

YEAR R	Terms	ELGs	Skills	Impact by the end of the year
Music	Autumn – Topic songs Harvest celebration, Firework music, Christmas songs	<ul style="list-style-type: none"> Children sing songs and make music and dance, and experiment with ways of changing them. Represent their own ideas, thoughts and feelings through (...) music and dance. 	<ul style="list-style-type: none"> To begin to build up a repertoire of songs and dances. To explore different sounds of percussion instruments. 	Children who enjoy listening to and creating music
	Spring - Topic songs Easter songs & celebration, Chinese New Year celebrations. Using instruments to make sounds	<ul style="list-style-type: none"> Children sing songs and make music and dance, and experiment with ways of changing them. Represent their own ideas, thoughts and feelings through (...) music and dance. 	<ul style="list-style-type: none"> To begin to build up a repertoire of songs and dances. To explore different sounds of percussion instruments. 	Children who are cultured and appreciate different types of music Children who are innovative and starting to experiment with music
	Summer - Exploring instruments and making sounds	<ul style="list-style-type: none"> Children sing songs and make music and dance, and experiment with ways of changing them. Represent their own ideas, thoughts and feelings through (...) music and dance. 	<ul style="list-style-type: none"> To begin to build up a repertoire of songs and dances. To explore different sounds of percussion instruments. 	
YEAR 1	Terms	National Curriculum Objectives	Skills	Impact by the end of the year
Music	Autumn Our Bodies Christmas Performance	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Using their voices expressively and creatively by singing songs and speaking chants and rhythms. Explaining what the pitch is like and how it changes Describing the music they are listening to 	Children who enjoy listening to and creating music
	Spring Machines	<ul style="list-style-type: none"> Play tuned and un-tuned instruments musically Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> Using their voices expressively and creatively by singing songs and speaking chants and rhythms. Playing a range of instruments Creating their own music 	Children who are cultured and appreciate different types of music
	Summer Travel/Seasons	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and un-tuned 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. 	<ul style="list-style-type: none"> Using their voices expressively and creatively by singing songs and speaking chants and rhythms. Explaining what the pitch is like and how it changes Describing the music they are listening to Playing a range of instruments Creating their own music 	Children who are innovative and starting to experiment with music Children who can reflect on and listen to music critically

YEAR 2	Terms	National Curriculum Objectives	Skills	Impact by the end of the year
Music	Autumn Term Our Bodies Christmas Performance	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Singing expressively using their voices Explaining what the pitch is like and how it changes Describing the music, they are listening to 	Children who enjoy listening to and creating music
	Spring Term Number Our Land	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and un-tuned 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. 	<ul style="list-style-type: none"> Singing expressively using their voices Explaining what the pitch is like and how it changes Describing the music, they are listening to Playing a range of instruments, including tuned and un-tuned Creating their own music 	Children who are cultured and appreciate different types of music Children who are innovative and starting to experiment with music
	Summer Term Songs from Around the World	<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and un-tuned 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. 	<ul style="list-style-type: none"> Singing expressively using their voices Explaining what the pitch is like and how it changes Describing the music, they are listening to Playing a range of instruments including tuned and un-tuned Creating their own music 	Children who can reflect on and listen to music critically

YEAR 3	Terms	National Curriculum Objectives	Skills	Impact by the end of the year
Music	Autumn Term	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 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 	<ul style="list-style-type: none"> Singing expressively using their voices in ensemble contexts with increasing accuracy. Explaining what the pitch is like and how it changes Describing the music they are listening to Playing a range of instruments Creating their own music Begin to use and understand musical notations 	Children who enjoy listening to and creating music Children who are cultured and appreciate different types of music
	Spring Term	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<ul style="list-style-type: none"> Singing expressively using their voices in ensemble contexts with increasing accuracy. Explaining what the pitch is like and how it changes Describing the music they are listening to 	Children who are innovative and



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		<ul style="list-style-type: none"> Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music. 	<ul style="list-style-type: none"> Playing a range of instruments Creating their own music Begin to use and understand musical notations 	<p>starting to experiment with music</p> <p>Children who can sing with others.</p>
	<p>Summer Term</p> <p>Whole class instrumental sessions</p>	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music. 	<ul style="list-style-type: none"> Singing expressively using their voices in ensemble contexts with increasing accuracy. Explaining what the pitch is like and how it changes Describing the music they are listening to Playing a range of tuned and un-tuned instruments Creating their own music Use and understand musical notations 	<p>Children who can play notes on an instrument and play a recognisable tune.</p>

YEAR 4	Terms	National Curriculum Objectives	Skills	Impact by the end of the year
Music	Autumn Term Ancient worlds	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Listen with attention to detail and recall sounds with increasing aural memory. <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<ul style="list-style-type: none"> Singing expressively using their voices with control and expression. Explaining what the pitch is like and how it changes Describing the music they are listening to Playing a range of tuned and un-tuned instruments Creating their own music 	<p>Children will enjoy listening to and creating music</p> <p>Children will develop a cultured view and appreciation of different types of music</p>
	Spring Term The Environment	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Listen with attention to detail and recall sounds with increasing aural memory <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>	<ul style="list-style-type: none"> Singing expressively using their voices with control and expression. Explaining what the pitch is like and how it changes Describing the music they are listening to Playing a range of instruments Creating their own music 	<p>Children who are innovative and starting to experiment with music</p>
	Summer Term Summer Production	<ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<ul style="list-style-type: none"> Memorise lyrics, singing expressively using their voices in solo and ensemble contexts. Perform solos and group singing pieces Creating and appreciating sound effects in context of a play 	<p>Children who can reflect on and listen to music critically</p>



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KS1 Skills	Year 1	Year 2	KS2 Skills	Year 3	Year 4	Year 5	Year 6
Controlling Sounds through singing and playing (Play and Perform)							
Use voices expressively	Use voices in different ways such as speaking, singing and chanting	Use voices expressively and creatively. To sing with the sense of shape of the melody	Sing songs in unison and two parts	To sing in unison, becoming aware of pitch.	To sing in unison maintaining the correct pitch and using increasing expression.	To sing in unison with clear diction, controlled pitch and sense of phrase.	To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase
Play tuned and un-tuned instruments	To create and choose sounds To perform simple rhythmical patterns, beginning to show an awareness of pulse.	To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse.	To play tuned and un-tuned instruments with control and accuracy	To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.	To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.	To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.	To play and perform with accuracy, fluency, control and expression
Rehearse and perform with others	To think about others when performing.	To think about others while performing	To practise, rehearse and present performances with an awareness of the audience	To think about others while performing.	To think about others while performing.	To maintain my own part and be aware how the different parts fit together.	To think about the audience when performing and how to create a specific effect.
Creating and developing musical ideas (Create and Compose)							
Create musical patterns	To know about and experiment with sounds	Repeat short rhythmic and melodic patterns	Improvise, developing rhythmic and melodic material when performing	To create simple rhythmical patterns that use a small range of notes.	To create rhythmical and simple melodic patterns using an increased number of notes.	To create increasingly complicated rhythmic and melodic phrases within given structures.	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.
Explore, choose and organise sounds and musical ideas	To recognise and explore how sounds can be organised, To identify and organise sounds using simple criteria e.g. loud, soft, high low.	To Begin to explore and choose and order sounds using the inter-related dimensions of music*.	Explore, choose, combine and organise musical ideas with musical structures	To begin to join simple layers of sound, e.g. a background rhythm and a solo melody.	To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.		



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Responding and reviewing appraising skills							
Explore and express ideas and feelings about music using movement, dance and expressive and musical language.	To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc	To respond to different moods in music and explain thinking about changes in sound.	Analyse and compare sounds Explore and explain ideas and feelings about music using movement, dance and expressive and musical language.	To explore and comment on the ways sounds can be used expressively.	To recognise and explore the ways sounds can be combined and used expressively and comment on this effect.	To describe, compare and evaluate different types of music beginning to use musical words.	To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music*.
To make improvements to my own work	To think about and make simple suggestions about what could make their own work better. E.g: play faster or louder.	To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.	To reflect on and improve own and others work in relation to its intended effect	To comment on the effectiveness of own work, identifying and making improvements.	To comment on the effectiveness of own work, identifying and making improvements based on its intended outcome.	To comment on the success of own and others work, suggesting improvements based on intended outcomes.	To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.
Listening and applying knowledge and understanding							
To listen with concentration and recall sounds within increasing aural memory.	To begin to identify simple repeated patterns and follow basic musical instructions.	To identify and recognise repeated patterns and follow a wider range of musical instructions	To listen with attention to detail and to internalise and recall sounds.	To listen with attention and begin to recall sounds.	To listen to and recall patterns of sounds with increasing accuracy.	To listen to and recall a range of sounds and patterns of sounds confidently.	To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.
To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures.	To begin to understand that musical elements can be used to create different moods and effects.	To understand how musical elements, create different moods and effects.	To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects.	To begin to understand how different musical elements are combined and used to create an effect.	To understand how different musical elements are combined and used expressively.	To begin to identify the relationship between sounds and how music can reflect different meanings.	To identify and explore the relationship between sounds and how music can reflect different meanings.



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To understand that sounds can be made in different ways and described using given and invented signs and symbols.	To begin to represent sounds with simple sounds including shapes and marks.	To confidently represent sounds with a range of symbols, shapes or marks.	To know that music is produced in different ways and described through relevant established and invented notations.	To begin to recognise simple notations to represent music, including pitch and volume.	To understand and begin to use established and invented musical notations to represent music.	To recognise and use a range of musical notations including staff notation.	To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material.
To know how music is used for particular purposes	To listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march.	To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.	To understand how time and place can influence the way music is created.	To listen to and begin to respond to music drawn from different traditions and great composers and musicians.	To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.	To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time.	To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed.

***Inter-related dimensions of music (dynamics):**

PULSE: the steady beat of a piece of a piece of music
PITCH: the melody and the way the notes change from low to high and vice versa.
RHYTHM: or duration is the pattern of long and short sounds in a piece of music.
DYNAMICS: Loud and soft
TEMPO: Fast and slow
TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments) **TEXTURE:** Layers of sound (number of instruments or voices playing together)
STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse