		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1		• To sing a song in unison (P1) • To describe the different sounds made by different instruments (L1) • To identify the pulse in a song (L2) • To recognise high and low pitch (L2)	• To play percussion as an accompaniment (P2) • To recognise long and short sounds (L2) • To understand pictures, represent sounds (URE2) • To perform with a sense of pulse (P2)	• To compose a piece of music through a sound 'storyboard' (C2) • To practise, control and refine sounds as part of a performance (P2) • To use basic dynamics and tempo for musical expression (C2)	• To write their own words for a song (C3) • To perform with a steady sense of pulse (P2) • To understand pictures can represent sounds (U2)	• To perform simple accompaniments (P2) • To develop a basic understanding of how music is organised (U2) • To select appropriate instruments for a task (C2)	• To perform a simple accompaniment (P2) • To practise, control and refine a performance (P2) • To change words to a known song maintaining rhythmic patterns (C3)
		Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Y2		• To recall, adapt and perform short rhythmic phrases (C3) • To understand symbols can be used to represent sound (U3) • To identify the different parts of a piece of music e.g. verse and chorus (L3)	• To select, organise and order sounds to perform. Suggest how they should be played and discuss effects achieved (P3) • • To understand symbols can be used to represent and organise sounds (U3) • To recognise changes in tempo, dynamics and timbre (L3)	• To sing with an awareness of the shape of the melody (P3) • To change the way music is performed to reflect occasion (P3) • To understand the difference between pulse and rhythm (U3)	• To use untuned percussion as an accompaniment demonstrating pulse and rhythm • To understand symbols can be used to represent sound (U3) • To recognise changes in dynamics (L3)	• To select, organise and order sounds to perform suggesting how they should be played and discussing the effects achieved (P3) • To use graphic scores to reflect mood, themes, movement and character (C3) • To understand music can be split into different sections (U3) • To understand different sounds suit different moods (U3)	• To select, organise and order sounds to perform suggesting how they should be played and discussing the effects achieved (P3) • To recall, adapt and perform short rhythmic phrases (C3) • To use graphic scores to reflect mood, themes, movement and character (C3) • To comment constructively on music produced by others (U3)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y3	• To select, organise and order sounds to perform (P3) • To change words to songs and rhymes maintaining rhythmic patterns (C3) • To understand and use music vocabulary (U4)	• To explain how different musical dimensions can be used to develop musical characters (P4) • To identify a repeated musical theme (L4) • To build multiple layers of sound and notate using graphic scores (C4)	• To perform simple parts with expression and awareness of rhythm (P4) • When listening use the correct vocab for each musical dimension (L4) • To use correct musical vocabulary with understanding to describe music (U4)	• To sing in tune with expression and awareness of meaning (P4) • To understand and describe different styles of music (U4) • To use rests in simple 4/4 rhythms recorded on grid (C4)	• To perform simple parts with expression and awareness (P4) • To compose short piece music within a given structure (C4) • When listening to use correct vocabulary for each dimension (L4)	• To compose short piece within a given structure (C4) • When listening use the correct vocabulary for each dimension (L4) • To understand rhythms can be notated on simple grids (U5) • To develop an ability to analyse their own music and suggest improvements (U4)
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Y4	• To perform with control of tempo and dynamics for musical expression (P5) • To develop a sense of form and structure, including 3-part ternary structure (C5) • To represent different pitches on a score (C5)	• To write rhythms using words / phrases and notation (C5) • To sing and play with awareness of different parts (P5) • To understand rhythmic notation and identify silent beats, crotchets and quavers(URE5)	• To recognise how patterns fit together including rests (P5) • When listening to identify how different effects are created by the combination of sounds used (L5) • To evaluate different styles of music and describe using musical vocabulary (URE5)	• To sing in tune with expression and awareness of different parts (P5) • To discuss and implement improvements to performance referring to musical vocabulary (URE5) • To compose music using a ternary structure (C5)	• To compose and record a piece of music in ¾ time using a grid (C5) • To discuss and implement improvements to performance referring to musical vocabulary (URE5) • To understand how sounds combine to create different effects/moods/ feelings (URE5)	• To recognise and explain difference between pulse and rhythm (C5) • To compose rhythms in 4/4 time (C5) • To understand how sounds combine to create different effects (URE5)

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y5		• Compose music which includes melodies, rhythms and other sounds and record using self-directed notation (C6) • Use music vocabulary to express personal opinions about a piece of music that they are constructing (L6) • Explain how changes in performance affect the mood, character and sense of a piece of music (P6);	• To compose and record rhythms in extended time groups using a grid (C6) • To maintain a part within a performance showing awareness of its contribution to the broader piece (P6) • To explain and comment on individual and combinations of sounds and their expressive use in their own and others' music (URE6).	• To perform vocally with control and sensitivity (P7); • To compose a piece of music suitable for a particular occasion (C7); • To discuss the features of a piece of music which work together to reflect a particular mood or sense of occasion (URE7).	• To combine various instrument parts, including rhythm and melody, within a musical structure (C6); • To maintain a part within a performance showing an awareness of its contribution to the broader piece (P6).	• To perform by ear and using forms of notation (P6) • To explain how changes in performance affect the mood, character and sense of a piece of music (P6)	• To identify how specific sounds and music contribute to the impact of a piece and express personal opinions about these things (L6); • To perform with control and sensitivity (P7); • To compose within given structures for a particular purpose (C7);

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y6	• To explain how different parts of a piece work together (URE7). • Recognise syncopated rhythms based on codes (L7). • Compose a melody from a given scale of notes (C7); • Compose and play a melody with at least five different notes (C6). • Compose in contrasting sections using a ternary form (C7)	• To perform with control and sensitivity, with some pupils leading and supporting others in the development of performance skills (P7) • To compose parts for a group piece (C8); • To listen to and comment on a wide range of genres and unusual styles of music using a broad musical vocabulary (L8); • To evaluate musical choices in performance and composition and justify them in appropriate musical vocabulary (URE8). • Demonstrate an ability to think widely about music and compare alternative viewpoints through discussion with others (URE8). • Explain how different parts of a vocal piece work together to reflect a mood or sense of occasion (URE7).	• To compose a piece of music for a particular occasion (P7) • Evaluate choices in composition and justify them in appropriate musical vocabulary (URE8). • Identify how specific musical techniques and devices contribute to the impact of their piece of sound design (L7);	• Compose multiple layers of rhythm and melody (C8) • Perform with control and sensitivity (P7); • Use a pentatonic scale to create and play a melody for a tuned percussion instrument (C7) • To lead and support others within in a musical performance (P7) • To perform longer parts from memory that contribute to an intended outcome (P8);	• Compose a melody to match given lyrics (C7) • To perform with control and sensitivity (P7) • To perform longer parts from memory that contribute to an intended outcome (P8) • To evaluate musical choices in performance and composition and justify them in appropriate musical vocabulary (URE8).	• To plan a performance to suit a given occasion, venue and purpose, explaining the effects achieved (P7); • To understand how music and reflect a given occasion or context (L8); • To evaluate choices for performance and composition and justify them in appropriate vocabulary (URE8).

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