Music Yearly Overview Curriculum Area: Music Subject Lead: Carol Pickering



	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Autumn 1	M.1 use their voices	M.1 use their voices	M.5 play and perform in	M.5 play and perform in	M.5 play and perform in	M.5 play and perform in
	expressively and	expressively and	solo and ensemble	solo and ensemble	solo and ensemble	solo and ensemble
	creatively by singing	creatively by singing	contexts, using their	contexts, using their	contexts, using their	contexts, using their
	songs and speaking	songs and speaking	voices and playing	voices and playing	voices and playing	voices and playing
	chants and rhymes	chants and rhymes	musical instruments	musical instruments	musical instruments	musical instruments
			with increasing	with increasing	with increasing	with increasing
	Take part in singing,	First 2 weeks then weeks	accuracy, fluency,	accuracy, fluency,	accuracy, fluency,	accuracy, fluency,
	accurately following the	5 to 8 for Y2 Harvest	control and expression	control and expression	control and expression	control and expression
	melody	play.	5		51	
	Follow instructions on	Cin a company control of	First 2 weeks	First 2 weeks	First 2 weeks	
	how or when to sing	Sing songs expressively	Singing	Single -	Singing.	M.8 use and understand
	Make and control long	and confidently.	Singing	Singing	Singing	staff and other musical notations
	and short sounds using	Control of voice getting	Use voice to create vocal	Sing in tune	Circ for an arrangement the	Use standard notation
	voices	louder and softer.	effects.		Sing from memory with	
	Voices	Use hands to follow pitch	Sing expressively with	Maintain a simple part	increasing confidence	for a minim, crotchet and
	Week 6 onwards:	movement.	awareness and control of	within a group	Perform solo or as part	semibreve and say how
	Week o oliwards.			Pronounce words within	of an ensemble	many beats they
	M.2 play tuned and		some musical elements	a song clearly	Sing expressively and in	represent
	untuned instruments	Week 2 to 4:	e.g. timbre, tempo and	Show control of voice	tune	Read notes on a musical
	musically		dynamics.	Ongoing practice at	Hold a part within a	stave written in the
		M.2 play tuned and	Sing with an awareness	controlling sudden and	round	treble and bass clef
	Untuned – percussion	untuned <u>instruments</u>	of pulse and rhythm.	subtle changes using	Sing with increased	Use and understand
	instruments and tuned –	<u>musically</u>	Sing from memory with	voice.	control over breathing	simple time signatures
	chime bars/glockenspiels		increasing accuracy of		Maintain control over	with accuracy
		Follow instructions on	pitch	Week 3 onwards:		Perform as part of an
	Sit or stand well to	how or when to play an	Maintain a simple part		voice	ensemble
	perform	instrument	within a group	M.5 play and perform in	Sing a round in two	EUSCHINIC
			. 0 1	solo and ensemble	parts.	

	Sit quietly if waiting for a turn Pick up and put down instruments quietly Watch, follow the leader's signals Follow instructions on how or when to play an instrument	Make and control, and create sequences of long and short, loud and quiet and high and low sounds using instruments M4. Make and use sounds using the interrelated dimensions of music Use symbols to represent a composition and use them to help with a performance Recorder playing	M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression M.8 use and understand staff and other musical notations Begin to learn some music notation. Recognise the notes EGBDF as lines on a musical stave, and FACE as spaces on a musical stave Play notes on an instrument with care so that they are clear Perform with control and awareness of others Recorder playing	contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression M.8 use and understand staff and other musical notations Place the notes EGBDF on lines on a musical stave, and FACE on spaces on a musical stave Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent Play notes on an instrument with care so that they are clear and accurately timed Perform with control and awareness of others with confidence Set up equipment quickly and safely Perform using notation. Recorder playing	Sing confidently as a class and in small groups. Sing familiar songs in tune. Week 3 onwards: M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression M.8 use and understand staff and other musical notations Use standard notation for a minim, crotchet and semibreve and say how many beats they represent Read notes on a musical stave Understand the purpose of treble and bass clef Use and understand simple time signatures Identify and control the ways that instruments make sounds Recorder playing	Know how to recover from mistakes and keep going Pay attention to detail Keyboard playing
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Autumn 2	M.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes – Take part in singing, accurately following the melody Follow instructions on how or when to sing Make and control long and short sounds using voices Sing broadly in tune and imitate changes within a limited range of pitch Christmas performances	M.2 play tuned and untuned instruments musically Follow instructions on how or when to play an instrument Make and control, and create sequences of long and short, loud and quiet and high and low sounds using instruments M4. Make and use sounds using the interrelated dimensions of music Use symbols to represent a composition and use them to help with a performance Recorder playing Final 2 weeks - singing: Year Group Christmas Carol M.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes	M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression M.8 use and understand staff and other musical notations Begin to learn some music notation. Recognise the notes EGBDF as lines on a musical stave, and FACE as spaces on a musical stave Play notes on an instrument with care so that they are clear Perform with control and awareness of others Recorder playing Final 2 weeks - singing: Year Group Christmas Carol	M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression M.8 use and understand staff and other musical notations Place the notes EGBDF on lines on a musical stave, and FACE on spaces on a musical stave Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent Play notes on an instrument with care so that they are clear and accurately timed Perform with control and awareness of others with confidence Set up equipment quickly and safely	M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression M.8 use and understand staff and other musical notations Use standard notation for a minim, crotchet and semibreve and say how many beats they represent Read notes on a musical stave Understand the purpose of treble clef Use and understand simple time signatures Play confidently to a variety of audiences Play as part of an ensemble Be a good ensemble player, aware of balance Identify and control the ways that instruments make sounds	M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression M.8 use and understand staff and other musical notations Use standard notation for a minim, crotchet and semibreve and say how many beats they represent Read notes on a musical stave written in the treble and bass clef Use and understand simple time signatures with accuracy Perform as part of an ensemble Play expressively and in tune Know how to recover from mistakes and keep going Pay attention to detail Play accompaniments
		creatively by singing		confidence	Identify and control the	going
				and safely	make sounds	Play accompaniments
				Perform using notation.		with control and
		Sing songs expressively and confidently.		Recorder playing	Recorder playing	accuracy.
		,				Keyboard playing

		Control of voice getting louder and softer. Use hands to follow pitch movement.		Final 2 weeks - singing: Year Group Christmas Carol	Final 2 weeks - singing: Year Group Christmas Carol	Final 2 weeks - singing: Year Group Christmas Carol
Spring 1	M.3 listen with concentration and understanding to a range of high-quality live and recorded music Sit quietly, make sounds or actions as they listen	M.3 listen with concentration and understanding to a range of high-quality live and recorded music Identify the beat of a piece of music	M.9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	M.9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	M.9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	M.9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
	Copy patterns Identify well defined musical features, e.g. long and short sounds, high and low sounds. Recall and remember short songs and patterns of sound. Identify different sound sources. Identify the beat of a piece of music	Recognise changes in timbre, dynamics and pitch Develop concentration to listen for longer Identify pulse in music. Know that listening to music several times helps to find out more about it Listen for something specific Begin to know musical labels-rap, opera, rock	Recognise rhythmic patterns. Use the terms: duration, timbre, pitch, beat, tempo, texture and silence to describe music. Understand layers of sound and discuss their effect on mood and feelings. Evaluate music to	Use the terms: duration, timbre, pitch, beat, tempo, texture and silence to describe music. Understand layers of sound and discuss their effect on mood and feelings. Evaluate music to identify areas of likes and dislikes	Choose from an increasingly wide range of musical vocabulary to accurately describe and appraise music Discuss how lyrics often have social meaning and reflect the cultural context of music Listen for longer and without losing focus Listen for small details	Choose from a wide range of musical vocabulary to accurately describe and appraise music Discuss how lyrics often have social meaning and reflect the cultural context of music Be an open minded listener Accept that you will like
	M.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes	etc. Recognise changes in timbre, dynamics and pitch	identify areas of likes and dislikes Begin to notice things that happen in a piece of music and give an	Be a good audience member, showing willingness to listen, concentrate and when to respond	within a dense structure Be open minded about new and familiar music Identify moods and textures.	some music and not other Try not to dismiss music after just one hearing Appreciate that musical
	Take part in singing, accurately following the melody	M.1 use their voices expressively and creatively by singing	opinion	Begin to have an idea of the history and geography of music.	M.5 play and perform in solo and ensemble	tastes change

Follow instructions on how or when to sing Make and control long and short sounds using voices Sing broadly in tune and imitate changes within a limited range of pitch

M.2 play tuned and untuned instruments musically

Sit or stand well to perform Sit quietly if waiting for a turn Pick up and put down instruments quietly Watch, follow the leader's signals Accompany known songs by clapping or playing the pulse or rhythm. Use instruments to create sound effects. Follow instructions on how or when to play an instrument

songs and speaking chants and rhymes

Sing songs expressively and confidently.
Control voice getting louder and softer.
Use hands to follow pitch movement.
Sing with some awareness of other performers
Imitate changes in pitch

M.2 play tuned and untuned instruments musically

Know how to sit/stand as a performer Make an announcement Know how to sit silently with an instrument Know when to start and stop Identify groups of instruments. Follow instructions on how or when to play an instrument Make and control, and create sequences of long and short, loud and quiet and high and low sounds using instruments

Show appreciation for other people's music and offer helpful comments
Be able to listen to a piece several times in order to get to know it

M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Use voice to create vocal

effects. Sing expressively with awareness and control of some musical elements e.g. timbre, tempo and dynamics. Sing with an awareness of pulse and rhythm. Sing from memory with increasing accuracy of pitch Maintain a simple part within a group Pronounce words within a song clearly Show control of voice

M.5 play and perform in solo and ensemble contexts, using their

Create sequences of movements in response to different types of music.

Identify repeated

patterns – ostinato

M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Sing in tune
Maintain a simple part
within a group
Pronounce words within
a song clearly
Show control of voice
Ongoing practice at
controlling sudden and
subtle changes using
voice.
Internalise sounds by

singing parts of a song 'in

their heads.'

M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments

contexts, using their
voices and playing
musical instruments
with increasing
accuracy, fluency,
control and expression

Sing from memory with

increasing confidence Perform solo or as part of an ensemble Sing expressively and in tune Hold a part within a round Sing a harmony part Sing with increased control over breathing Maintain control over voice Sing a round in two parts. Sing confidently as a class and in small groups. Sing familiar songs in tune. Have an awareness of improvisation with the voice.

M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing

M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Sing from memory with confidence and accuracy Perform solo and as part of an ensemble Sing expressively and in tune Hold a part within a round with confidence Sing a harmony part confidently and accurately Sing songs with increasing control of breathing, posture and sound projection. Sing songs in tune and with an awareness of other parts. Sing confidently in small groups, as a class and alone.

M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments

	Recorder playing	woices and playing musical instruments with increasing accuracy, fluency, control and expression M.8 use and understand staff and other musical notations Begin to learn some music notation. Recognise the notes EGBDF as lines on a musical stave, and FACE as spaces on a musical stave Play notes on an instrument with care so that they are clear Perform with control and awareness of others Recorder playing	with increasing accuracy, fluency, control and expression M.8 use and understand staff and other musical notations Place the notes EGBDF on lines on a musical stave, and FACE on spaces on a musical stave Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent Play notes on an instrument with care so that they are clear and accurately timed Perform with control and awareness of others with confidence Set up equipment quickly and safely Perform using notation. Recorder playing	accuracy, fluency, control and expression M.8 use and understand staff and other musical notations Use standard notation for a minim, crotchet and semibreve and say how many beats they represent Read notes on a musical stave Understand the purpose of treble clef Use and understand simple time signatures Be a good ensemble player, aware of balance Identify and control the ways that instruments make sounds Recorder playing	with increasing accuracy, fluency, control and expression . M.8 use and understand staff and other musical notations Use standard notation for a minim, crotchet and semibreve and say how many beats they represent Read notes on a musical stave written in the treble and bass clef Use and understand simple time signatures with accuracy Perform solo and as part of an ensemble Play expressively and in tune Show confident body language Know how to recover from mistakes and keep going Pay attention to detail Play accompaniments with control and accuracy. Keyboard playing
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Spring 2

M.3 listen with concentration and understanding to a range of high-quality live and recorded music

Sit quietly, make sounds or actions as they listen Copy patterns Identify well defined musical features, e.g. long and short sounds, high and low sounds. Recall and remember short songs and patterns of sound. Identify different sound sources. Identify the beat of a piece of music

M.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes

Take part in singing, accurately following the melody Follow instructions on how or when to sing Make and control long and short sounds using voices

M.3 listen with concentration and understanding to a range of high-quality live and recorded music

Identify the beat of a piece of music Recognise changes in timbre, dynamics and pitch. Develop concentration to listen for longer Identify pulse in music. Know that listening to music several times helps to find out more about it Listen for something specific Begin to know musical labels-rap, opera, rock etc. Recognise changes in timbre, dynamics and

M.2 play tuned and untuned instruments musically

pitch

Know how to sit/stand as a performer
Make an announcement
Try being the conductor
Know how to sit silently
with an instrument

M.9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Recognise rhythmic patterns. Use the terms: duration, timbre, pitch, beat, tempo, texture and silence to describe music. Understand layers of sound and discuss their effect on mood and feelings. Evaluate music to identify areas of likes and dislikes Begin to notice things that happen in a piece of music and give an noinigo Show appreciation for other people's music and offer helpful comments Be able to listen to a piece several times in order to get to know it

M.9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Use the terms: duration. timbre, pitch, beat, tempo, texture and silence to describe music. Understand layers of sound and discuss their effect on mood and feelings. Evaluate music to identify areas of likes and dislikes Be a good audience member, showing willingness to listen, concentrate and when to respond Begin to have an idea of the history and geography of music. Create sequences of movements in response to different types of music. Identify repeated patterns – ostinato

M.9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Choose from an increasingly wide range of musical vocabulary to accurately describe and appraise music Discuss how lyrics often have social meaning and reflect the cultural context of music Listen for longer and without losing focus Listen for small details within a dense structure Be open minded about new and familiar music Identify moods and textures.

M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

M.9 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Choose from a wide range of musical vocabulary to accurately describe and appraise music Discuss how lyrics often have social meaning and reflect the cultural context of music Be an open minded listener Accept that you will like some music and not other Try not to dismiss music after just one hearing Appreciate that musical tastes change

M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Sing broadly in t	tune and Know when to start and	M.5 play and perform in		M.8 use and understand	
imitate changes	s within a stop	solo and ensemble	M.5 play and perform in	staff and other musical	M.8 use and understand
limited range of	f pitch Identify groups of	contexts, using their	solo and ensemble	<u>notations</u>	staff and other musical
	instruments.	voices and playing	contexts, using their		<u>notations</u>
	Follow instructions on	musical instruments	voices and playing	Use standard notation	Use standard notation
	how or when to play an	with increasing	musical instruments	for a minim, crotchet and	for a minim, crotchet and
	, ,	accuracy, fluency,	with increasing	semibreve and say how	semibreve and say how
	instrument	control and expression	accuracy, fluency,	many beats they	many beats they
	Make and control, and create sequences of long	M.8 use and understand	control and expression	represent	represent
	and short, loud and quiet			Read notes on a musical	Read notes on a musical
	and high and low sounds	notations	M.8 use and understand	stave	stave written in the
	using instruments		staff and other musical	Understand the purpose	treble and bass clef
		Begin to learn some	notations	of treble and bass clef	Use and understand
	Recorder playing	music notation.		Use and understand	simple time signatures
		Devise non-standard	Place the notes EGBDF	simple time signatures	with accuracy
		symbols to indicate when	on lines on a musical	Simple time signatures	Play from memory with
		to play and rest	stave, and FACE on	Be a good ensemble	confidence
		Recognise the notes	spaces on a musical	=	
		EGBDF as lines on a	stave	player, aware of balance	Perform solo and as part
		musical stave, and FACE	Recognise the symbols	Lead a group by counting	of an ensemble
		as spaces on a musical	for a minim, crotchet and	in, beating times etc.	Play expressively and in
		stave	semibreve and say how	Identify and control the	tune
			many beats they	ways that instruments	Show confident body
		Play notes on an	represent	make sounds	language
		instrument with care so	Play notes on an		Work as part of a team
		that they are clear	instrument with care so	Recorder playing	or as a leader
		Perform with control and	that they are clear and		Know how to recover
		awareness of others	accurately timed		from mistakes and keep
			·		going
		Recorder playing	Perform with control and		Pay attention to detail
			awareness of others with		Play accompaniments
			confidence		with control and
			Take directions when		accuracy.
			someone else is in		Perform confidently
			charge		using notation.
			Set up equipment quickly		
			and safely		

		Perform using notation.	Keyboard playing
		Recorder playing	

Summer 1 M.3 listen with concentration and understanding to a range of high-quality live and recorded music

Sit quietly, make sounds or actions as they listen Copy patterns Identify well defined musical features, e.g. long and short sounds, high and low sounds. Recall and remember short songs and patterns of sound. Identify different sound sources. Identify the beat of a piece of music

M.2 play tuned and untuned instruments musically

Sit or stand well to perform
Sit quietly if waiting for a turn
Pick up and put down instruments quietly
Watch, follow the leader's signals

M.2 play tuned and untuned instruments musically

Know how to sit/stand as

a performer Make an announcement Try being the conductor Know how to sit silently with an instrument Know when to start and stop Know that different performing locations have different requirements Identify groups of instruments. Follow instructions on how or when to play an instrument Make and control, and create sequences of long and short, loud and quiet and high and low sounds using instruments

Recorder playing

M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

M.8 use and understand staff and other musical notations

Begin to learn some music notation.
Devise non-standard symbols to indicate when to play and rest Recognise the notes EGBDF as lines on a musical stave, and FACE as spaces on a musical stave Play notes on an instrument with care so that they are clear Perform with control and awareness of others

Recorder playing

M.7 listen with attention to detail and recall sounds with increasing aural memory

M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

M.8 use and understand staff and other musical notations

Place the notes EGBDF on lines on a musical stave, and FACE on spaces on a musical stave Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent Play notes on an instrument with care so that they are clear and accurately timed Perform with control and awareness of others with confidence Be in charge of a rehearsal group

M.10 develop an understanding of the history of music

M.7 listen with attention to detail and recall sounds with increasing aural memory

Choose from an

increasingly wide range of musical vocabulary to accurately describe and appraise music Discuss how lyrics often have social meaning and reflect the cultural context of music Listen for longer and without losing focus Listen for small details within a dense structure Be open minded about new and familiar music Identify moods and textures.

M.10 develop an understanding of the history of music

M.7 listen with attention to detail and recall sounds with increasing aural memory

Choose from a wide range of musical vocabulary to accurately describe and appraise music Discuss how lyrics often have social meaning and reflect the cultural context of music Be an open minded listener Accept that you will like some music and not other Try not to dismiss music after just one hearing Appreciate that musical tastes change

Reproduce music from	Recognise rhythmic	Take directions when	
simple pattern/and or	patterns.	someone else is in	
notation	Use the terms: duration,	charge	
Accompany known songs	timbre, pitch, beat,	Set up equipment quickly	
by clapping or playing	tempo, texture and	and safely	
the pulse or rhythm.	silence to describe	Perform using notation.	
Use instruments to	music.		
create sound effects.	Understand layers of	Recorder playing	
Follow instructions on	sound and discuss their	NA 7 lietou with	
how or when to play an	effect on mood and	M.7 listen with attention to detail and	
instrument	feelings.	recall sounds with	
Make and control, and	Evaluate music to	increasing aural memory	
create sequences of long	identify areas of likes and		
and short sounds using	dislikes	Use the terms: duration,	
instruments	Begin to notice things	timbre, pitch, beat,	
	that happen in a piece of	tempo, texture and	
	music and give an	silence to describe	
	opinion	music.	
	Show appreciation for	Understand layers of	
	other people's music and	sound and discuss their	
	offer helpful comments	effect on mood and	
	Be able to listen to a	feelings.	
	piece several times in	Evaluate music to	
	order to get to know it	identify areas of likes and	
		dislikes	
		Be a good audience	
		member, showing	
		willingness to listen,	
		concentrate and when to	
		respond	
		Begin to have an idea of	
		the history and	
		geography of music.	
		Create sequences of	
		movements in response	

		to different types of	
		music.	
		Identify repeated	
		patterns – ostinato	

Summer 2	M.4. Make and use	M.2 play tuned and	M.5 play and perform in	M.5 play and perform in	M.6 improvise and	M.6 improvise and
	sounds using the inter-	untuned instruments	solo and ensemble	solo and ensemble	compose music for a	compose music for a
	related dimensions of	<u>musically</u>	contexts, using their	contexts, using their	range of purposes using	range of purposes using
	<u>music</u>		voices and playing	voices and playing	the inter-related	the inter-related
		Know how to sit/stand as	musical instruments	musical instruments	dimensions of music	dimensions of music
	Make patterns and put	a performer	with increasing	with increasing		
	sounds together with	Make an announcement	accuracy, fluency,	accuracy, fluency,	Think about developing	Create song with verses
	someone else's,	Try being the conductor	control and expression	control and expression	musical material	and choruses
	Draw or write their idea	Know how to sit silently	M.8 use and understand		Begin to understand that	Create rhythmic patterns
	Make a class score	with an instrument	staff and other musical	M.8 use and understand	songs have a pattern and	with an awareness of
	showing musical sounds	Know when to start and	notations	staff and other musical	that verses differ from	timbre, and duration
	for a story	stop		notations	the chorus	Combine melodies with
	Clap rhythms	Know that different	Begin to learn some		Create rhythmic patterns	rhythm and chords
	Create a mixture of	performing locations	music notation.	Place the notes EGBDF	with a growing	Use a drone or a melodic
	different sounds	have different	Devise non-standard	on lines on a musical	awareness of timbre and	ostinato confidently
		requirements	symbols to indicate when	stave, and FACE on	duration	Use digital technology to
	M.1 use their voices	Identify groups of	to play and rest	spaces on a musical	Play melodies and begin	compose, edit, and
	expressively and	instruments.	Recognise the notes	stave	to understand that these	refine pieces of music
	creatively by singing songs and speaking	Follow instructions on	EGBDF as lines on a	Recognise the symbols	can be played with a	with confidence
	chants and rhymes	how or when to play an	musical stave, and FACE	for a minim, crotchet and	chord pattern	Compose with a clear
		instrument	as spaces on a musical	semibreve and say how	Use a drone or a melodic	sense of purpose
	Take part in singing,	Make and control, and	stave	many beats they	ostinato	Plan a composition,
	accurately following the	create sequences of long	Play notes on an	represent	Convey the relationship	alone or in a group and
	melody	and short, loud and quiet	instrument with care so	Play notes on an	between lyrics and	monitor its development
	Follow instructions on	and high and low sounds	that they are clear	instrument with care so	melody	Hear and develop ideas
	how or when to sing	using instruments	Perform with control and	that they are clear and	Use digital technology to	in your head before
	Make and control long		awareness of others	accurately timed	compose, edit, and	trying them out
	and short sounds using		awareness of others	Perform with control and	refine pieces of music	Improve work through
	voices	Recorder playing	Recorder playing	awareness of others with		analysis and evaluation.
	Sing broadly in tune and	M.4. Make and use		confidence	M.10 develop an	anarysis and evaluation.
	imitate changes within a	sounds using the inter-	M.6 improvise and	Be in charge of a	understanding of the	M.10 develop an
	limited range of pitch	related dimensions of	compose music for a	rehearsal group	history of music	understanding of the
		music	range of purposes using	Terrearsar group	144	history of music
		l ——	the inter related		Whole school visit by Key	

the inter-related

dimensions of music

Whole school visit by Key

Strings.

M.3 listen with
concentration and
understanding to a
range of high-quality live
and recorded music
Whole school visit by Key
Strings

Come to the front of a group and be a leader Compose in small groups e.g. 4
Clap rhythms effectively Choose sounds to create an effect
Create short, musical patterns
Create short, rhythmic phrases.

Use symbols to represent a composition and use them to help with a performance.

M.3 listen with
concentration and
understanding to a
range of high-quality live
and recorded music
Whole school visit by Key
Strings

Know that composers think and plan, make music and try to make it better
Create an accompaniment to a known song.

accompaniment to a known song.
Improvise simple tunes based on the pentatonic scale.

Compose and perform melodic songs
Use, choose, order, combine and control sound to create effects
Create repeated patterns with a range of instruments
Explore how a drone can

M.10 develop an understanding of the history of music

be used as an

accompaniment

Whole school visit by Key Strings.

Take directions when someone else is in charge
Set up equipment quickly and safely
Perform using notation.

Recorder playing

M.10 develop an understanding of the history of music

Whole school visit by Key Strings.

M.6 improvise and compose music for a range of purposes using the inter-related dimensions of music

Use, choose, order, combine and control sound to create effects
Create repeated patterns with a range of instruments
Use drones as accompaniments
Use digital technologies to compose pieces of music
Be in charge of a group working on a composition

M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

M.8 use and understand staff and other musical notations

Use standard notation

for a minim, crotchet and semibreve and say how many beats they represent Read notes on a musical stave Understand the purpose of treble and bass clef Use and understand simple time signatures Play confidently to a variety of audiences Be a good ensemble player, aware of balance Lead a group by counting in, beating times etc Play in character if required e.g. performing a story or composition to younger children

Whole school visit by Key Strings.

M.5 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

M.8 use and understand staff and other musical notations

Use standard notation for a minim, crotchet and semibreve and say how many beats they represent Read notes on a musical stave written in the treble and bass clef Use and understand simple time signatures with accuracy Play from memory with confidence Perform solo and as part of an ensemble Play expressively and in tune Show confident body

language

		Take direction when	Identify and control the	Work as part of a team
		someone else is in	ways that instruments	or as a leader
		charge	make sounds	Know how to recover
			Recorder playing	from mistakes and keep
				going
				Pay attention to detail
				Play accompaniments
				with control and
				accuracy.
				Perform confidently
				using notation.
				Keyboard playing