	ELEMENTS												
	Read stave do - do		Teach .	mf (me			erately lou ely quiet)	d) <i>mp</i> ( <i>mezzo-piano,</i>	Year 6				
	Understand how a chord is made up	4	part musi	ic		<b>Å ] ] ] ]</b> ] }	ur 6						
	Teach < ( <i>crescendo</i> , gettir and > ( <i>diminuendo</i> , gettin	5	Intr semibr	-			Recogn	ise different rests:					
Year 5	Introduce how a chord	is made u	p	3 part	music		Name and						
	Recognise ABA struct	ure	Recogn	ise dro	ones and	l ostina	ti F						
	Teach legato (smooth) and staccato (detached)												
	55 5	Teach <i>ff(fortissimo,</i> very loud) <i>pp</i> ( <i>pianissimo</i> , very quiet)					Teach <i>accel.</i> ( <i>accelerando</i> , getting faster) and <i>rall.</i> ( <i>rallentando</i> , getting slower)						
	Steps, leaps and repeats	Re	cognise re	peat sy	ymbol:	Τe	Teach major (happy) and minor (sad						
	Recognise repetitions, variations and contrasts		Intro 3/4	vs 4/4			Know						
	Teach <i>allegro</i> (fast) o	Understand what a duet is (vocal or instrumental)											
Year 3	Introduce stave and of the notation	ş	Teach <i>f</i> ( <i>forte,</i> loud) and <i>p</i> ( <i>piano,</i> quiet)										
	Find and explai	Find and explain the beat						Recognise change in tempo					
	Copy rhythms including cr rests.	Copy rhythms including crotchets,       Z rests.					quavers and Know and demonstrate meaning 'tempo' and 'dynamics'						
	Play ostinati (repeated rhythms)	gnise m	nise music getting gradually louder or quieter (< and >)										
	Follow 3-note pitch dot p	•••	• • Group beats to find strong beat (3/4 and										
	Change speed (tempo) percussion and moveme		oare pitch: singing/playing Introduce: II ( une at two different pitches running, walk, stand										
r 1	Represent pitch with Co hands		ponse rhy 11 melodies		and Use glockenspiel/xylophone to follow 2-note pitch dot patterns •				•				
Year 1	Introduce loud and soft (d •● ●			and difference between pitch Copy 4 beat repeating rns and percussion patterns rhythms									
	Introduce walk, running	Simple	e rhyth	rhythm patterns: walk, walk, running walk									
	Vary body perci	bre)		Join in and copy beat and simple rhythms									
	Describe different sounds		oud and s (dynamic	5	Respond and m	Clap in time to beat							

	COMPOSING															
	Compose with chords on ukuleles Use digital software to build effective layers of sounds to crea pieces and sound effects (eg Incredibox – add own ra															
	ukuleles						-	-			own raps)	Year 6				
		Compose in 3/4 Improvise more than 8 bec and 4/4 pattern to 'groove' backin														
	Compose in major	j j						Include <i>f, ff</i> , <i>mf</i> ( <i>mezzo-forte</i> , moderately loud) <i>mp</i>								
	and minor keys		atonic phro			( <i>mezzo-piano,</i> moderately quiet) <i>pp, p</i> and< and >										
	Include <i>f, ff(fortissim</i>	o, very	loud) <i>p, pp</i>	o (pia							pattern to 'groove'					
		qu	iet)			-			Ŀ	packi	ng					
Year 5	Compose ABA piec	es	Use digital	softw	vare			5			musical pieces and					
×	sound effects (eg Incredibox)   Introduce < ( <i>crescendo</i> , getting louder) Compose vocal phrases in C major Improvise freely over										provice freely over					
	Introduce < (crescendo, getting louder)Compose vocal phrases in C majorImprovise freely overand > (diminuendo, getting quieter)and A minor with ukulelesdrone															
	Use digital software			ound						oduc	e major and minor					
	and sound effects (e	eg Chro	me Music l	_ab: s							vith recorder trios					
	Introduce pentatonic			nd	Us	se musical	eleme	ents to		Imp	provise repeated					
	create simp					create	mood	ł		•	patterns	Year 4				
	Include <i>f (forte,</i> loud quiet	) '			lentif	y steps, lea	· .	•			ange notation into bars	4				
	Use stave and notation when composing: treble clef, crotchet, quaver, minim, rest for the state of the state															
	Use notation when composing: crotchet, quaver, minim															
	Digital composition to combine rhythmic and pitched ostinati (eg Chrome Music Lab: song maker) Building up sounds and layers															
Year 3	Ensure compositions beginning, middle ar	m pa	n patterns that include d duration notation Call and response					and response								
	Create sound effects			nelodic			h recorders									
	art to include timbre, dynamics and pitch within do, re, mi															
	Discuss/evaluate and improve work					Layer sounds to combine timbre and texture.										
	Use digital software	5 5					accompany stories:	_								
	sounds (eg	5				beginning, middle and end with graphic notation to show			Year 2							
	Use pitch for effe	ct	Compos	• •	patterns with arinas			npose	dynamics: •●●			Ν				
	Compose rhi	thmic	phrases usi			ed DIC	Create call and respons									
	n	otation	for duratio	n	1 3	THU	)			cal m	elodies.					
	Improvise vocal cha	clude duration (long and Introduce: short sounds) running, walk, stand					ntroduce: 🔲 I 🔿 Ig, walk, stand									
<del></del>	Vary dynamics	Us	se digital so po			compose r Chrome M			rhythm	nic	Vary tempo					
Year 1	Use own notation	Use own notation to represent						Create short sound effects:								
	sounds and rhythms. combine to create a sound story: eg rocket la								et launch, storm							
	Select sounds for effect when accompanying songs eg shakers for 'tickle' Create simple rhythm and sound sequences.															
	Use digital software to explore and invent sounds and rhythms (eg Chrome Music Lab)								Music Lab)							
	Creating rhythmic p	hrase (	arase (I like fish and chips) Recording ideas as shapes and symbols $*$ $\cong$ $\bigtriangleup$						d symbols $*$ $^{\hspace*{-0.5em}  au }  riangle$	FS2						
	Create a variety of sounds using voice and instruments.															

	PERFORMING											
	Sing syncopated rhythms Follow stave notation to sing and play $do - do$ pitch patterns									– <i>do</i> pitch patterns		
	Sing 4 part rounds			form chords on a ukulele as mpaniment to familiar songs					Respond to <i>ff pp mf mp</i>			
	•	-		ensemble using voice, Perform the off beat						the off beat		
	5 5						v and 1 control	l		notation to play <i>do –so</i> 1 pitched instrument		
Year 5	Play chords on a ukulele	hords on a Sing 3 part rounds				ounds Follow notation to play short rhythms						
	Perform with harmonies				Follow melodic patterns f notation				rom	Sing independently		
	Perform <i>do – s</i>	o on a	pitched	instrum	ent	tt Perform <i>do – do</i> when singing						
	•	Perform in two parts from simple notation					ice gettir		ider <i>(cre</i> ecrescend	<i>scendo)</i> and quieter 10)	Year 4	
	Copy melodic phro	ases <i>do</i>	- 50		Perforr	m dro	nes and	chant	.s	Introduce harmony	ur 4	
	5		hed instruments in an Improvise repeated melodic and g individual parts patterns							Ū		
	Perform <i>do – mi</i> or	ducing c	ucing clear Follow pitch patterns: e.g.									
Year 3	Perform <i>do — so</i> v singing	ntroduce	roduce simple stave G A B Maintain the beat along rhythms					•				
Yea	Perform drones a me	ms or	or Follow notation to perform melodic and rhythmic patterns									
	Sing in tune with exp and	ression o multicu			luding	round	ls Cr	reate		y of sounds using voice instruments		
	Follow notation to sounds	create		5	erform with others with areness of keeping together							
	Play Ocarina: do	- re	Kee	ep a steady beat			Perform simple rhythmic patterns percussion			<b>v</b>	Year 2	
	Increase and decreas speed (tempo)	e C		loud and Inamics)	5			Sing a range of songs from memory, following melody accurately, including two part songs				
	Vary loud and soft	(dynam	ics)	Perfor	rm call and response with rhythmic and melodic pattern					c and melodic patterns		
Year 1	Perform long and s	short so	unds (d	uration)	υ Repeat short rl				rhythmic and melodic patterns			
	Control voice and mo	itch pitc	n	percussi	on (rhi	iny familiar songs with on (rhythmic patterns)			Perf			
	Vary voice for eff	ect	Perfo	-	ngs and chants from memory				Perform	n melodic patterns		
	Improve pitch and m in solo or group		Use a v	variety c	of percussion			J	Join in at the right time			
	Use voice to prod	uce diff	erent so	ounds	Perform so			songs and rhymes with class				

	APPRECIATION												
	Compare differences	in compo	sers and t		ntrastin liams, ł	0 0	les and i	mpacts e.c	9. Tchaikovsky, Vaughan	Year 6			
	Recognise, understand and discuss features of music from different cultures and times.												
	Differentiate between pitched and unpitched instruments Appreciate and discuss layers of sounds												
Year 5	Recognise ABA patterns Recognise drones				Appreciate how change in timbre alters the effect of the music.								
	Talk about combining	Nam	Name and recognise instruments Recognise styles										
	Compare orchestral sounds Identify different genres and purposes												
	Recognise steps, l	ecognise steps, leaps and repeats					Compare times, cultures and countries						
	Express ide		Explain why certain instruments are used										
	Compare composers eg Beethoven, Elgar, Mozart Explain the use/effect of silend							e/effect of silence					
	Discuss the effects c	nise instruments, including Awareness of different cul vocal, within music and times				5 55							
Year 3	Recognising the work con	nous	us Using the correct vocabulary to describe/express opinion about musical sounds.										
	Evaluating o	positio	ns	s Improving own work									
	Recognise changes in timbre/ pitch and dynamics   Recognising the beat   Listening out for specific element     Expressing opinions about music   Explain how sounds are made and changed								out for specific elements	Ye			
									ire made and changed	Year 2			
1	Recognising changes in tempo Listening to different global music								nt global music				
Year 1	Hearing/noticing diff	re)	Respond to different moods in music, expressing likes and dislikes.										
	Hearing/noticing loud and soft (dynamics) Talking about what different dynamic								ferent dynamics achieve				
	Express ideas as to how different music makes us feel.									FS2			