



KS1

Year 3

Year 4

Year 5

Year 6

use their voices expressively and creatively by singing songs and speaking chants and rhymes
listen with concentration and understanding to a range of high-quality live and recorded music (this is depending on topic? Could focus on a decade each year)

feel and keep a steady pulse

use their voices expressively and creatively by singing songs and speaking chants and rhymes
play tuned (glockenspiel) and untuned instruments musically

listen with concentration and understanding to a range of high-quality live and recorded music (this is depending on topic? Could focus on a decade each year)

experiment with, create, select and combine sounds using the interrelated dimensions of music – (the elements of music - rhythm, dynamics, tempo, melody, texture timbre (register, range and instrumentation))

feel and keep a steady pulse

use their voices expressively and creatively by singing songs and speaking chants and rhymes
play tuned (glockenspiel) and untuned instruments musically

listen with concentration and understanding to a range of high-quality live and recorded music (this is depending on topic? Could focus on a decade each year)

experiment with, create, select and combine sounds using the interrelated dimensions of music – (the elements of music - rhythm, dynamics, tempo, melody, texture timbre (register, range and instrumentation))

feel and keep a steady pulse

to visually represent a sound through drawing

- listen with attention to detail and recall sounds with increasing aural memory (singing)
- appreciate and understand a wide range of high-quality live and recorded music and recognise the work of at least one famous composer – depending on topic and decade.
- recognise that the beat within a piece of music is organised into sections called bars.

play and perform in solo, using their voices and tuned percussion. Eg glockenspiel
begin to improvise and compose music to understand that sounds can be represented as a symbol

- play and perform in ensemble contexts, using their voices and tuned percussion. Eg glockenspiel
- develop an understanding of the history of music – 90s music

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play and perform in solo, using their voices and tuned percussion. Eg glockenspiel
begin to improvise and compose music to understand that sounds can be represented as a symbol

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (space oddity)
- improvise and compose music for a range of purposes using the interrelated dimensions of music - (the elements of music - rhythm, dynamics, tempo, melody, texture timbre (register, range and instrumentation), harmony, form (how the music is organised))
- (revision of treble clef, crotchet, quavers, rest)
- graphic score to record composition work.

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (war songs)
- listen with attention to detail and recall sounds with increasing aural memory (focus on timbre of different sounds – the quality of the sound. For example, is it a metal or wooden instrument playing the same pitch)
- to develop the use and understand staff and other musical notations to support the recording of their compositions

- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians from their focus decade.
- develop an understanding of the history of music – 80s music.

- Played tuned percussion eg. Glockenspiels (Rugby dance 'Haka' – determination).
- use and understand staff and other musical notations – understand the treble clef, semibreve, minim, crotchet, quaver, rests, dotted notes, pitch, time signature.
- 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 from their focus decade. (Victorians 1837 -1901, instruments, possible composers:
 - Stephen Adams (1844-1913)
 - Michael W. Balfe (1808-70)
 - John Barnett (1802-90)
 - James Bland (1854-1911)
 - Carrie Jacobs Bond.
 - Claribel [Charlotte Alington Barnard, née Pye] (1830-69)
 - Sir Frederic Hymen Cowen (1852-1935)).
- develop an understanding of the history of music - focus on 60s (Compare to Victorians – timeline)

- play and perform in solo and ensemble contexts, using their voices – Year 6 end of year production.



KS1

Autumn

use their voices expressively and creatively by singing songs and speaking chants and rhymes
listen with concentration and understanding to a range of high-quality live and recorded music (this is depending on topic? Could focus on a decade each year)
feel and keep a steady pulse

Spring

use their voices expressively and creatively by singing songs and speaking chants and rhymes
play tuned (glockenspiel) and untuned instruments musically
listen with concentration and understanding to a range of high-quality live and recorded music (this is depending on topic? Could focus on a decade each year)
experiment with, create, select and combine sounds using the interrelated dimensions of music – (the elements of music - rhythm, dynamics, tempo, melody, texture timbre (register, range and instrumentation)
feel and keep a steady pulse

Summer

use their voices expressively and creatively by singing songs and speaking chants and rhymes
play tuned (glockenspiel) and untuned instruments musically
listen with concentration and understanding to a range of high-quality live and recorded music (this is depending on topic? Could focus on a decade each year)
experiment with, create, select and combine sounds using the interrelated dimensions of music – (the elements of music - rhythm, dynamics, tempo, melody, texture timbre (register, range and instrumentation)
feel and keep a steady pulse
to visually represent a sound through drawing

Lower KS2

Autumn

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Spring

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Summer

develop an understanding of the history of music - 'The Great Composers' (pre 1960 e.g. Classical, Renaissance, Impressionism etc...)

Autumn

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (space oddity)
- improvise and compose music for a range of purposes using the interrelated dimensions of music - (the elements of music - rhythm, dynamics, tempo, melody, texture timbre (register, range and instrumentation), harmony, form (how the music is organised)) (revision of treble clef, crotchet, quavers, rest)
- graphic score to record composition work.

Year 5

Spring

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (war songs)
- listen with attention to detail and recall sounds with increasing aural memory (focus on timbre of different sounds – the quality of the sound. For example, is it a metal or wooden instrument playing the same pitch)
- to develop the use and understand staff and other musical notations to support the recording of their compositions

Summer

- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians from their focus decade.
- develop an understanding of the history of music – 80s music.

Year 6

Spring

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 - Michael W. Balfe (1808-70)
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- develop an understanding of the history of music - focus on 60s (Compare to Victorians – timeline)

Summer

- play and perform in solo and ensemble contexts, using their voices – Year 6 end of year production.