F major, 192bpm	F,G,A,B b,C (Minims, dotted crotchets, crotchets, quavers)	Part 2 F,G,A,B b (Minims, crotchets, quavers)	Part 3 F,G,A,B b, C (Minims, crotchets)	F,G (Minims)	3 notes	5 notes	3 notes	5 notes	7 notes
	 improvise and compose music for a range of purposes using the inter-related 		(Recorder parts 1 and 2)	F,G,A,B ,C (Minims, dotted crotchets, crotchets, quavers)	F,G,A,B (Minims, crotchets)	F,G,A,B b, C (Crotchets)	F,G (Crotchets)								
	dimensions of music listen with attention to detail and recall sounds with increasing		Old Joe Clark (Glockenspiel parts 2 and 3) 4/4, D major, 180bpm	D,E,F#,G,A,B,C (Minims, dotted crotchets, crotchets, quavers)	D,E,F#,G,A,B, C (Minims, crotchets)	D,E,F#,A,C (Minims)	D (Minims)	D,E,F#	D,E,F#,A,B	N/A					
	 use and understand staff and other musical notations 		(Recorder parts 2 and 3)	D,E,F#,G,A,B,C (Minims, dotted crotchets, crotchets, quavers)	F#,G,A,B,C (Minims, crotchets)	F#,G, A, B, C (Crotchets)	F#,A, B, C (Crotchets)								
	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.	Dance With Me	N/A				N/A		N/A						
Curriculum Narrative Previous Learning	Previous Learning: Year 3 Unit 3 – How does music make the world a better place? Children have experience in performing for a range of audiences. They have listened to a wide range of musical styles in assemblies, including music throughout history.														

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician			Musical	Pupil knowled	Outcome		nding			
Year 4 Spring 2	 play and perform in solo and ensemble 	Tempo: 97bpm Time Signature: 2/4	Songs	Instrumento	ıl Notes			Improvis	ing	Composi	ng	
Spring 2	contexts, using their	Key Signature: G major Rhythmic patterns using: Minims, dotted		Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes
	voices and playing musical instruments with increasing accuracy, fluency, control and expression	rotchets, crotchets, quavers and semiquavers. Melodic patterns: G A B D E	Let Your Spirit Fly (Glockenspiel parts 2 and 3) 4/4, C major, 76bpm	C,D,E,F,G,A (Minims, crotchets, quavers, semiquavers)	C,D,E,F,G (Minims, crotchets, quavers)	C,D,E,F,G (Minims, crotchets, quavers)	C (Minims, crotchets)	C,D,E	C,D,E,F,G	C,D,E	C,D,E,F,G	C,D,E,F,G, A,B
	 improvise and compose music for a range of purposes using the inter-related 		(Recorder parts 2 and 3)	C,D,E,F,G,A (Minims, crotchets, quavers, semiquavers)	C,D,G,A,B (Minims, crotchets, quavers)	G,A (Minims, crotchets, quavers)	G,A (Crotchets)					
	dimensions of music		Frère Jacques	N/A				N/A		N/A		
	 listen with attention to detail and recall sounds with increasing 		The Other Side Of The Moon	N/A				N/A		N/A		
	aural memory use and understand staff and other musical notations 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.											
Curriculum Narrative	· ·	ous Learning: 3 Unit 4 – How does music help us to get to know our community? Children have rience in performing for a range of audiences. They have listened to a wide range of										
Previous Learning	musical styles in assemblies, including	,										

Term and	NC objectives Pupils should be taught	How will I think and act like a Musician	Pupil Outcomes
Focus	about:		Musical knowledge and understanding

Year 4 Summer	 play and perform in solo and ensemble 	Tempo: 68bpm Time Signature: 4/4	Songs	Instrumenta	ıl Notes			Improvis	ing	Composi	ng	
Term 1	contexts, using their	Key Signature: A minor		Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes
	voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and	Rhythmic patterns using: Minims, dotted crotchets, crotchets, quavers and semiquavers. Melodic patterns: A B C D E F G	You Can See It Through (Glockenspiel parts 3 and 4) 4/4, D Minor, 130bpm	D,E (Crotchets)	D (Crotchets)	N/A	N/A	D,E,F	D,E,F,G,A	D,E,F	D,E,F,G,A	
	compose music for a range of purposes		(Recorder part 4)				A (Crotchets)					
	using the inter-related dimensions of music		Oh Happy Day	N/A				N/A		N/A		
	listen with attention to detail and recall		A World Full Of Sound	N/A				N/A		N/A		
Curriculum	sounds with increasing aural memory use and understand staff and other musical notations 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.											
Curriculum	Previous Learning:	difference to the second day 2 Children h										
Narrative		e a difference to us every day? Children have e of audiences. They have listened to a wide range of										
Previous Learning	musical styles in assemblies, includir											

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding
Year 4	 play and perform in 	Tempo: 114bpm	
Summer	solo and ensemble	Time Signature: 4/4	
Term 2	contexts, using their	Key Signature: C major	
	voices and playing	Rhythmic patterns using: Minims, dotted	
	musical instruments	crotchets, crotchets and quavers.	
	with increasing	Melodic patterns: C D E G A	
	accuracy, fluency,		
	control and expression		

	improvise and compose music for a	Songs	Instrumento	ıl Notes			Improvisi	ing	Composi	ng	
	range of purposes using the inter-related		Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes
	dimensions of music Iisten with attention to detail and recall	Train Is A-Comin' (Glockenspiel parts 1 and 2) 4/4, C major, 134bpm	C,D,E,G,A (Minims, crotchets, quavers)	C,D,E,G,A (Minims, crotchets, quavers)	C,D,E,G,A (Minims, crotchets, quavers)	C (Minims)	N/A		N/A		
	sounds with increasing aural memory use and understand staff and other musical	(Recorder parts 1 and 2)	C,D,E,G,A (Minims, crotchets, quavers)	C,D,G,A (Minims, crotchets, quavers)	C,A,G (Crotchets)	C (Crotchets)					
	notations • appreciate and	The Octopus Slide	N/A				N/A		N/A		
	understand a wide range of high-quality	Connect	N/A				N/A		N/A		
	live and recorded music drawn from										
	different traditions and from great composers										
	and musicians develop an										
	understanding of the history of music.										
Curriculum	Previous Learning:										
Narrative	Year 3 Unit 6 – How does music connect us with the planet? Children have experience in										
	performing for a range of audiences. They have listened to a wide range of musical styles										
Previous	in assemblies, including music throughout history. They can also sing music from United										
Learning	Learning's 'Green Love' suite of songs.										

Music Curriculum Expectations – Year 5

Singing

- Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.
- Sing three-part rounds, partner songs, and songs with a verse and a chorus.
- Perform a range of songs in school assemblies and in school performance opportunities.

Listening

- Listen to recorded performances complemented by opportunities to experience live music making in and out of school.
- Listen to a range of age-appropriate music from different genres

Composing

Improvise

- Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.
- Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in the composition tasks below.

Compose

- Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.
- Working in pairs, compose a short ternary piece.
- Use chords to compose music to evoke a specific atmosphere, mood or environment. For example, La Mer by Debussy and The River Flows In You by Yiruma both evoke images of water. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book.
- Capture and record creative ideas using any of: o graphic symbols o rhythm notation and time signatures o staff notation o technology.

Performing

Instrumental Performance

- Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C'/do–do range. This should initially be done as a whole class with greater independence gained each lesson through smaller group performance.
- Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs (e.g. Yellow Submarine by The Beatles).
- Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.
- Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.

Reading Notation

- Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.
- Understand the differences between 2/4, 3/4 and 4/4 time signatures.
- Read and perform pitch notation within an octave (e.g. C–C'/do–do).
- Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musician Musical knowledge and understanding												
Year 5 Autumn	 play and perform in solo and ensemble 	Tempo: 128bpm Time Signature: 4/4	Songs	Instrumental N	otes			Improvis	ing	Compos	ing				
Term 1	contexts, using their	Key Signature: A minor		Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes			
	voices and playing musical instruments with increasing accuracy, fluency, control and expression	Rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers. Melodic patterns: A B C D E F♯ G	Ghost Parade (Glockenspiel parts 1 and 2) 6/8, C minor, 112bpm	C,G,A b,B b (Dotted crotchets, crotchets, quavers)	C,G,A b,B b (Dotted crotchets, quavers)	C,G,A b,B b (Dotted crotchets)	C (Dotted crotchets)	C,D,E ♭	C,D,E ♭,F, G	N/A					
	 improvise and compose music for a range of purposes 		(Recorder parts 1 and 2)	C,G,A b,B b (Dotted crotchets, crotchets, quavers)	C,G,A b,B b (Dotted crotchets, quavers)	G,B b,C (Dotted minims)	C (Dotted minims)								
	using the inter-related dimensions of music listen with attention to detail and recall		Words Can Hurt (Glockenspiel parts 1 and 2) 4/4, G major, 78bpm	G,A,B,C,D,E,F\$ (Minims, crotchets, quavers)	G,A,B,C,D,E,F (Minims, crotchets, quavers)	G,A,B,C,D,E, F♯ (Minims, crotchets)	G (Minims)	N/A		G,A,B	G,A,B,C, D	G,A,B,C,D, E,F♯			
	sounds with increasing aural memory use and understand staff and other musical			(Recorder parts 1 and 2)	G,A,B,C,F# (Minims, crotchets, quavers)	G,A,B,C,F# (Minims, crotchets, quavers)	G,A,B,C,F# (Minims, crotchets)	F#,G,A, B (Crotchets)							
	notations		Joyful, Joyful	N/A				N/A		N/A					
	 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.	
Curriculum	Previous	Learning:	
Narrative	Year 4 Ur	nit 1 – How does music bring	g us together? Children are starting to embed
	knowledg	ge of the history of music. Th	ney have listened to a wide range of music from a
Previous	number of traditions and great composers and can say what they like or dislike about		
Learning	the music	c. Their knowledge of notati	on is starting to become more secure and they can
	play instruments with increasing accuracy.		

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding									
Year 5 Autumn	 play and perform in solo and ensemble 	Tempo: 112bpm Time Signature: 2/4	Songs	Instrumental	Notes			Improvis	ing	Composi	ng	
Term 2	contexts, using their voices and playing	Key Signature: F major Rhythmic patterns using: Minims, dotted		Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes
	musical instruments with increasing accuracy, fluency, control and expression improvise and	crotchets, crotchets, dotted quavers, quavers, and semiquavers. Melodic patterns: F G A Bb C D E	The Sparkle In My Life (Glockenspiel parts 1 and 2) 4/4, A ♭ major, 140bpm	C,D b,E b (Crotchets, quavers)	C,E b,F (Crotchets, quavers)	C,E ♭,F (Minims, crotchets)	E ♭ (Minims)	N/A		A b ,B b ,	A ♭,B ♭,C, D ♭,Eb	A ♭,B ♭, C,D ♭,E ♭,F,G
	compose music for a range of purposes using the inter-related		(Recorder parts 1 and 2)	G,A b,B b (Crotchets, quavers)	G,A b,B b (Crotchets, quavers)	G,B ♭,C (Crotchets)	C,B b (Minims)					
	dimensions of music listen with attention to detail and recall sounds with increasing aural memory		Dreaming Of Mars (Glockenspiel parts 2 and 3) 4/4, C major, 120bpm	G,G♯A,B♭,C (Minims, dotted crotchets, crotchets, quavers, semiquavers)	G,G♯,A,B ♭,C (Minims, crotchets, quavers)	G♯,A,B ♭,C (Minims, crotchets)	C (Minims, crotchets)	C,D,E	C,D,E,F,G	N/A		
	 use and understand staff and other musical notations appreciate and understand a wide 		(Recorder parts 2 and 3)	G,G\$,A,B\$,C (Minims, dotted crotchets, crotchets, quavers, semiquavers)	G,G♯,A,B ♭,C (Minims, crotchets, quavers)	A,B ♭,C (Crotchets)	B ♭,C (Crotchets)					
	range of high-quality live and recorded music drawn from different traditions and from great composers and musicians		Get On Board	N/A				N/A		N/A		

	develop an		
	understanding of the		
	history of music.		
Curriculum	Previous Learning:		
Narrative	e Year 4 Unit 2 – How does music connect us with our past? Children are starting to		
	embed knowledge of the history of music. They have listened to a wide range of music		
Previous	from a number of traditions and great composers and can say what they like or dislike		
Learning	about the music. Their knowledge of notation is starting to become more secure and		
	they can play instruments with increasing accuracy.		

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding										
Year 5 Spring	 play and perform in solo and ensemble 	Soligs	Instrumenta	Improvis	ing	Composi	ing						
Term 1	contexts, using their	Key Signature: D major		Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes	
	voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and	dotted crotchets, crotchets, dotted quavers, quavers, and semiquavers. Melodic patterns: D E F# G A B C#	Freedom Is Coming (Glockenspiel parts 2 and 3) 4/4, F major, 116bpm	F,G,A,B (Minims, dotted crotchets, crotchets, quavers, semiquavers)	F,G,A,B (Minims, crotchets, quavers)	F,G,A,B (Minims, crotchets)	F (Minims)	F,G,A	F,G,A,B♭, C	F,G,A	F,G,A,B♭, C	F,G,A,B b ,C,D,E	
	compose music for a range of purposes using the inter-related dimensions of music listen with attention to	(Recorder parts 2 and 3)	F,G,A,B (Minims, dotted crotchets, crotchets, quavers, semiquavers)	F,G,A,B (Minims, crotchets, quavers)	F,G,A,B (Crotchets, quavers)	F,G,A (Crotchets)							
	detail and recall sounds with increasing	ith increasing mory nderstand other musical e and nd a wide nigh-quality ecorded wn from traditions and it composers cians n nding of the	All Over Again	N/A				N/A		N/A			
	aural memory use and understand staff and other musical			Do You Ever Wonder?	N/A				N/A		N/A		
	notations 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.												
Curriculum Narrative		rove our world? Children are starting to embed hey have listened to a wide range of music from a											

Previous	number of traditions and great composers and can say what they like or dislike about
Learning	the music. Their knowledge of notation is starting to become more secure and they can
	play instruments with increasing accuracy.

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding										
Year 5	play and perform in	Tempo: 108bpm	Songs	Instrumento	ıl Notes			Improvis	ing	Compos	ing		
Spring Term 2	solo and ensemble contexts, using their	Time Signature: 6/8 Key Signature: Bb major		D-+4	Part 2	Part 3	Part 4	2	F	2	F	7	
1611112	voices and playing musical instruments with increasing accuracy, fluency,	Rhythmic patterns using: Dotted crotchets, triplet quavers, and quavers.	Rhythmic patterns using: Dotted crotchets, triplet quavers, and quavers. Melodic patterns: Bb C D Eb F G A	Erie Canal (Glockenspiel parts 2 and 3) 4/4, D minor, 120bpm	Part 1 D,E,F,G,A (Dotted, crotchets, crotchets, quavers)	D,E,F,G,A (Minims, crotchets, quavers)	D,E,F,G,A (Minims)	D (Minims)	3 notes	5 notes D,E,F,G,A	3 notes	5 notes	7 notes
	control and expression improvise and compose music for a range of purposes using the inter-related		(Recorder parts 2 and 3)	D,E,F,G,A (Dotted, crotchets, crotchets, quavers)	F,G,A (Minims, crotchets, quavers)	F,G,A (Crotchets)	F,G,A (Crotchets)						
	dimensions of music		Heroes	N/A				N/A		N/A			
	 listen with attention to detail and recall 		Happy To Be Me	N/A				N/A		N/A			
	sounds with increasing aural memory use and understand staff and other musical notations 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.												
Curriculum	Previous Learning:												
Narrative		ar 4 Unit 4 – How does music teach us about our community? Children are starting to bed knowledge of the history of music. They have listened to a wide range of music											
Previous		om a number of traditions and great composers and can say what they like or dislike											
Learning		notation is starting to become more secure and											

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding									
Year 5 Summer	 play and perform in solo and ensemble 	Tempo: 66bpm Time Signature: 3/4	Songs	Instrumento	ıl Notes			Improvis	ing	Composi	ng	
Term 1	contexts, using their	Key Signature: D major		Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes
music with i accur	voices and playing musical instruments with increasing accuracy, fluency, control and expression	Rhythmic patterns using: Dotted minims, minims, crotchets, quavers, and semiquavers. Melodic patterns: D E F # G A	Look Into The Night (Glockenspiel parts 1 and 2) 4/4, D minor, 130bpm	F,G,A,C,D (Crotchets, quavers)	F,G,A,C,D (Crotchets, quavers)	F,G,A,C,D (Crotchets, quavers)	D (Minims)	N/A		D,E,F	D,E,F,G,A	D.E.F.G.A. B b .C
	 improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to 	(Recorder parts 1 and 2)	F,G,A,C,D (Crotchets, quavers)	F,G,A,C (Crotchets, quavers)	F,G,A,C (Crotchets, quavers)	F,G,A (Crotchets)						
			Breathe (Glockenspiel parts 2 and 3) 3/4, C major, 176bpm	C,D,E,F,G,A,B (Minims, crotchets)	C,E,F,G,A,B (Minims, crotchets)	F,G,A,B,C (Minims, crotchets)	C (Minims, crotchets)	C,D,E	C,D,E,G,A	N/A		
	detail and recall sounds with increasing aural memory		(Recorder parts 2 and 3)	C,D,E,F,G,A,B (Minims, crotchets)	C,E,F,G,A,B (Minims, crotchets)	F,G,A,B,C (Crotchets)	F,G,A,B (Crotchets)					
	 use and understand staff and other musical notations 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. 		Keeping Time	N/A				N/A		N/A		
Curriculum Narrative	Year 4 Unit 5 – How does music shap	revious Learning: Par 4 Unit 5 – How does music shape our way of life? Children are starting to embed The mowledge of the history of music. They have listened to a wide range of music from a										
Previous Learning	number of traditions and great comp	posers and can say what they like or dislike about ion is starting to become more secure and they can										

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding
Year 5	 play and perform in 	Tempo: 120bpm	
Summer	solo and ensemble	Time Signature: 5/4	
Term 2	contexts, using their	Key Signature: C major	

	voices and playing musical instruments	Rhythmic patterns using: Minims, dotted crotchets, crotchets, quavers.	Songs	Instrumental N	Notes			Improvisi	ing	Composi	ing	
	with increasing	Melodic patterns: C D E		Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes
	 accuracy, fluency, control and expression improvise and compose music for a range of purposes 		You And Me (Glockenspiel parts 2 and 3) 4/4, G major, 95bpm	G,A,B ♭,B,C,D,E ♭,E (Crotchets, quavers)	G,A,B B,C,D ,E E (Crotchets, quavers)	G,A,B ♭,B,C, D,E ♭,E (Crotchets, quavers)	G (Minims)	N/A		G,A,B	G,A,B,D,E	G,A,B♭, B,C,D,F
	using the inter-related dimensions of music listen with attention to		(Recorder parts 2 and 3)	G,A,B b, B,C,D,E b,E (Crotchets, quavers)	G,A,B ♭,B,C,F ♯ (Crotchets, quavers)	F#,G,A,B,B b,C (Crotchets, quavers)	F♯,G,A,B (Crotchets)					
	detail and recall sounds with increasing aural memory use and understand		A Bright Sunny Day (Glockenspiel parts 1 and 2) 4/4,	C,G,A (Crotchets, quavers)	C,G,A (Crotchets, quavers)	C,G,A (Minims, crotchets)	C (Minims, crotchets)	C,D,E	C,D,E,F,G	N/A		
	staff and other musical		C major, 128bpm									
	notations • appreciate and		(Recorder parts 1 and 2)	C,G,A (Crotchets, quavers)	C,G,A (Crotchets, quavers)	G,A,C (Crotchets)	C (Crotchets)					
	understand a wide range of high-quality live and recorded music drawn from		I'm Forever Blowing Bubbles	N/A				N/A		N/A		
	different traditions and from great composers											
	and musicians • develop an											
	understanding of the history of music.											
Curriculum	Previous Learning:											
Narrative		nect us with our environment? Children are starting										
	,	of music. They have listened to a wide range of										
Previous		nd great composers and can say what they like or										
Learning		edge of notation is starting to become more secure										
	and they can play instruments with i	ncreasing accuracy.										

Music Curriculum Expectations - Year 6

Singing

- Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.
- Continue to sing three- and four-part rounds (e.g. Calypso by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group i.e. no longer in discrete parts in order to develop greater listening skills, balance between parts and vocal independence.
- Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.

Listening

- Listen to recorded performances complemented by opportunities to experience live music making in and out of school.
- Listen to a range of age-appropriate music from different genres

Composing

Improvise

Extend improvisation skills through working in small groups to:

- Create music with multiple sections that include repetition and contrast.
- Use chord changes as part of an improvised sequence.
- Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.

Compose

- Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.
- Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.
- Either of these melodies can be enhanced with rhythmic or chordal accompaniment.
- Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.

Performing

Instrumental Performance

- Play a melody following staff notation written on one stave and using notes within an octave range (do-do); make decisions about dynamic range, including very loud (), very quiet (), moderately loud () and moderately quiet ().
- Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.
- Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.

Reading Notation

- Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.
- Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).
- Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.
- Read and play from notation a four-bar phrase, confidently identifying note names and durations

Year 6 are taught the clarinet as a whole class. Charanga scheme is used to support their learning of the instrument.

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding
Year 6	 play and perform in 	Tempo: 68bpm	
Autumn	solo and ensemble	Time Signature: 2/4	
Term 1	contexts, using their	Key Signature: C major	
	voices and playing	Rhythmic patterns using: Minims, crotchets,	
	musical instruments	quavers, and semiquavers.	
	with increasing	Melodic patterns: C D E F G A B	
	accuracy, fluency,		
	control and expression		
	 improvise and 		
	compose music for a		
	range of purposes		

	using the inter-related dimensions of music		Songs	Playing Ins	strument No	tes		Improvisi	ng	Composi	ing	
	listen with attention to			Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes
	detail and recall sounds with increasing aural memory use and understand staff and other musical		Do What You Want To (Glockenspiel parts 2 and 3) 4/4, C major, 120bpm	C,D,E,G,A,B (Minims, crotchets, quavers)	C,D,E,G,A,B (Minims, crotchets, quavers)	C,D,E,G,A,B (Minims, crotchets)	C (Minims)	C,D,E	C,D,E,F,G	N/A		
	appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and		(Recorder parts 2 and 3)	C,D,E,G,A,B (Minims, crotchets, quavers)	C,G,A,B (Minims, crotchets, quavers)	C,G,A,B (Minims, crotchets)	C,B,A (Minims, crotchets)					
		It's All About Love (Glockenspiel parts 2 and 3) 4/4, G major, 140bpm	G,A,B ,C, D,E,F (Minims, crotchets, quavers)	G,A,B b,C, D,E,F (Minims, crotchets, quavers)	G,A,B b, C,F (Minims, crotchets, quavers)	G,A,C,F (Minims)	N/A		G,A,B	G,A,B,D,E	G,A,B,C,D ,E,F♯	
	from great composers and musicians develop an understanding of the		(Recorder parts 3 and 4)	G,A,B ,C, D,E,F (Minims, crotchets, quavers)	G,A,B b,C, D,E,F (Minims, crotchets, quavers)	G,A,B ,C,F (Minims, crotchets, quavers)	G (Crotchets)					
Curriculum Narrative	history of music. Children start learning the clarinet, using knowledge of staff notation. They are taught how to hold the instrument, how to play it and how to maintain it.		Sunshine On A Rainy Day	D,E,F#,A,B (Crotchets,	D,E,F#,A,B (Crotchets,	D,E,A,B (Crotchets,	D (Minims)	N/A		N/A		
Previous Learning	, , , , , , , , , , , , , , , , , , , ,		(Glockenspiel parts 1 and 2) 4/4, D major, 95bpm	quavers)	quavers)	quavers)						
			(Recorder parts 2 and 3)	D,E,F\$,A,B (Crotchets, quavers)	D,A,B (Crotchets, quavers)	D,A,B (Crotchets)	A, B (Crotchets)					

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding
Year 6 Autumn	 play and perform in solo and ensemble 	Tempo: 66bpm Time Signature: 3/4	
Term 2	contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall	Key Signature: A minor Rhythmic patterns using: Minims, dotted crotchets, crotchets, dotted quavers, quavers, and semiquavers. Melodic patterns: A B C D E F G	

	sounds with increasing aural memory	Songs	Playing Inst	rument Notes	S		Improvisi	ng	Composi	ng	
	 use and understand staff and other musical notations appreciate and understand a wide range of high-quality 	My Best Friend (Glockenspiel parts 1 and 2) 4/4, C major, 117bpm	Part 1 C,D,E,A,B (Dotted crotchets, crotchets, quavers)	Part 2 C,D,E,A,B (Crotchets, quavers)	Part 3 C,D,E,A (Minims, crotchets)	Part 4 C (Minims)	3 notes C,D,E	5 notes C,D,E,F,G	3 notes C,D,E	5 notes C,D,E,F,G	7 notes C,D,E,F,G, A,B
	live and recorded music drawn from different traditions and from great composers	(Recorder parts 2 and 3)	C,D,E,A,B (Dotted crotchets, crotchets, quavers)	C,G,A,B (Crotchets, quavers)	C,G,A,B (Crotchets)	C (Crotchets)					
	and musicians develop an understanding of the history of music. Children start learning the clarinet, using knowledge of staff notation. They are taught how to hold the instrument, how to play it and how to maintain it. They perform to others and record their playing so far.	Singing Swinging Star (Glockenspiel parts 1 and 2) 4/4, G major, 180bpm	G,A,B ♭,B,D,E ,F,F♯ (Minims, crotchets, quavers)	G,A,B ♭,B,D, E,F,F♯ (Minims, crotchets)	G,A,B,E,F♯ (Minims)	G (Minims)	N/A		N/A		
Curriculum Narrative Previous		(Recorder parts 1 and 2)	G,A,B ♭,B,D,E ,F,F♯ (Minims, crotchets, quavers)	G,A,B / ,B,D, E,F (Minims, crotchets)	G,A,B,F# (Minims)	G (Crotchets)					
Learning		Roll Alabama	N/A				N/A		N/A		

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding
Year 6 Spring Term 1	 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide 	Tempo: 68bpm Time Signature: 4/4 Key Signature: D major Rhythmic patterns using: Minims, dotted crotchets, crotchets, quavers, and semiquavers. Melodic patterns: D E F♯ G A B C♯	

	range of high-quality live and recorded	Songs	Playing Instrume	nt Notes			Improvis	ing	Compos	ing	
	music drawn from		Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes
	different traditions and from great composers and musicians • develop an	Disco Fever (Glockenspiel parts 1 and 2) 4/4, D minor, 115bpm	D,E,F,G,A (Crotchets, quavers)	D,E,F,G,A (Minims, crotchets, quavers)	D,E,F,G,A (Minims, crotchets)	D (Minims)	N/A		D,E,F	D,E,F,G,A	D,E,F,G,A ,B ♭,C
Curriculum	vious	(Recorder parts 3 and 4)	D,E,F,G,A (Crotchets, quavers)	D,E,F,G,A (Crotchets, quavers)	D,E,F,G,A (Crotchets)	F,G,A (Crotchets)					
Narrative Previous		La Bamba (Glockenspiel parts 1 and 2) 4/4, C major, 158bpm	C,D,E,F,G,A,B (Minims, dotted crotchets, triplet crotchets, crotchets, quavers)	C,D,E,G,A,B (Minims, crotchets)	C,D,G,A (Minims, crotchets)	C (Minims, crotchets)	C,D,E	C,D,E,F,G	N/A		
Learning		(Recorder parts 2 and 3)	C,D,E,F,G,A,B (Minims, dotted crotchets, triplet crotchets, crotchets, quavers)	C,G,A,B (Minims, crotchets)	G,AB,C (Crotchets, quavers)	G,A,B (Crotchets)					
		Change (Glockenspiel parts 2 and 3) 4/4, E♭ major, 115bpm	E♭,F,G,A♭,B♭,C (Crotchets, quavers)	E b ,F,G,A b ,B b ,C (Crotchets, quavers)	E b ,F,G,B b ,C (Minims, crotchets)	E b (Minims)	N/A		N/A		
		(Recorder parts 2 and 3)	E♭,F,G,A♭,B♭,C (Crotchets, quavers)	F,G,A b,B b,C (Crotchets, quavers)		B ♭,C (Crotchets)					

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding
Year 6	 play and perform in 	Tempo: 116bpm	
Spring	solo and ensemble	Time Signature: 5/4	
Term 2	contexts, using their	Key Signature: G major	
	voices and playing	Rhythmic patterns using: Minims, dotted	
	musical instruments	crotchets, crotchets, and quavers.	
	with increasing	Melodic patterns: G A B C D E F♯	
	accuracy, fluency,		
	control and expression		
	 improvise and 		
	compose music for a		
	range of purposes		
	using the inter-related		
	dimensions of music		
	 listen with attention to 		
	detail and recall		
	sounds with increasing		
	aural memory		

_	use and understand staff and other musical	Songs	Playing Instrume	ent Notes			Improvis	sing	Compos	ing	
	notations		Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes
	 appreciate and understand a wide range of high-quality live and recorded 	Let's Rock (Glockenspiel parts 1 and 2) 4/4, G major, 72bpm	G,B > ,B,C,D,F (Dotted quavers, quavers, semiquavers)	G,B > ,B,C,D,F (Crotchets, quavers)	G,B b,B,C,D ,F (Crotchets, quavers)	G (Minims)	G,A,B ♭	G,A,B♭, C,D	N/A		
	music drawn from different traditions and from great composers	(Recorder parts 2 and 3)	G,B b,B,C,D,F (Dotted quavers, quavers, semiquavers)	G,A,B b ,B,C (Crotchets, quavers)	G,A,B ♭,B,C (Crotchets, quavers)	G,A,B (Crotchets, quavers)					
	 and musicians develop an understanding of the history of music. 	Simple Gifts (Glockenspiel parts 1 and 2) 4/4, F major, 95bpm	F,G,A,B ,C,E (Minims, dotted crotchets, crotchets, quavers)	F,G,A,B b,C,E (Minims, crotchets, quavers)	F,G,A,B b,C, E (Minims, crotchets)	F (Minims)	N/A		F,G,A	F,G,A,C,D	F,G,A,B b,,C,D,E
Curriculum Narrative	Children embed knowledge of staff notation. They are more confident with playing the clarinet as an ensemble. They perform to others to showcase their learning.	(Recorder parts 1 and 2)	F,G,A,B ,C,E (Minims, dotted crotchets, crotchets, quavers)	F,G,A,B b,C (Minims, crotchets, quavers)	F,G,A,B ,C (Crotchets, quavers)	F,G,A,C (Crotchets)					
Previous Learning		Friendship Should Never End (Glockenspiel parts 2 and 3) 4/4, A major, 120bpm	E,F#,G,G#,A,B,C,C# (Semibreves, minims, dotted crotchets, crotchets, quavers)	E,F#,G,G#,A,B, C,C# (Semibreves, minims, crotchets)	E,F#,G,G#,A, B,C (Semibreves , minims, crotchets)	A (Minims)	N/A		N/A		
		(Recorder parts 2 and 3)	E,F#,G,G#,A,B,C,C# (Semibreves, minims, dotted crotchets, crotchets, quavers)	E,F#,G,G#,A,B, C,C# (Semibreves, minims, crotchets)	E,F#,G,G#,A, B,C (Semibreves , minims, crotchets)	A (Minims)					

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding
Year 6	 play and perform in 	Tempo: 76bpm	
Summer	solo and ensemble	Time Signature: 6/8	
Term 1	contexts, using their	Key Signature: D minor	
	voices and playing	Rhythmic patterns using: Dotted crotchets, triplet	
	musical instruments	quavers, and quavers.	
	with increasing	Melodic patterns: D E F G A	
	accuracy, fluency,		
	control and expression		
	 improvise and 		
	compose music for a		
	range of purposes		
	using the inter-related		
	dimensions of music		
	 listen with attention to 		
	detail and recall		
	sounds with increasing		
	aural memory		

	use and understand staff and other musical	5	Songs	Playing Instru	ment Notes			Improvis	ing	Composi	ng	
	notations appreciate and			Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes
	understand a wide range of high-quality live and recorded	((Wake Up! Glockenspiel parts 1 and 2) 4/4, F minor, 20bpm	F,A > ,E > (Crotchets, quavers)	F,A b,E b (Crotchets, quavers)	F,A ♭ (Minims, crotchets)	F (Minims)	N/A		F,G,A ♭	F,G,A♭,B ♭,C	F,G,A b ,B b ,C,D b , E b
	music drawn from different traditions and from great composers		Recorder parts 1 and 2)	F,A b, E b (Crotchets, quavers)	F,A b,E b (Crotchets, quavers)	F,A b,E b (Crotchets, quavers)	F,A b,E b (Crotchets)					
Curriculum	and musicians develop an understanding of the history of music. Children are able to read more complex rhythms using staff notation. They are able to	(t)	Down By The Riverside Glockenspiel parts 2 and 3) 4/4, G najor, 216bpm	G,A,B,D,E,F# (Semibreves, dotted minims, minims, dotted crotchets, crotchets, quavers)	G,A,B,D,E,F# (Semibreve, minims, crotchets, quavers)	G,A,B,D,E,F# (Semibreves, minims, crotchets)	G (Minims)	G,A,B	G,A,B,C, D	N/A		
Narrative Previous Learning	improvise and start composing their own music.		Recorder parts 2 and 3)	G,A,B,D,E,F# (Semibreves, dotted minims, minims, dotted crotchets, crotchets, quavers)	G,A,B,D,E,F# (Semibreve, minims, crotchets, quavers)	G,A,B (Minims, crotchets)	G (Crotchets)					
		F 4	Dance The Night Away (Glockenspiel parts 1 and 2) 4/4, F ninor, 120bpm	F,G,A b, B b, C,E b (Minims, crotchets, dotted quavers, quavers, semiquavers)	F,G,A b,Bb, C,Eb (Minims, crotchets, quavers)	F,G,A b ,B b ,C ,E b (Minims, crotchets, quavers)	F (Minims)	N/A		N/A		
		(Recorder parts 1 and	F,G,A > ,B > ,C	F,G,A b ,B b ,	F,G,A ♭,B ♭,C	F (Crotchets)					
		2	2)	(Minims, crotchets, dotted quavers, quavers, semiquavers)	C (Minims, crotchets, quavers)	(Minims, crotchets, quavers)					-	-

Term and Focus	NC objectives Pupils should be taught about:	How will I think and act like a Musician	Pupil Outcomes Musical knowledge and understanding
Year 6	 play and perform in 	Tempo: 66bpm	
Summer	solo and ensemble	Time Signature: 2/4	
Term 2	contexts, using their	Key Signature: C major	
	voices and playing	Rhythmic patterns using: Minims, crotchets, and	
	musical instruments	quavers	
	with increasing	Melodic patterns: C D E F G A B	
	accuracy, fluency,		
	control and expression		
	 improvise and 		
	compose music for a		
	range of purposes		

	using the inter-related dimensions of music	Songs Playing Instrument Notes				Improvising		Composing			
	listen with attention to		Part 1	Part 2	Part 3	Part 4	3 notes	5 notes	3 notes	5 notes	7 notes
•	detail and recall sounds with increasing aural memory use and understand staff and other musical	Heal The Earth (Glockenspiel parts 1 and 2) 4/4, F major, 147bpm	F,G,A,B ,C,D (Semibreves, minims, crotchets, quavers)	F,G,A,B b,C, D (Semibreves, minims, crotchets, quovers)	F,G,A,B b,C,D (Semibreves, minims, crotchets)	F (Minims)	F,G,A	F,G,A,C,D	F,G,A	F,G,A,C,D	F,G,A,B ♭,C,D,E
	notations appreciate and understand a wide range of high-quality	(Recorder parts 1 and 2)	F,G,A,B b,C,D (Semibreves, minims, crotchets, quavers)	F,G,A,B b,C (Semibreves, minims, crotchets, quavers)	F,G,A,B b,C (Semibreves, minims, crotchets)	F (Minims)					
	live and recorded	Let's Go Surfin'	N/A				N/A		N/A		
	music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.	So Amazing	N/A				N/A		N/A		
rriculum rrative evious arning	Children are able to read more complex rhythms using staff notation. They are all improvise and start composing their own music. This is then shared with others a performed to parents.										