

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Singing - Exploring pitch, tempo and dynamics	Christmas Production - Singing	Sea Shanties	Victorian music hall	Carnival of the animals	African drumming

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Sounds Interesting (music express)	Hey You (charanga)	The long and short of it (music express)	Feel the pulse (music express)	Recorder (charanga)	Recorder (charanga)
Skills	<ul style="list-style-type: none"> ▪ Experience how sounds can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment) and described using given and invented signs and symbols. ▪ Play tuned and untuned instruments. ▪ Experience how sounds can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment) ▪ Differentiate between loud sounds, quiet sounds and silence. ▪ Recognise the difference between wood, metal, skin (<i>drum</i>) and 'shaker' sounds. ▪ Match selected sounds with their pictured source. 	<ul style="list-style-type: none"> ▪ Use their voices expressively by singing songs and speaking chants and rhymes. ▪ Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). ▪ Identify high and low sounds. ▪ Recognise the difference between singing and speaking. ▪ Explore the different kinds of sound that my singing and speaking voice can make. ▪ Recognise that the sections of a piece of music sound the same or different. 	<ul style="list-style-type: none"> ▪ Play tuned and untuned instruments. ▪ Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). ▪ Experiment with & create musical patterns. ▪ Identify high and low sounds. ▪ Respond to sounds of different duration. ▪ Recognise the difference between long and short sounds. ▪ Copy simple patterns of sound of long and short duration. 	<ul style="list-style-type: none"> ▪ Play tuned and untuned instruments. ▪ Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). ▪ Experiment with & create musical patterns. ▪ Explore and express their ideas and feelings about music using movement, dance and expressive and musical language. ▪ Copy simple patterns of sound of long and short duration. ▪ Identify the differences between fast and slow tempos. 	<ul style="list-style-type: none"> ▪ Play tuned and untuned instruments. ▪ Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). ▪ To listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory. ▪ Identify high and low sounds ▪ Copy simple patterns of sound of long and short duration. ▪ Identify the differences between fast and slow tempos. ▪ Recognise that the sections of a piece of music sound the same or different. 	<ul style="list-style-type: none"> ▪ Play tuned and untuned instruments. ▪ Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). ▪ To listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory. ▪ Make improvements to their own work. ▪ Identify high and low sounds ▪ Copy simple patterns of sound of long and short duration. ▪ Identify the differences between fast and slow tempos. ▪ Recognise that the sections of a piece of music sound the same or different.

Skills	<ul style="list-style-type: none"> ▪ Use their voices expressively by singing songs and speaking chants and rhymes. ▪ Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). ▪ Explore, choose and organise sounds and musical ideas. ▪ Identify high and low sounds. ▪ Copy simple patterns of sound of long and short duration. ▪ Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. ▪ Explore and express their ideas and feelings about music using movement, dance and expressive and musical language. 	<ul style="list-style-type: none"> ▪ Use their voices expressively by singing songs and speaking chants and rhymes. ▪ Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). ▪ Identify high and low sounds. ▪ Identify different voices by their vocal qualities. ▪ Recognise a song with an accompaniment and one without accompaniment. ▪ Understand the form of cumulative (<i>a song with a simple melody that changes each verse e.g. 'The Wheels on the Bus', '12 Days of Christmas'</i>) songs. 	<ul style="list-style-type: none"> ▪ Use their voices expressively by singing songs and speaking chants and rhymes. ▪ Play tuned and untuned instruments. ▪ Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). ▪ Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures (for example, beginning, middle, end). ▪ Recognise the difference between steady beat and no beat. ▪ Identify different voices by their vocal qualities. ▪ Use sound words or phrases to describe selected sounds and the ways in which they are produced. ▪ Recognise a song with an accompaniment and one without accompaniment. ▪ Make improvements to their own work. ▪ Determine one strand of music or more than one strand. ▪ Understand the form of cumulative (<i>a song with a simple melody that changes each verse e.g. 'The Wheels on the Bus', '12 Days of Christmas'</i>) songs. 	<ul style="list-style-type: none"> ▪ Play tuned and untuned instruments. ▪ Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). ▪ To listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory. ▪ Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures (for example, beginning, middle, end). ▪ Explore, choose and organise sounds and musical ideas. ▪ Copy simple patterns of sound of long and short duration. ▪ Identify similar rhythmic patterns. ▪ Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. ▪ Use sound words or phrases to describe selected sounds and the ways in which they are produced. ▪ Determine one strand of music or more than one strand. ▪ Know how music is used for particular purposes (for example, for dance, as a lullaby). 	<ul style="list-style-type: none"> ▪ Play tuned and untuned instruments. ▪ Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). ▪ To listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory. ▪ Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures (for example, beginning, middle, end). ▪ Explore, choose and organise sounds and musical ideas. ▪ Copy simple patterns of sound of long and short duration. ▪ Identify similar rhythmic patterns. ▪ Use sound words or phrases to describe selected sounds and the ways in which they are produced. ▪ Make improvements to their own work. 	<ul style="list-style-type: none"> ▪ Play tuned and untuned instruments. ▪ Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse). ▪ To listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory. ▪ Explore, choose and organise sounds and musical ideas. ▪ Copy simple patterns of sound of long and short duration. ▪ Recognise the difference between steady beat and no beat. ▪ Identify similar rhythmic patterns. ▪ Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. ▪ Explore and express their ideas and feelings about music using movement, dance and expressive and musical language.
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Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Ancient Egypt (charanga)	Sing Together	Sing Together	Sing Together	Amazon rainforest sounds	Glockenspiel (charanga)
Skills	▪ Sing songs, speak chants and	▪ Sing songs, speak chants and	▪ Sing songs, speak chants and	▪ Sing songs, speak chants and	▪ Play tuned and untuned	▪ Play tuned and untuned

<p>rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.</p> <ul style="list-style-type: none"> Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. Analyse and compare sounds. Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. Determine upwards and downwards direction in listening, performing and moving. Identify the differences between fast and slow tempos. Describe and aurally identify the tone colours of instruments. Differentiate between the contrasting sections of a song. Develop an understanding of the history of music. 	<p>rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.</p> <ul style="list-style-type: none"> Practise, rehearse and present performances with an awareness of the audience. Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. Analyse and compare sounds. Determine upwards and downwards direction in listening, performing and moving. Indicate the steady beat by movement, including during a silence. Respond to changes in the speed of the beat. Respond to the strong beats whilst singing. Recognise differences in dynamic levels. Identify the differences between fast and slow tempos. Recognise the difference between unison (<i>one same pitched sound</i>) and harmony (<i>various pitched sounds at the same time</i>). Differentiate between the contrasting sections of a song. Develop an understanding of the history of music. 	<p>rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.</p> <ul style="list-style-type: none"> Practise, rehearse and present performances with an awareness of the audience. Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. Determine upwards and downwards direction in listening, performing and moving. Indicate the steady beat by movement, including during a silence. Respond to changes in the speed of the beat. Respond to the strong beats whilst singing. Hold a beat against another part. Recognise differences in dynamic levels. Recognise call and response form. Differentiate between the contrasting sections of a song. Develop an understanding of the history of music. 	<p>rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression.</p> <ul style="list-style-type: none"> Practise, rehearse and present performances with an awareness of the audience. Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations. Indicate the steady beat by movement, including during a silence. Respond to changes in the speed of the beat. Respond to the strong beats whilst singing. Hold a beat against another part. Recognise differences in dynamic levels. Develop an understanding of the history of music. 	<p>instruments with control and rhythmic accuracy.</p> <ul style="list-style-type: none"> Practise, rehearse and present performances with an awareness of the audience. Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations. Explore, choose, combine and organise musical ideas within musical structures. Analyse and compare sounds. Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. Improve their own and others' work in relation to its intended effect. Determine upwards and downwards direction in listening, performing and moving. Recognise differences in dynamic levels. Identify the differences between fast and slow tempos. Recognise the difference between thick (<i>many sounds</i>) and thin (<i>few sounds</i>) textures. Recognise call and response form. Develop an understanding of the history of music. 	<p>instruments with control and rhythmic accuracy.</p> <ul style="list-style-type: none"> Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations. Explore, choose, combine and organise musical ideas within musical structures. Analyse and compare sounds. Improve their own and others' work in relation to its intended effect. Recognise and imitate melody patterns in echoes Determine upwards and downwards direction in listening, performing and moving. Perform simple melody patterns. Respond to changes in the speed of the beat. Use instruments to keep a steady beat. Hold a beat against another part. Identify the differences between fast and slow tempos. Develop an understanding of the history of music.
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Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
4	Mamma Mia (Charanga)	Mamma Mia (Charanga)	Ukulele (3 little birds)	Ukulele (3 little birds)	Hip hop – Fresh Prince (charanga)	Hip hop – Fresh Prince (charanga)
Skills	<ul style="list-style-type: none"> ▪ Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. ▪ Practise, rehearse and present performances with an awareness of the audience. ▪ Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. ▪ Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue). ▪ Analyse and compare sounds. ▪ Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. ▪ Use and understand staff and other musical notations. ▪ Develop an understanding of the history of music. 	<ul style="list-style-type: none"> ▪ Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. ▪ Play tuned and untuned instruments with control and rhythmic accuracy. ▪ Practise, rehearse and present performances with an awareness of the audience. ▪ Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. ▪ Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects. ▪ Improvise and develop rhythmic and melodic material when performing. ▪ Improve their own and others' work in relation to its intended effect. 	<ul style="list-style-type: none"> ▪ Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. ▪ Play tuned and untuned instruments with control and rhythmic accuracy. ▪ Practise, rehearse and present performances with an awareness of the audience. ▪ Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. ▪ Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations. ▪ Analyse and compare sounds. ▪ Improve their own and others' work in relation to its intended effect. ▪ Use and understand staff and other musical notations. ▪ Develop an understanding 	<ul style="list-style-type: none"> ▪ Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. ▪ Play tuned and untuned instruments with control and rhythmic accuracy. ▪ Practise, rehearse and present performances with an awareness of the audience. ▪ Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. ▪ Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects. ▪ Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established 	<ul style="list-style-type: none"> ▪ Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. ▪ Practise, rehearse and present performances with an awareness of the audience. ▪ Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. ▪ Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations. ▪ Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue). ▪ Improvise and develop rhythmic and melodic material when performing. ▪ Explore, choose, combine and organise musical ideas 	<ul style="list-style-type: none"> ▪ Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. ▪ Play tuned and untuned instruments with control and rhythmic accuracy. ▪ Practise, rehearse and present performances with an awareness of the audience. ▪ Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. ▪ Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects. ▪ Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<ul style="list-style-type: none"> ▪ Show the overall contour of melodies as moving upwards, downwards or staying the same. ▪ Recognise differences in dynamic levels. ▪ Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. ▪ Recognise changes in texture. ▪ Recognise the difference between the verse and refrain of a song. ▪ 	<ul style="list-style-type: none"> ▪ Use and understand staff and other musical notations. ▪ Develop an understanding of the history of music. ▪ Compare instrumental tone colour. ▪ Identify the melodic line in a texture. ▪ 	<ul style="list-style-type: none"> of the history of music. ▪ Show the overall contour of melodies as moving upwards, downwards or staying the same. ▪ Determine movement by step, by leaps or by repeats. ▪ Use instruments to keep a steady beat. ▪ Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. ▪ Recognise changes in texture. ▪ 	<ul style="list-style-type: none"> and invented notations. ▪ Improve their own and others' work in relation to its intended effect. ▪ Use and understand staff and other musical notations. ▪ Develop an understanding of the history of music. ▪ Use instruments to keep a steady beat. ▪ Identify the melodic line in a texture. ▪ Recognise binary (<i>one melody labeled 'A' is followed by a new melody labeled 'B' = AB melody form</i>) and ternary (<i>one melody labeled 'A' is followed by a new melody labeled 'B' which then goes <u>back</u> to melody A = ABA melody form</i>) form. 	<ul style="list-style-type: none"> within musical structures. ▪ Analyse and compare sounds. ▪ Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. ▪ Develop an understanding of the history of music. ▪ Recognise differences in dynamic levels. ▪ Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. ▪ Recognise changes in texture. ▪ Recognise the difference between the verse and refrain of a song. ▪ 	<ul style="list-style-type: none"> and invented notations. ▪ Improvise and develop rhythmic and melodic material when performing. ▪ Explore, choose, combine and organise musical ideas within musical structures. ▪ Improve their own and others' work in relation to its intended effect. ▪ Develop an understanding of the history of music. ▪ Compare instrumental tone colour. ▪ Recognise rhythm on rhythm in music. ▪
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Topic	Living on a Prayer (charanga)	Living on a Prayer (charanga)	BBC Ten Pieces	BBC Ten Pieces	Glockenspiel (charanga)	Glockenspiel (charanga)
Skills	<ul style="list-style-type: none"> ▪ Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. ▪ Practise, rehearse and present performances with an awareness of the audience. ▪ Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. ▪ Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. ▪ Use and understand staff and other musical notations. ▪ Develop an understanding of the history of music. ▪ Identify short phrases and long phrases. 	<ul style="list-style-type: none"> ▪ Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. ▪ Practise, rehearse and present performances with an awareness of the audience. ▪ Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. ▪ Improvise and develop rhythmic and melodic material when performing. ▪ Improve their own and others' work in relation to its intended effect. ▪ Use and understand staff and other musical notations. ▪ Develop an understanding of the history of music. 	<ul style="list-style-type: none"> ▪ Play tuned and untuned instruments with control and rhythmic accuracy. ▪ Listen with attention to a range of high quality live and recorded music, to detail, internalise and recall sounds with increasing aural memory. ▪ Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects. ▪ Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations. ▪ Analyse and compare sounds. ▪ Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. ▪ Develop an understanding of the history of music. ▪ Identify the prominent melody patterns in a piece 	<ul style="list-style-type: none"> ▪ Play tuned and untuned instruments with control and rhythmic accuracy. ▪ Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. ▪ Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects. ▪ Know how time and place can influence the way music is created, performed and heard (for example, the effect of occasion and venue). ▪ Improvise and develop rhythmic and melodic material when performing. ▪ Explore, choose, combine and organise musical ideas within musical structures. ▪ Improve their own and others' work in relation to its intended effect. ▪ Develop an understanding of the history of music. ▪ Improvise a melodic pattern. ▪ Recognise a metre (<i>the way</i> 	<ul style="list-style-type: none"> ▪ Play tuned and untuned instruments with control and rhythmic accuracy. ▪ Practise, rehearse and present performances with an awareness of the audience. ▪ Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. ▪ Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations. ▪ Improve their own and others' work in relation to its intended effect. ▪ Use and understand staff and other musical notations. ▪ Perform rhythmic patterns and ostinati (<i>repeated melody lines</i>). ▪ Recognise a metre (<i>the way beats are grouped</i>) of 3 or 4. ▪ Identify binary and ternary form from notational devises. 	<ul style="list-style-type: none"> ▪ Play tuned and untuned instruments with control and rhythmic accuracy. ▪ Practise, rehearse and present performances with an awareness of the audience. ▪ Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. ▪ Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations. ▪ Improvise and develop rhythmic and melodic material when performing. ▪ Explore, choose, combine and organise musical ideas within musical structures. ▪ Improve their own and others' work in relation to its intended effect. ▪ Use and understand staff and other musical notations. ▪ Understand the process by which a round (<i>one melody, sung/played by groups starting at different times</i> e.g. 'London's Burning') works.

			<p>of music.</p> <ul style="list-style-type: none"> Indicate strong and weak beats through movements. Recognise crescendo (<i>gradually getting louder</i>) and diminuendo (<i>grad. getting quieter</i>). Identify the differences between fast and slow tempos. 	<p><i>beats are grouped</i>) of 3 or 4.</p> <ul style="list-style-type: none"> Assess the appropriateness of dynamic choices such as accents (<i>sudden loud notes, or sudden quiet notes</i>). Identify groupings of instruments – e.g. strings, woodwind, orchestra, and rock band. Recognise the instruments heard in a piece of music. 		<ul style="list-style-type: none"> Identify the various and varying textures in a round.
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Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Bollywood	Bollywood (charanga)	The Proms	The Proms	Singing – modern artists	Singing – modern artists
	<ul style="list-style-type: none"> Play tuned and untuned instruments with control and rhythmic accuracy. Practise, rehearse and present performances with an awareness of the audience. Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations. Know how time and place can influence the way music 	<ul style="list-style-type: none"> Play tuned and untuned instruments with control and rhythmic accuracy. Practise, rehearse and present performances with an awareness of the audience. Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established and invented notations. Improvise and develop rhythmic and melodic 	<ul style="list-style-type: none"> Play tuned and untuned instruments with control and rhythmic accuracy. Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects. Experience how music is produced in different ways (for example, through the use of different resources, 	<ul style="list-style-type: none"> Play tuned and untuned instruments with control and rhythmic accuracy. Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures (for example, ostinato) and used to communicate different moods and effects. Know how time and place can influence the way music is created, performed and heard (for example, the 	<ul style="list-style-type: none"> Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. Practise, rehearse and present performances with an awareness of the audience. Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. Experience how music is produced in different ways (for example, through the use of different resources, including ICT) and described through relevant established 	<ul style="list-style-type: none"> Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. Practise, rehearse and present performances with an awareness of the audience. Listen with attention to a range of high quality live and recorded music, to detail and to internalise and recall sounds with increasing aural memory. Improvise and develop rhythmic and melodic material when performing. Improve their own and others' work in relation to its intended effect.

	<p>is created, performed and heard (for example, the effect of occasion and venue).</p> <ul style="list-style-type: none"> ▪ Improvise and develop rhythmic and melodic material when performing. ▪ Explore, choose, combine and organise musical ideas within musical structures. ▪ Use and understand staff and other musical notations. ▪ Develop an understanding of the history of music. ▪ Identify a silence in a rhythmic pattern with a gesture. ▪ Create rhythmic patterns including silences and notate. ▪ Identify binary and ternary form from notational devises. ▪ Identify binary and ternary form when listening. 	<p>material when performing.</p> <ul style="list-style-type: none"> ▪ Explore, choose, combine and organise musical ideas within musical structures. ▪ Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. ▪ Improve their own and others' work in relation to its intended effect. ▪ Use and understand staff and other musical notations. ▪ Develop an understanding of the history of music. ▪ Perform rhythmic patterns and ostinati (<i>repeated melody lines</i>). ▪ Create rhythmic patterns including silences and notate. ▪ Identify rondo (a form which always returns back to the first 'A' melody line e.g. ABACADAE etc) form. 	<p>including ICT) and described through relevant established and invented notations.</p> <ul style="list-style-type: none"> ▪ Analyse and compare sounds. ▪ Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. ▪ Use and understand staff and other musical notations. ▪ Develop an understanding of the history of music. ▪ Identify the prominent melody patterns in a piece of music. ▪ Recognise a metre (<i>the way beats are grouped</i>) of 3 or 4. ▪ Recognise crescendo (<i>gradually getting louder</i>) and diminuendo (<i>grad. getting quieter</i>). ▪ Identify the tempo of music as fast, moderate, slow, getting faster or getting slower. ▪ Identify groupings of instruments – e.g. strings, woodwind, orchestra, and rock band. 	<p>effect of occasion and venue).</p> <ul style="list-style-type: none"> ▪ Improvise and develop rhythmic and melodic material when performing. ▪ Explore, choose, combine and organise musical ideas within musical structures. ▪ Improve their own and others' work in relation to its intended effect. ▪ Use and understand staff and other musical notations. ▪ Develop an understanding of the history of music. ▪ Improvise a melody. ▪ Recognise a change in metre. ▪ Assess the appropriateness of dynamic choices such as accents (<i>sudden loud notes, or sudden quiet notes</i>). ▪ Recognise the instruments heard in a piece of music. ▪ Show how rounds and canons (<i>more than one melody line, sung/played on top of each other by groups starting at different times e.g. 'Pachelbel's Canon'</i>) are constructed. 	<p>and invented notations.</p> <ul style="list-style-type: none"> ▪ Explore and explain their own ideas and feelings about music using movement, dance, expressive language and musical vocabulary. ▪ Use and understand staff and other musical notations. ▪ Develop an understanding of the history of music. ▪ Identify short phrases and long phrases. 	<ul style="list-style-type: none"> ▪ Use and understand staff and other musical notations. ▪ Develop an understanding of the history of music. ▪ Understand how the texture might vary in a song. ▪ Identify binary and ternary form when listening.
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