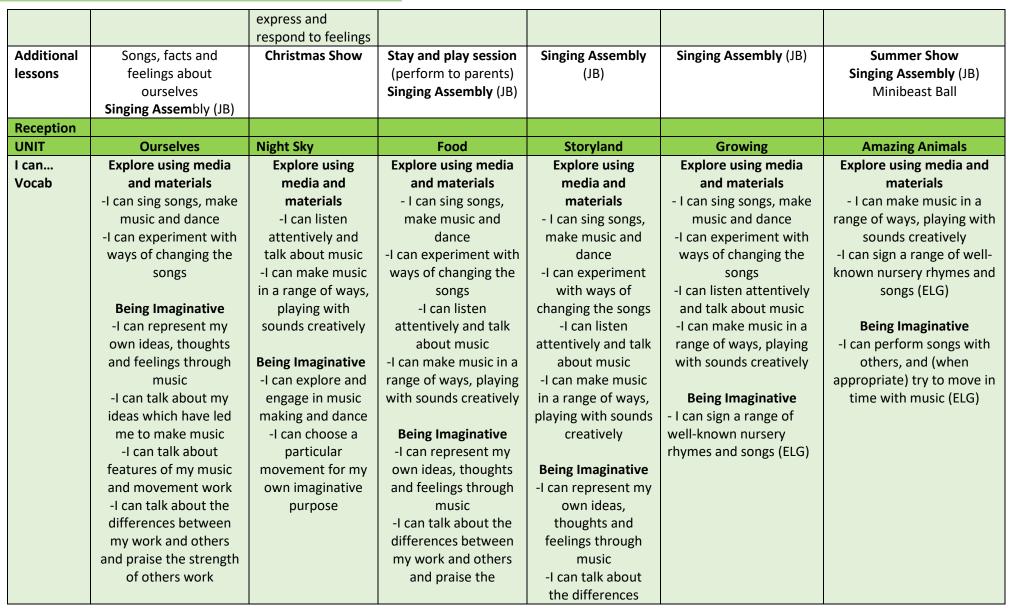


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery						
UNIT	Ourselves	Night Sky	Food	Growing	Story land	Amazing animals
I can	Explore using media	Explore using	Explore using media	Explore using	Explore using media	Explore using media and
Vocab	and materials	media and	and materials	media and	and materials	materials
	-I can tap out simple	materials	-I can tap out simple	materials	-I can remember and	-I can remember and sing
	repeated rhythms	-I can listen with	repeated rhythms	-l can tap out	sing entire song	entire song
	-I can explore and learn	increased	<ul> <li>I can explore and</li> </ul>	simple repeated	-I can sing the pitch of a	-I can sing the pitch of a
	how sounds can be	attention to	learn how sounds can	rhythms	tone sung by another	tone sung by another
	changed	sounds	be changed	-I can explore and	person ('pitch match')	person ('pitch match')
	-I am beginning to build	<ul> <li>I can respond to</li> </ul>	-l can explore	learn how sounds		
	a repertoire of songs	what I have heard,	different sounds of	can be changed	Being Imaginative	Being Imaginative
	and dances	expressing my	instruments	l can explore	-I can make up rhythms	-I can make up rhythms
	-I can explore different	thoughts and		different sounds of	-I can use movement to	-I can use movement to
	sounds of instruments	feelings	Being Imaginative	instruments	express feelings	express feelings
		- I can show	-I can use movement			- I can play instruments
	Being Imaginative	attention to	to express feelings	Being Imaginative		with increasing control to
	-I can use movement to	sounds and music	-l can create	-I can make up		express my feelings and
	express feelings	Being Imaginative	movement in	rhythms		ideas
	-I can create movement	-l can use	response to music	-l can use		
	in response to music	movement to	<ul> <li>I can sing to myself</li> </ul>	movement to		
	-I can sing to myself and	express feelings	and make up simple	express feelings		
	make up simple songs	-l can create	songs			
	-I can combine	movement in	-I can make up			
	movements and	response to music	rhythms			
	gestures to express and	-I can sing to				
	respond to feelings	myself and make				
		up simple songs				
		-I can make up				
		rhythms				
		-I can combine				
		movements and				
		gestures to				









			strength of others	between my work		
			work	and others and		
			I can explore and	praise the strength		
			engage in music	of others work		
			making and dance	I can explore and		
				engage in music		
				making and dance		
Additional	Ourselves Songs	Christmas Show	Singing Assembly (JB)	Singing Assembly	Singing Assembly (JB)	Summer Show
lessons	(performance recorded	-I can sing in a		(JB)		-I can perform songs with
	on Tapestry)	group increasingly				others, and (when
	-I can sing in a group	matching the pitch				appropriate) try to move in
	increasingly matching	and following the				time with music
	the pitch and following	melody				
	the melody	/				
	Singing Assembly (JB)	Singing Assembly				Singing Assembly (JB)
		(JB)				
Year 1						
UNIT	Hey You (Hip Hop)	Rhythm in the	In The Groove	Round and Round	Your Imagination (Pop)	
		Way We	(Blues/Latin/Folk/	(Latin Nova Bossa/		Reflect, Rewind, Replay
		, Walk/Banana Rap	Funk/Baroque/	Film music/ Big		(Western Classical)
		(Reggae/Hip Hop)	Bhangra)	вало		
		(Reggae/Hip Hop)	Bhangra)	Band Jazz/Latin)		
Lcan	L can find the pulse and			Jazz/Latin)	Find the pulse and	Describe pieces of classical
l can Vocab	I can find the pulse and	· I can find the	Find the pulse and	Jazz/Latin) Find the pulse and	Find the pulse and	Describe pieces of classical
l can Vocab	respond through	· I can find the pulse in the unit	Find the pulse and respond through	Jazz/Latin) Find the pulse and respond through	respond through	music using musical
Vocab	respond through movement/role play • I	• I can find the pulse in the unit songs and respond	Find the pulse and respond through movement/role play	Jazz/Latin) Find the pulse and respond through movement/actions	respond through movement/actions /role	music using musical vocabulary (see Y1
<b>Vocab</b> Once 'I can'	respond through movement/role play • I understand that pulse is	• I can find the pulse in the unit songs and respond through	Find the pulse and respond through movement/role play and dance •	Jazz/Latin) Find the pulse and respond through movement/actions /role play •	respond through movement/actions /role play • Understand that	music using musical vocabulary (see Y1 vocabulary list) • Recognise
Vocab	respond through movement/role play • I understand that pulse is the musical heartbeat •	• I can find the pulse in the unit songs and respond through movement / role	Find the pulse and respond through movement/role play and dance • Understand that pulse	Jazz/Latin) Find the pulse and respond through movement/actions /role play • Understand that	respond through movement/actions /role play • Understand that pulse is the musical	music using musical vocabulary (see Y1 vocabulary list) • Recognise and respond to features of
Vocab Once 'I can' statements are	respond through movement/role play • I understand that pulse is the musical heartbeat • I can identify	• I can find the pulse in the unit songs and respond through movement / role play • Understand	Find the pulse and respond through movement/role play and dance • Understand that pulse is the musical	Jazz/Latin) Find the pulse and respond through movement/actions /role play • Understand that pulse is the musical	respond through movement/actions /role play • Understand that pulse is the musical heartbeat • Identify	music using musical vocabulary (see Y1 vocabulary list) • Recognise and respond to features of pulse, rhythm and pitch in
Vocab Once 'I can' statements are introduced	respond through movement/role play • I understand that pulse is the musical heartbeat • I can identify instruments and voices	• I can find the pulse in the unit songs and respond through movement / role play • Understand that pulse is the	Find the pulse and respond through movement/role play and dance • Understand that pulse is the musical heartbeat • Identity	Jazz/Latin) Find the pulse and respond through movement/actions /role play • Understand that pulse is the musical heartbeat • Identify	respond through movement/actions /role play • Understand that pulse is the musical heartbeat • Identify some instruments they	music using musical vocabulary (see Y1 vocabulary list) • Recognise and respond to features of pulse, rhythm and pitch in different pieces of classical
Vocab Once 'I can' statements are	respond through movement/role play • I understand that pulse is the musical heartbeat • I can identify instruments and voices in a Hip Hop	• I can find the pulse in the unit songs and respond through movement / role play • Understand that pulse is the heartbeat of	Find the pulse and respond through movement/role play and dance • Understand that pulse is the musical heartbeat • Identity five different musical	Jazz/Latin) Find the pulse and respond through movement/actions /role play • Understand that pulse is the musical heartbeat • Identify instruments and	respond through movement/actions /role play • Understand that pulse is the musical heartbeat • Identify some instruments they use • Identify some of	music using musical vocabulary (see Y1 vocabulary list) • Recognise and respond to features of pulse, rhythm and pitch in different pieces of classical music • Be able to describe
Vocab Once 'I can' statements are introduced they should	respond through movement/role play • I understand that pulse is the musical heartbeat • I can identify instruments and voices in a Hip Hop Song - Male vocal, bass	<ul> <li>I can find the pulse in the unit songs and respond through movement / role play • Understand that pulse is the heartbeat of music • Identify</li> </ul>	Find the pulse and respond through movement/role play and dance • Understand that pulse is the musical heartbeat • Identity five different musical styles: Blues, Baroque,	Jazz/Latin) Find the pulse and respond through movement/actions /role play • Understand that pulse is the musical heartbeat • Identify instruments and voices in songs •	respond through movement/actions /role play • Understand that pulse is the musical heartbeat • Identify some instruments they use • Identify some of the instruments and	music using musical vocabulary (see Y1 vocabulary list) • Recognise and respond to features of pulse, rhythm and pitch in different pieces of classical music • Be able to describe how a piece of music makes
Vocab Once 'I can' statements are introduced they should be	respond through movement/role play • I understand that pulse is the musical heartbeat • I can identify instruments and voices in a Hip Hop	• I can find the pulse in the unit songs and respond through movement / role play • Understand that pulse is the heartbeat of	Find the pulse and respond through movement/role play and dance • Understand that pulse is the musical heartbeat • Identity five different musical	Jazz/Latin) Find the pulse and respond through movement/actions /role play • Understand that pulse is the musical heartbeat • Identify instruments and	respond through movement/actions /role play • Understand that pulse is the musical heartbeat • Identify some instruments they use • Identify some of	music using musical vocabulary (see Y1 vocabulary list) • Recognise and respond to features of pulse, rhythm and pitch in different pieces of classical music • Be able to describe



	rhythms • I can clap	– high and low	them • Copy and clap	name and animal	(Keyboard, drums, bass,	piece of music and say why
	own name rhythms • I	voices, keyboard,	back rhythms • Clap	rhythms in time to	a female singer) • Copy	Identify some
	can learn a Hip Hop	bass guitar,	name and food	music • Perform a	and clap back rhythms •	instruments/voice types
	song and sing/rap in	percussion,	rhythms ● Sing in	song in unison with	Clap name and colour	heard in different pieces •
	time to the music • I	trumpet,	unison in different	actions and from	rhythms in time to music	Understand where a piece
		saxophone •		memory • Play an		of music and a composer
	can play an	Copy and clap back	styles and keep to the		Perform a song in	
	accompaniment to a		pulse • Play an	accompaniment to	unison and two parts	fits on a history of music
	song using 1 or 2 notes	rhythms • Clap	accompaniment to a	a song using tuned	from memory   Play an	timeline • Understand that
	(C / C + G) • I can	name and colour	song using tuned	percussion (using the notes: D or D +	accompaniment to a	music can sometimes tell a
	improvise using the	rhythms • Start to	percussion (1 or 2		song using tuned	story or create images and
	notes C or C + G on	understand that	notes: C or C + D) •	$F + C + D) \bullet Play$	percussion (using a	start to describe how
	tuned percussion • I	pitch refers to high	Play instruments	instruments	limited range of notes: C	different effects are
	can compose a simple	and low sounds •	accurately and in time	accurately and in	or C + G) • Play	created
	melody using simple	Rap and sing,	with the music •	time with the music	instruments accurately	
	rhythms, choosing from	keeping to the	Improvise using tuned	Improvise using	and in time with the	
	the notes C + D or C + D	pulse • Learn a	percussion (1 or 2	tuned percussion (1	music • Improvise using	
	+ E. • I can start to	reggae and hip	notes: C + D) •	note: D) • Take part	tuned percussion (1 or 2	
	understand how pulse,	hop song off by	Compose a simple	in a class	notes) • Compose a	
	rhythm and pitch work	heart • Take part	melody using simple	performance of a	simple melody using	
	together • I can take	in a class	rhythms, choosing	Bossa Nova Latin	simple rhythms (using	
	part in a class	performance with	from the notes C + D	style song with	the notes C + D or C + D	
	performance of a song	rapping, singing,	or C + D + E. ● Take	singing, dancing	+ E) • Take part in a class	
	with rapping, playing	playing and	part in a class	and instruments •	performance of a pop	
	instruments, singing	movement   Look	performance with	Appraise their own	song with singing,	
	and dancing	back on a recorded	singing and	performance – say	movement and	
		performance and	instruments •	what they liked	instruments • Appraise	
		say what they liked	Appraise their own	best and why	their own final	
		/ how it made	recorded		performance – say what	
		them feel	performance – say		they liked best and why	
			what they liked best			
			and why			
Additional	Harvest Assembly	<b>Christmas Show</b>				
lessons						





Year 2		<ul> <li>-I can follow a conductor or band leader</li> <li>- I can perform demonstrating good posture</li> </ul>				
UNIT	Hands, Feet, Heart	Но Но Но	I Wanna Play In A	Zootime (Reggae)	Your Imagination	
	(South African Styles)	(Christmas/Big Band/Motown/ Elvis)	Band (Rock)		(Friendship Music) -Linked to Anti-Bullying	<b>Reflect, Rewind, Replay</b> (Western Classical)
l can	Find the pulse in	Find the pulse in	· Find the pulse in rock	Find the pulse in	Find the pulse and	Describe pieces of classical
Vocab	different pieces and	different pieces	music and respond	reggae music and	respond through	music using musical
- <i>(</i> ) /	respond through	and respond	through	respond through	movement/actions /role	vocabulary (see Y2
Once 'I can' statements	movement •	through actions/	movement/actions	movement, actions	play • Understand that	vocabulary list)   Recognise
are	Understand that pulse is the heartbeat of	dance / rap • Understand that	(try to reflect rock	and role play •	pulse is the musical	and respond to features of
introduced		pulse is the	style) • Recognise that pulse is different to	Recognise that pulse is different to	heartbeat • Identify some instruments they	pulse, rhythm and pitch in pieces of classical music by
they should	music • Recognise that pulse is different to	heartbeat of music	rhythm • Copy and	rhythm • Copy and	use • Identify some of	different composers and
be	rhythm • Clap back	Recognise that	clap back rhythms	clap back rhythms	the instruments and	from different eras • Be
continued throughout	rhythms / clap word	pulse is different	whilst moving to	whilst moving to	voices they hear in the	able to describe how a
throughout the year	rhythms based on	to rhythm • Clap	music • Clap name	music • Clap name	main unit song	piece of music makes them
the year	names, colours,	back rhythms /	and colour rhythms in	and colour rhythms	(Keyboard, drums, bass,	feel and say why ● Discuss
	animalsetc.	clap word rhythms	time with the	in time with the	a female singer) • Copy	whether they like a piece of
	Recognise how songs	based on names,	music • Sing a rock	music • Identify	and clap back rhythms •	music and say why •
	are sometimes	colours,	song in unison from	high and low	Clap name and colour	Identify some
	structured – e.g.	animalsetc. •	memory and in time	sounds when	rhythms in time to music	instruments/voice types
	verse/chorus, question	Sing and rap	with the music • Play	listening, singing or	<ul> <li>Perform a song in</li> </ul>	heard in different pieces •
	and answer etc. •	together in time to	instrumental parts in	playing and know	unison and two parts	Understand where a piece
	Play instrumental parts	the music • Learn	time and with	that this is pitch •	from memory • Play an	of music and a composer
	in time and with	to sing a Christmas	accuracy using 2 notes	Know that we add	accompaniment to a	fits on a history of music
	accuracy using 3 notes	song incorporating	(D and C) • Improvise	pitch to pulse and	song using tuned	timeline • Understand that
	(G, A + C) • Improvise	rap and	with one note (F) •	rhythm when	percussion (using a	music can sometimes tell a



with one note (C) •	improvisation •	Compose a simple	singing or playing	limited range of notes: C	story or create images and
Compose a simple	Play instrumental	melody using simple	tuned instruments	or C + G) • Play	start to describe how
melody using simple	parts in time and	rhythms and perform	<ul> <li>Sing a reggae</li> </ul>	instruments accurately	different effects are
rhythms and perform it	with accuracy	it (up to 3 notes: F, G	song in unison,	and in time with the	created
(use notes C + D or C +	using 3 notes (G +	and A) • Identify high	from memory and	music • Improvise using	
D + E) • When listening,	A + B) • Improvise	and low sounds when	in time with the	tuned percussion (1 or 2	
recognise and name at	with words to a	listening, singing or	music • Create	notes) • Compose a	
least 2 instruments •	backing track •	playing and know that	actions and dance	simple melody using	
Identify high and low	Identify high and	this is pitch • When	moves to reflect	simple rhythms (using	
sounds when listening,	low sounds when	listening, recognise	the style of reggae	the notes C + D or C + D	
singing or playing and	listening, singing	and name some of the	<ul> <li>Play instrumental</li> </ul>	+ E) • Take part in a class	
know that this is pitch •	or playing and	instruments they hear	parts in time and	performance of a pop	
Learn a South African	know that this is	<ul> <li>Comment on music</li> </ul>	with accuracy using	song with singing,	
song from memory •	pitch • Start to	they are introduced to	1 or 2 notes (C + D)	movement and	
Comment on music	understand how	/ their own musical	<ul> <li>Improvise using 1</li> </ul>	instruments • Appraise	
they are introduced to /	pitch, pulse and	performances – say	or 2 notes (C + D) •	their own final	
their own musical	rhythm work	what they like/ don't	Compose a simple	performance – say what	
performances – say	together when	like and how the	melody using	they liked best and why	
what they like/ don't	singing and playing	music makes them	simple rhythms and		
like and how the music	instruments •	feel	perform it (using C		
makes them fee	Recognise and		+ D) • When		
	name some of the		listening, recognise		
	instruments/ voice		and name some of		
	types they hear •		the instruments		
	Comment on		they hear •		
	music they are		Comment on music		
	introduced to /		they are introduced		
	their own musical		to / their own		
	performances –		musical		
	say what they like/		performances – say		
	don't like and how		what they like/		
	the music makes		don't like and how		
	them feel				

Additional lessons		Christmas Show -I can use my voice expressively -Practise, rehearse and present a performance		the music makes them feel	Sing, Sing, Sing -I can sing a song in two parts - I can use my voice expressively -Practise, rehearse and present a performance	
Year 3						
UNIT	Let Your Spirit Fly (R&B/Western/Classical /Musical/Motown/Soul)	Three Little Birds (Reggae)	Percussion Project		<b>The Dragon Song-</b> (Music from around the world/Funk/Disco)	<b>Reflect, Rewind, Replay</b> (Western Classical)
I can Vocab Once 'I can' statements are introduced they should be continued throughout the year	Find the pulse while listening and responding • Copy back, play and create rhythmic and melodic patterns • Know the difference between pulse and rhythm • Sing in unison and in two parts from memory • Learn to sing an R&B song and identify the style – know that R&B is a mixture of Soul, Hip Hop and Gospel • Play instrumental parts with accuracy, keeping to the pulse • Play by ear,	Know the difference between pulse and rhythm • Copy back, play and create rhythmic and melodic patterns • Sing a Reggae song in unison and from memory • Play instrumental parts with accuracy, keeping to the pulse (using the notes G + A) • Improvise using tuned percussion	<ul> <li>Recognise the differen and rhythm • Develop p glockenspiel: o Follow t musical leader o Handle carefully and correctly – beaters, correct striking in time with the music a Learn to play the notes a selection of tunes fror following the note name recognise how music ca stave • Improvise to a b notes C and D • Help to composition using the g notes C, D, E, and F • Ta performance and make about what should be in</li> </ul>	elaying skills using the he directions of a instruments appropriate use of distanceetc o Play and each other o C, D, E, and F o Play memory / es o Start to n be notated on a lues track using the create a lockenspiels and ke part in a class musical decisions	Find the pulse whilst listening and responding • Know the difference between pulse and rhythm • Copy back, play and create rhythmic and melodic patterns • Sing a song in two parts and from memory • Play instrumental parts with accuracy, keeping to the pulse • Play by ear, or using notation (the note 'G') • Improvise using tuned percussion (G, or G + A) • Compose a melody using a limited range of notes and	<ul> <li>Describe pieces of classical music using musical vocabulary (see Y3 vocabulary list) • Know and recognise pieces by classical composers of different eras (Robert Morton, Francois Couperin, Franz Joseph Haydn, Franz Liszt, Claude Debussy, Kenny Wheeler) • Build upon knowledge of the interrelated dimensions of music and demonstrate an understanding of how they work together (focus on texture, dynamics, tempo, rhythm and pitch) • Be able</li> </ul>





or using notation (using	(1 or 2 notes: C or	their own performance, say what they	simple rhythms (G, A +	to describe how a piece of
the notes $C + F + G$ ) •	C + D) ● Compose	liked/didn't like and why	B) • Identify the themes	music makes them feel and
Improvise using one or	a melody using a	,	of different songs and	why • Discuss whether they
two notes (C or C + D) •	limited range of	Notation	describe how lyrics can	like a piece of music and
Compose a melody	notes (C, D + E)	-I am developing my understanding of	tell a story • Recognise	say why ● Identify
using a limited range of	and simple	written notation	instruments/voices	instruments/voice types
notes and simple	rhythms •		heard in songs and	heard in different pieces •
rhythms (C, D + E) •	Identify some of	-I can perform using tuned and untuned	instrumental	Understand where a piece
Identify a piece's	the style indicators	instruments	pieces - Keyboard,	of music fits on a history of
structure (e.g.	of Reggae music •		drums, bass, female/	music timeline • Identify
introduction, verse,	Identify a piece's		male voicesetc. •	examples of storytelling in
chorus) • Recognise	structure (e.g.		Contribute to a class	music and describe how
instruments/voices	introduction,		performance through	particular effects are
heard in songs and	verse, chorus) •		singing, playing,	created
instrumental	Recognise		improvising, or	
pieces - male/female	instruments/voices		performing a	
voices, bass, drums,	heard in songs and		composition • Appraise	
guitar, keyboard,	instrumental		their own performances	
synthesizer, orchestral	pieces - Bass,		/ the music of others	
instrumentals •	drums, electric		and say how it makes	
Contribute to a class	guitar, keyboard,		them feel	
performance through	organ, male,			
singing, playing,	backing vocals •			
improvising, or	Contribute to a			
performing a	class performance			
composition • Appraise	through singing,			
their own	playing,			
performances / the	improvising, or			
music of others and say	performing a			
how it makes them feel	composition •			
	Appraise their own			
	performances /			
	the music of			

Additional lessons Year 4		others and say how it makes them feel		Easter Show -I can perform to an audience		
UNIT	<b>Mamma Mia Abba</b> (80's Pop)	Glockenspiel Work	<b>Stop!</b> (Grime/Classical/Tang o /Bhangra/Latin infusion)	<b>Lean On Me</b> (Gospel)	<b>Black Bird</b> (1960's Pop)	<b>Reflect, Rewind, Replay</b> (Western Classical)
l can Vocab Once 'I can' statements are introduced they should be continued throughout the year	Know the difference between pulse and rhythm and be able to keep the internal pulse · Copy back, play and invent rhythmic and melodic patterns with increasing accuracy · Sing a pop song in unison with an awareness of others and of being in tune · Play an instrumental part on the glockenspiel (or another instrument being learned) with accuracy and in time · Play by ear, or from	Recognise the difference between pulse and rhythm • Further develop playing skills using the glockenspiel: o Follow the directions of a musical leader o Handle instruments carefully and correctly – appropriate use of beaters, correct striking distanceetc. o Play in time with the music and each other o learn	now the difference between pulse and rhythm and be able to keep the internal pulse · Copy back, play and invent rhythmic and melodic patterns with increasing accuracy · Sing and rap a Grime song in unison and in parts with an awareness of others · Sing and rap with an awareness of the message and	Know the difference between pulse and rhythm and be able to keep the internal pulse · Copy back, play and invent rhythmic and melodic patterns with increasing accuracy · Sing a Gospel song in unison with an awareness of others and of being in tune · Sing with an awareness of	Know the difference between pulse and rhythm and be able to keep the internal pulse · Copy back, play and invent rhythmic and melodic patterns with increasing accuracy · Sing a Beatles song in unison with an awareness of others and of being in tune · Sing with an awareness of mood · Play an	Describe pieces of classical music using musical vocabulary (see Y4 vocabulary list) · Know and recognise pieces by classical composers of different eras (Early music – anon. C13th, Handel, Beethoven, Wagner, Gershwin and Philip Glass) · Build upon knowledge of the interrelated dimensions of music and demonstrate an understanding of how they work together (focus on texture, dynamics, tempo,





note(s) (° or G + A - Improvise using the note (° - Compose a simple melody using simple melody using the notes: C, D, F a simple melody using the notes: C, D, Play a simple melody using the notes: C, D, Play a simple melody using - Identify the instruments and types of voices heard in an ABA being faired as a keyboard, celectift guitar, bass, drums). Identify felings about a gerformance in the syle being faired as a keyboard, as a keyboard, as a keyboard, bescribe their bescribe the	notation, using the	more complex	mood of a song $\cdot$	mood · Play an	instrumental part	rhythm and pitch) · Be
note 'G' - Compose a simple melody using simple melody using simple mythms and the notes: G, A + B).the notes C, D, E, F + G. O Play a selection of tunes from memory / following the note instruments and types of voices heard in an ABBA song (Keyboard song (Keyboard song istrings, a glockenspiel playing a as keyboard, drums) - identify some of the style indicators of ABBA music (1370'S pop) and start to describe performance by singing, playing athe notes C, D, E, F + G. O Play a selection of tunes the notes: C, A + B).rapped lyrics a another another a instrument being learned) with accuracy and time - Play by ear, or using a limited using one or two the notes C + D + F • Compose using the notes C + D + F • Contribute to a class performance - i.e., improvising or strings, a glockenspiel playing and start to describe performance by singing, playing athe notes C, D, E, F + G. O Play a selection of tunes theme.the notes C, D, E, F another a another a instruments instruments the notes C + D + F outsign or strings, a glockenspiel playing a sa keyboard, drums) - identify some of the stylethe notes C + D + F outsic timeline the instruments and types of voices heard in a song of the style improved?another and types of voices heard in a song of the style and start to describe music and start to describe m	note(s) 'G' or G + A $\cdot$	rhythm patterns o	Improvise and/or	instrumental	on the	able to describe how a
simple melody using simple mythms and use it as part of the performance (using the notes: G, A + B). - identify the structure of a song · identify the structure of a song · identify the the notes C + D + E · Compose using instruments and by paying a glockenspiel playing as a keyboard, electric guitar, bass, drums) · identify feelings about a some of the style indicators of ABABA music (1970's pop) and start to describe performance by singing, playing a+ G. o Play a selection of tunes selection of tunes acutacy and in them e · instruments anotated on a stave • Compose using the instruments ontased on a stave • Compose using the instruments as a keyboard, electric guitar, bass, drums) · identify+ G. o Play a selection of tunes another suitable another suitable another suitable anotated on a stave • Compose using the notes (C + D) · the instruments and types of song (Keyboard mosic (1970's pop) and start to describe pieces using musical vocabulary ·+ G. o Play a selection of tunes another suitable another suitable and types of song (target paying a song of the style indicators of ABA music (1970's pop) and start to describe pieces using musical vocabulary ·+ G. o Play a and types of song · Identify some of the style indicators of a start to describe music and start to desc	Improvise using the		compose own	part on the	glockenspiel (or	piece of music makes
simple rhythms and use it as part of the performance (using the notes: G, A + B), - Identify the instruments and types of voices estructure of a song - Identify the instruments and types of voices beard in a ABBA sounds imitating sounds imitating is sounds imitating as a keyboard, glockenspiel playing as a keyboard, drums) - Identify electric guitar, bass, drums) - Identify music (1970's pop) and start to describe performance by singing, playing a how the well / contribute to a class performance by singing, playing aselection of tunes from not tunes the note S + D + E instruments instruments anote (C + D) - tuned percussion sounds imitating sounds imitating sounds imitating sounds imitating as a keyboard, drums) - Identify sounds imitatingselection of tunes from notation, number of tuned percussion using a limited the note S + D + E identify the sounds imitating sounds imitating sounds imitating as a keyboard, drums) - Identifyselection of tunes from notation, number of tuned percussion using a limited the note S + D + E identify the sounds imitating sounds imitating sounds imitating sounds imitating sounds imitating as a keyboard, drums) - Identify music (1970's pop) and start to describe pieces using musical vocabulary · Contribute to a class performance bive improved?selection of tunes to the style indicators of ABBA music (1970's pop) and start to describe pieces using musical vocabulary ·selection of tunes to the style indicators of ABBA music (1970's pop) and start to describe pieces using musical vocabulary ·selection function, tune to tune to the to the style indicators of ABBA music (1970	note 'G' · Compose a		rapped lyrics	glockenspiel (or	another	them feel and why $\cdot$
and/orand/orfrom memory / following the note names o Recogniseand/orand/orand/orand/orand/orand/oruest as part of the performance (using the notes: G, A + B). identify the structure of a song · ldentify thefrom memory / following the note names o Recogniseclass before and theme ·being learned) with accuracyaccuracy and in time · Play by ear, or from notation, number of notes using a limitedinstruments/voice types heard in different piecesidentify the instruments and types of voices- Compose using the notes C + D + E to Contribute to a class performance by playing a strings, a glockenspiel playing a sa keyboard, electric guitar, bass, drums)· identify- Compose a song (keyboard song (keyboard song is the style the instruments and feelings about a performance – i.e. what went well / could be improved?indicators of ABBA what went well / could be improved?indicators of the instruments song · Identifyindicators of the instruments song · Identifyindicators of to the instruments song · Identifyindicators of the instruments song · Identifyindicators of song · Identifyindicators of song · Identify	simple melody using		about bullying or	another	instrument being	Discuss whether they
berformance (using the notes: G, A + B). - Identify the structure of a song · Identify the instruments and types of voices song (keyboard song (keyboard song (keyboard, electric guitar, bass, drums) · Identify as a keyboard, electric guitar, bass, drums) · Identify electric guitar, bass, performance by singing, playing aIolowing the note following the note how music canbe electric guitar, bass, drums) · Identify electric guitar, bass, performance by singing, playing aIolowing the note following the note how music canbe ontated on a stave voices heard in a some of the style piece susing musical vocabulary · Contribute to a class performance by singing, playing aIolowing the note following the note 	simple rhythms and		another suitable	instrument	learned) with	like a piece of music and
performance (using) • Identify the instruments and types of voices heard in an ABBA song (Keyboard song (Keyboard song keyboard, electric guitar, bass, drums) · identify music (1970's pop) and start to describe performance – i.e. what went well / contribute to a class performance by singing, playing anotate class performance pieces with were a mitor to contribute to a class performance by singing, playing anotate class performance pieces with were a mitor to contribute to a class performance by singing, playing anotate class performance pieces with were a piece of music fifts on a hore trule performance different pieces <td>use it as part of the</td> <td>•</td> <td>class chosen</td> <td>being learned)</td> <td>accuracy and in</td> <td>say why · Identify</td>	use it as part of the	•	class chosen	being learned)	accuracy and in	say why · Identify
<ul> <li>Identify the structure of a song · Identify the instruments and the style indicators of ABBA and the the style indicators of ABBA and the the style indicators of the style indicators of ABBA and the the style indicators of ABBA and the the style indicators of the style indicators of ABBA and the the style indicators of ABBA and the the style indicators of the style indicators of ABBA and the the style indicators of ABBA and the the style indicators of the style indit the style indicators of the style indicators of the style</li></ul>	performance (using	-	theme ·	with accuracy	time · Play by ear,	instruments/voice types
Indentify the structure of a song- identify the instruments and 	the notes: G, A + B).	-	Improvise on	and in time $\cdot$	or from notation,	heard in different pieces
Structure of a songCompose using the notes C + D + E types of voices heard in an ABBA song (Keyboard song strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums) · identifyCompose using the notes C + D + E • Contribute to a class performance by playing a notated part, improvising or sharing a composition • Describe their thoughts and feelings about a performance - i.e. what went well / contribute to a class performance by pieces using musical vocabulary · Contribute to a class performance by singing, playing aCompose using the notes C + D + E • Contribute to a class performance (digital/electronic improved?Introduction, using a limited notes (C + D) · using a limited using a limited onotes (C + F) · mumber of notes song · Identify using a limited improvise using improvise using or consolation • Describe their thoughts and feelings about a performance - i.e. what went well / could be improved?Introduction, using a limited notes (C + D) · using a limited using a limited using a limited using a limited improvise using using a limited improvise using and types of counds, turtables, synthesizers, using the motes: (using the class performance using the motes: (Using the notes: (Using	· Identify the		tuned percussion	Play by ear, or	using a limited	<ul> <li>Understand where a</li> </ul>
Identify thethe notes $C + D + E$ Identify theusing a limited $(C + D)^{+}$ Infproviseinstory of Infproviseinstruments andtypes of voices- Contribute to a class performance- Contribute to a class performanceidentify thenumber ofusing a limited- Identify examples ofsong (Keyboard sounds initiating glockenspiel playing a sa keyboard, electric guitar, bass, drums) · Identify- Notes (C + D) ·Compose a- Identify- Identify theelectric guitar, bass, drums) · Identify music (1970's pop) and start to describe pieces using musical vocabulary ·- Contribute to a class- Song · Identify the instruments- Compose a- Identify music and describe their rouses (C + F) ·music (1970's pop) and start to describe pieces using musical vocabulary ·- Contribute to a class performance- Song · Identify the instruments- Contribute of a composition •- Identify the instrumentsperformance pieces using musical vocabulary ·- Describe their tould be improved?- Contribute of a class and teletify- Contribute of a composition •- Identify the instrumentsperformance pieces using musical vocabulary ·- Identify the that to a class performance by singing, playing a- Identify the instruments- Identify the instruments- Identify the instrumentsindicators of performance performance- Identify the instruents- Identify the instruents- Identify the instruents- Identify the instruentsindicators of performa	structure of a song $\cdot$		using one or two	from notation,	number of notes	piece of music fits on a
<ul> <li>Contribute to a class performance by playing a song (Keyboard sounds imitating strings, a glockenspiel playing a sa keyboard, drums) · Identify and types of the style indicators of ABBA music (1970's pop) and start to describe pieces using musical vocabulary · Contribute to a class</li> <li>Contribute to a class performance by singing, playing a</li> <li>Contribute to a class</li> <li>Contribute to a class performance by singing, playing a</li> <li>Contribute to a class</li> <li>Composition + Contribute to a class</li> <li>Contribute to a class</li> <li>Con</li></ul>	Identify the		notes (C + D) ·	using a limited	(C + D) · Improvise	history of music timeline
types of volces heard in an ABBA song (Keyboard sonds imitating glockenspiel playing a s a keyboard, electric guitar, bass, drums) · Identifyclass performance by playing a notated part, improvising or sharing a composition • Describe their thoughts and feelings about a performance – i.e. what went well / could be improved?structure of a intest under of a song · Identify the instruments improvise using the instruments original composition • Describe their thoughts and feelings about a performance – i.e. what went well / could be improved?structure of a indicators of ABBA improved?number of notes and types of thoughts and transition • composition • composition • Describe their thoughts and feelings about a performance – i.e. what went well / could be improved?structure of a intestruments thoughts and feelings about a performance – i.e. what went well / could be improved?structure of a indicators of structure of anumber or notes indicators of C (C + D) · Compose a simple and use it as part of the performance (using the melody using the protes: F, G + A) ·number or notes (C or C + D) · Compose a simple and use it as part of the performance (using the notes: (using the notes: Song · Identify motes: F, G + A) ·number of notes (C or C + D) · Compose a simple and use it as part of the performance different pieces and start to different pieces and start to describe music and start to <td>instruments and</td> <td></td> <td>Identify the</td> <td>number of</td> <td>using a limited</td> <td><ul> <li>Identify examples of</li> </ul></td>	instruments and		Identify the	number of	using a limited	<ul> <li>Identify examples of</li> </ul>
Inear ABAAby playing a notated part, improvising or strings, a 	types of voices		structure of a	notes (C + F) ·	number of notes	storytelling in music and
Song (Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums) · IdentifyInte instruments and types of song composition • Describe their sounds, thoughts and performance – i.e. what went well / could be improved?Inte instruments and types of song using simple performance song the style indicators of ABBA music (1970's pop) and start to describe pieces using musical vocabulary ·Inte instruments and types of song thoughts and turntables, some of the style indicators of and start to describe pieces using musical vocabulary ·Inte instruments some of the style indicators of and start to describe improved?Inte instruments and types of some of the style indicators of some of the style indicators of and start to describe pieces using musical vocabulary ·Inte instruments some of the style indicators of some of the style indicators of and start to different pieces and start to describe music and start to to coabulary ·Identify the instruments and types of some of the style indicators of some of the style indicators of some of the style indicators of and start to describe music and start to describe music and types of voices heard in and types of voices heard in and types of voices heard in a song (maleCompose a simple music (1970's pop) and types of voices heard in a male vocals in the voices heard in a male vocal in the voices heard in a song (maleCompose a simple melody simple melody <br< td=""><td>heard in an ABBA</td><td></td><td>song · Identify</td><td>Improvise using</td><td>(C or C + D) ·</td><td>describe how particular</td></br<>	heard in an ABBA		song · Identify	Improvise using	(C or C + D) ·	describe how particular
Sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums) · Identifyimprovising or sharing a composition • Describe their thoughts and feelings about a performance – i.e. what went well / could be indicators of ABBA music (1970's pop) and start to describe pieces using musical vocabulary ·improvising or sharing a composition • Describe their thoughts and feelings about a performance – i.e. what went well / could be improved?and types of voices heard in a song (digital/electronic turntables, synthesizers, drums) · Identify notes: F, G + A) · the instruments and types of (using the turntables, some of the style indicators of ABBA music (1970's pop) and start to describe pieces using musical vocabulary · Contribute to a class performance by singing, playing aimprovising or sharing a composition • Describe their toughts and turntables, some of the style indicators of different pieces some of the style indicators of structure of a different pieces song · Identify Beatles song (Solo voices heard in a male vocal in the voices heard in male vocal in the voices heard in a song (malemelody using simple melody and use it as part of the performance voices heard in a song counceSounds imitating singing, playing aimprovising or sharing a touch of the sharing a composition •improved?Composition • turntables, song or the style some of the style turntables, some of the style turntables, turntables, tur	song (Keyboard		the instruments	the note 'F' ·	Compose a simple	effects are created
strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums) · Identify some of the style indicators of ABBA music (1970's pop) and start to describe pieces using musical vocabulary · Contribute to a class performance by singing, playing asharing a composition • Describe their thoughts and feelings about a performance – i.e. some of the style indicators of ABBA music (1970's pop)sharing a composition • Describe their thoughts and feelings about a performance – i.e. synthesizers, drums) · Identifysimple melody using simple rhythms and use it as part of the performance (using the notes: F, G + A) · the instruments and types of and start to describe music using musical vocabulary ·simple melody using simple and use it as part of the performance (using the notes: Contribute to a class performance by singing, playing asharing a composition • Describe their thoughts and feelings about a performance – i.e. what went well / could be improved?some of the style using musical different pieces song · Identifysimple rhythms and use to a some of the style and start to describe music and start to describe music using musical vocabulary · Talksimple melody using musical rhythms and use simple rhythms and use it as part of the performance voices heard in a male vocal in the vocabulary · Talksome of the style performanceindext to describe music using musical voices heard in a song (malefeelings about a the instruments male vocal in the choruses, acoustic	sounds imitating		and types of	Compose a	melody using	
glockenspiel playing as a keyboard, electric guitar, bass, drums) · Identify some of the style indicators of ABBA music (1970's pop) and start to describe pieces using musical vocabulary ·composition • Describe their thoughts and feelings about a performance – i.e. what went well / could be improved?song (digital/electronic sounds, turntables, synthesizers, drums) · Identify notes: F, G + A) · Identify the some of the style improved?and use it as part of the performance (using the notes: C, D + E) · Identify the instruments and types of song · Identify Beatles song (Solo and start to describe music and start to describe music using musical vocabulary ·composition • Describe their turntables, some of the style indicators of and start to describe music and start to describe music using musical voces heard in a song (maleand use it as part of the performance (using the notes: C, D + E) · Identify the instruments male voces heard in a male vocals in the voces heard in male vocals in the voces heard in male vocal in the male vocal in the voces heard in a song (male	strings, a		voices heard in a	simple melody	simple rhythms	
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electric guitar, bass, drums) · Identify some of the style indicators of ABBA music (1970's pop) and start to describe pieces using musical vocabulary ·thoughts and feelings about a performance – i.e. what went well / could be improved?sounds, turntables, synthesizers, drums) · Identify notes: F, G + A) · Identify the some of the style indicators of a between well / could be improved?sounds, turntables, synthesizers, drums) · Identify notes: F, G + A) · Identify the some of the style indicators of structure of a different pieces song · Identifyperformance (using the voices heard in a male vocals in the well singing, playing aelectric guitar, bass, durms) · Identify music (1970's pop) and start to describe pieces using musical performance by singing, playing athoughts and feelings about a performance – i.e. what went well / could be improved?it as part of the performance (using the notes: F, G + A) · the instruments some of the style and types of werses, another male vocals in the wordebulary · Talkelectric guitar, bass, malethoughts and feelings about a performance by singing, playing athoughts and feelings about a the instruments a song (maleperformance choruses, acoustic	as a keyboard,	•	(digital/electronic	rhythms and use	of the	
drums) · Identify some of the style indicators of ABBAfeelings about a performance - i.e. what went well / could be improved?turntables, synthesizers, drums) · Identifyperformance (using the notes: F, G + A) · Identify the some of the style(using the notes: C, D + E) · Identifyand start to describe pieces using musical vocabulary · Contribute to a class performance by singing, playing afeelings about a performance - i.e. what went well / could be indicators of different piecesperformance notes: F, G + A) · Identify the some of the style(using the notes: C, D + E) · Identify the instrumentsdifferent pieces performance by singing, playing afeelings about a performance - i.e. what went well / could be improved?turntables, synthesizers, drums) · Identify indicators of and start togerformance the style(using the notes: C, D + E) · Identify the instrumentsfeelings about a performance - i.e. what went well / could be improved?feelings about a drums) · Identify the stylenotes: F, G + A) · the instrumentsthe instruments male types of and types ofdifferent pieces performance by singing, playing afeelings about a the instrumentsmale vocals in the the instrumentsvoices heard in male vocal in the types, acoustic	electric guitar, bass,		sounds,	it as part of the	performance	
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indicators of ABBA music (1970's pop) and start to describe pieces using musical vocabulary ·what went well / could be improved?drums) · Identify some of the style indicators of different pieces and start to different piecesnotes: F, G + A) · Identify the structure of athe instruments and types of voices heard in apieces using musical vocabulary · Contribute to a class performance by singing, playing awhat went well / different piecesnotes: F, G + A) · Identifythe instruments and types ofand types ofvocabulary · performance by singing, playing ausing musical vocabulary · Talknotes: F, G + A) · Identifythe instruments some of the styleand types ofvocabulary · performance by singing, playing ausing musical vocabulary · Talknotes: F, G + A) · Identifythe instruments some of the styleand types ofvocabulary · performance by singing, playing ausing musical vocabulary · Talkvoices heard in a song (malemale vocal in the choruses, acoustic	some of the style	0	synthesizers,	(using the	C, D + E) · Identify	
and start to describe pieces using musical vocabulary ·improved?indicators of different pieces and start to describe music describe musicstructure of a song · Identifyvoices heard in a Beatles song (Solo male vocals in the verses, anotherContribute to a class performance by singing, playing aeedescribe music using musical vocabulary · Talka song (malevoices heard in aand start to contribute to a class performance by singing, playing aeeeeand start to using musical vocabulary · Talka song (malechoruses, acoustic	indicators of ABBA		drums) · Identify	notes: F, G + A) ·	the instruments	
pieces using musical vocabulary ·different pieces and start tosong · IdentifyBeatles song (SoloContribute to a class performance by singing, playing adescribe music using musicaland types of voices heard in a song (maleverses, another male vocal in the choruses, acoustic		could be	•	Identify the		
vocabulary ·and start tothe instrumentsmale vocals in theContribute to a classdescribe musicand types ofverses, anotherperformance byusing musicalvoices heard inmale vocal in thesinging, playing avocabulary · Talka song (malechoruses, acoustic	and start to describe	improved?	indicators of	structure of a	voices heard in a	
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performance by singing, playing ausing musical vocabulary · Talkvoices heard in a song (malemale vocal in the choruses, acoustic	vocabulary ·		and start to	the instruments	male vocals in the	
singing, playing a vocabulary · Talk a song (male choruses, acoustic			describe music		•	
			•	voices heard in	male vocal in the	
notated part, about how and vocal, backing guitar, percussion,	singing, playing a		•	a song (male		
	notated part,		about how and	vocal, backing	guitar, percussion,	



improvising or     where the     vocal, piano,     birdsong)       sharing a     musical     bass, drums,     identify the       composition ·     dimensions are     organ · Identify     theme(s) of a       Describe their     working together     some of the     song and discuss       thoughts and     in different     style indicators     the meaning of       feelings about a     pieces ·     of Soul and     the lyrics/ the       could be improved?     class     and start to     Identify some of       could be improved?     performance by     describe music     the style       singing,     using musical     indicators of       improvising or     vocabulary ·     Beatles songs and       performing     Talk about how     start to describe       composed rap     and where the     musical       improvising or     vocabulary ·     Beatles songs and       lyrics · Describe     musical     musical       improvising or     and where the     musical       improvising or     indifferent pieces     immosical       ind feelings     working     about how and       about a     together     working together       well / could be     class     in different songs       improvising or <t< th=""><th></th><th></th><th></th><th></th><th></th></t<>					
compositiondimensions are working together in different piecesorgan. · Identify some of the some and discussperformance - i.e.in different piecesstyle indicatorsthe meaning of the lyrics/ theperformance - i.e.Contribute to a classGospel music and start tothetlyrics/ the story being told · indicators of the song and the lyrics/ thecould be improved?performance by singing, improvising or uscabulary ·describe music vocabulary ·thestylerowspace could be improved?performance by singing, improvising or vocabulary ·start to beatles songs and musical and where the musical mu			· · · · · · · · · · · · · · · · · · ·	0,	
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feelings about a       pieces ·       of Soul and       the lyrics/ the         ourbuilt of a class       Gospiel music       story being told -         ourbuilt of a class       and start to       Identify some of         could be improved?       performance by       describe music       the style         singing,       using musical       indicators of         improvising or       vocabulary ·       Beatles songs and         performing       Talk about how       start to describe         composed rap       and where the       musical         lyrics · Describe       musical       musical         about a       together in       where the musical         about a       together in       where the musical         about a       together in       where the musical         performance –       different pieces       dimensions are         i.e. what went       · Contribute to a       in different songs         improved?       performance by       · Contribute to a         singing, playing       anotated part,       by singing, playing         about a       class and tode part,       by singing, playing         improvising or       a notated part,       by singing, playing         indifferent so				•	
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what went well / could be improved?classand start toIdentify some ofcould be improved?performance by singing, improvising or performingusing musical using musical and where the musica d musical about how and about a about ai.e. what went well / could be improved?composed rap usical musical musical musical musical musical musical musical musical musical about a about adimensions are vocabulary - Talk about how and about a there into upfits about a berformance - i.e. what went well / could be improved?different pieces dimensions are offferent songs singing, playing improvising or a notated part, sharing a composition - thoughts and pescribe their thoughts and pescribe their thoughts and pescribe their thoughts and pescribe their thoughts and performance - i.e.	feelings about a	pieces ·	of Soul and		
could be improved?performance by singing, improvising or vocabulary vocabulary vocab	performance – i.e.	Contribute to a	Gospel music	story being told $\cdot$	
singing, using musical indicators of improvising or vocabulary · Beatles songs and performing Talk about how start to describe composed rap and where the music using lyrics · Describe musical musical their thoughts dimensions are vocabulary · Talk and feelings working about how and about a together in where the musical performance – different pieces dimensions are i.e. what went · Contribute to a well / could be class in different songs improved? proformance by · Contribute to a singing, playing class performance a notated part, sharing a improvising or sharing a improvising or sharing a improvising or sharing a bout a performance – feelings about a performance – i.e. what went performance biers in different pieces and their songs improved? provide to a sharing a improvising or sharing a improvising or sharing a thoughts and performance – i.e.	what went well /	class	and start to	Identify some of	
improvising or performingvocabulary · Talk about howBeatles songs and start to describeImprovising or performingTalk about how and where the musicalstart to describeIvrics · Describe their thoughtsmusical dimensions are vocabulary · Talk about how and about a together inmusical working about how and about how and about a together in where the musicalImprovising or uell / could be improved?contribute to a singing, playing a notated part, sharing a Describe their thoughts and performance - a notated part, by singing or composition · braving a braving a 	could be improved?	performance by	describe music	the style	
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Image: Section is a section		performing	Talk about how	start to describe	
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about a performance - i.e. what wenttogether in different pieceswhere the musical dimensions are· Contribute to a well / could be improved?· Contribute to a classworking together in different songs· Contribute to a singing, playing· Contribute to a singing, playing· Contribute to a class performance a notated part, sharing a· Sharing a Describe their· improvising or thoughts and performance - i.e. what went· composition - thoughts and performance - i.e. what went		their thoughts	dimensions are	vocabulary · Talk	
Joint ParticipationJoint Part		and feelings	working	about how and	
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Image: state stat			composition ·	sharing a	
feelings about a thoughts and performance – feelings about a i.e. what went performance – i.e.			Describe their	composition ·	
performance – feelings about a i.e. what went performance – i.e.			thoughts and	Describe their	
i.e. what went performance – i.e.			feelings about a	thoughts and	
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well / could be what went well /			i.e. what went	performance – i.e.	
			well / could be	what went well /	



Additional lessons	Steel Pan lessons groups of 10 children I can perform in solo/ensemble contexts Class orchestra	Steel Pan lessons groups of 10 children I can perform in solo/ensemble contexts	Steel Pan lessons groups of 10 children I can perform in solo/ensemble contexts Class orchestra	improved? Steel Pan lessons groups of 10 children I can perform in solo/ensemble contexts	could be improved? Steel Pan lessons groups of 10 children I can perform in solo/ensemble contexts Class orchestra	Steel Pan lessons groups of 10 children I can perform in solo/ensemble contexts Class orchestra
Year 5 UNIT	Livin' On A Prayer (Rock)	Class orchestra Classroom Jazz (Jazz)	Make You Feel My Love (Pop Ballads)	Class orchestra The Fresh Prince of Bel-Air (Hip-hop)	Dancing In The Street (Motown)	<b>Reflect, Rewind, Replay</b> (Western Classical)
I can Vocab Once 'I can' statements are introduced they should be continued throughout the year	Find and keep an internal pulse · Copy back rhythms and pitches · Respond rhythmically and melodically through question and answer activities · Sing in unison with an awareness of being in tune, of other singers in the group and the mood of a	Play instrumental parts accurately and in time with a song or backing track · Play by ear and from notation in Bossa Nova style (G + A + B) and Swing style (D + E + G + A + B) · Improvise using	Find and keep an internal pulse · Copy back rhythms and pitches · Respond rhythmically and melodically through question and answer activities · Sing in unison with an awareness of being in tune, of other singers in the group and a song's mood · Follow the	owledge, Skills and Understanding: • Find and keep an internal pulse • Copy back rhythms and pitches • Respond rhythmically and melodically through question and answer activities • Sing and rap in unison or in parts with an awareness of other performers • Follow the directions of a	Find and keep an internal pulse Copy back rhythms and pitches Respond rhythmically and melodically through question and answer activities Sing in two parts with an awareness of other performers Follow the directions of a musical leader and	<ul> <li>Describe pieces of classical music using musical vocabulary (see Y5 vocabulary list)</li> <li>Know and recognise pieces by classical composers of different eras (Traditional Early music, Purcell, Beethoven, Chopin, Ives and Steve Reich)</li> <li>Build upon knowledge of the</li> </ul>



song · Follow the	instruments in	directions of a	musical leader and	sing a Motown	interrelated
directions of a	a Bossa Nova	musical leader and	sing/rap a Hip Hop	song from memory	dimensions of
musical leader and	style (3 notes:	sing a pop ballad	song from memory	<ul> <li>Play a 1 or 2 note</li> </ul>	music and
sing a rock song	G + A + B) ·	from memory ·	<ul> <li>Play a 2 note</li> </ul>	instrumental part	demonstrate an
from memory · Play	Improvise	Play 2 note	instrumental part	accurately and in	understanding of
instrumental parts	using	instrumental parts	accurately and in	time, both by ear	how they work
accurately and in	instruments in	accurately and in	time, both by ear	and from notation	together (pulse,
time · Play by ear	a Swing style	time, both by ear	and from notation	(F or F + G) ·	rhythm, pitch,
and from notation	(up to 5 notes:	and from notation	(D + A or G + A) •	Improvise using	tempo, dynamics,
(3 notes: G + A + B)	D + E + G + A +	(C + D) · Improvise	Improvise using	instruments within	texture and
<ul> <li>Improvise using</li> </ul>	B) · Identify	using instruments	instruments within	the context of a	structure) · Be
instruments within	and describe	within the context	the context of a	song (1 or 2 given	able to describe
the context of a	the structures	of a song (1 or 2	song (2 given	notes: D or D +	how a piece of
song (1 or 2 given	of a three	given notes: C +	notes: D + E) •	E) · Compose a	music makes
notes: G + A) ·	note Bossa	D) · Compose a	Compose a melody	melody using	them feel and
Compose a melody	Nova and five	melody using	using simple rhythms (based	simple rhythms	why · Discuss
using simple	note Swing	simple rhythms	around 3 given	(based around 3	whether they like
rhythms (choice of	piece · Identify	(based around 3	notes: D + E + F) •	given notes: C + D	a piece of music
3 notes: G + A + B) ·	instruments	notes: C + D+ E) ·	Identify the	+ E) · Identify the	and say why $\cdot$
Identify the	used in Bossa	Identify the	structure of a Hip	structure of a	Identify
structure of a rock	Nova and	structure of a pop	Hop song • Identify	Motown song ·	instruments/voice
song · Identify the	Swing pieces ·	ballad · Identify	the	Identify the	types heard in
instruments and	Know that	the instruments	instruments/voices	instruments/voices	different pieces ·
voices heard in	pulse, rhythm,	and voices used in	used in a Hip Hop	used in a Motown	Understand a
rock songs (e.g.	pitch, tempo,	a pop ballad	song (loops,	song: Female voice	piece of music in
Lead vocal, electric	dynamics,	(strings, piano,	samples, decks,	and female	its historical
guitar, bass guitar,	texture and	guitar, bass,	scratching, drums,	backing vocals,	context and be
drums, keyboard) ·	structure work	drums) · Identify	bass, synthesizer,	keyboard, drums,	able to place it in
Identify some style	together to	some of the style	rapper) • Identify	bass guitar	its correct space
indicators of rock	make music	indicators of pop	some of the style	(rhythm section),	and time on a
songs · Know that	sound	ballads · When	indicators of Hip	brass section	musical timeline $\cdot$
pulse, rhythm,	interesting $\cdot$	listening to a song,	Hop ● When	(trumpet,	Identify imagery



pitch, tempo, dynamics, texture and structure work together to make music sound interesting · Take part in a performance through singing, playing,	Identify the style indicators of Bossa Nova and Swing and discuss music using musical terms · Understand the historical	comment on tempo, dynamics and texture · Know that pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make music sound	listening to a song, comment on tempo, dynamics and texture • Know that pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make music sound interesting •	trombone and sax). · Identify some of the style indicators of Motown · When listening to a song, comment on tempo, dynamics and texture · Know that pulse, rhythm,	and storytelling in music and describe how particular effects are created
performance, discussing what went well and how it could be improved · Discuss music using musical terms	Nova and Swing · Take part in a performance by playing a prepared instrumental part or improvising · Appraise a performance, discussing what went well and what could be done to improve it	ving · Takeinstrumental part, improvising or byart in aimprovising or byerformanceperformingv playing acompositions ·reparedAppraise astrumentalperformance,art ordiscussing whatoprovising ·went well andopraise ahow it could beerformance,improved · Discussscussingmusic usinghat wentmusical term	singing, playing an instrumental part, improvising or by performing compositions • Appraise a performance, discussing what went well and how it could be improved • Discuss music using musical terms	interesting · Contribute to a musical performance by singing, playing an instrumental part, improvising or by performing compositions · Appraise a performance, discussing what went well and how it could be improved · Discuss music using musical terms	



Additional lessons Year 6 UNIT	Class orchestra I can perform in solo/ensemble contexts Happy (Pop/Motown)	Class orchestra I can perform in solo/ensemble contexts Classroom Jazz (Jazz/Latin/Blues)	Class orchestra I can perform in solo/ensemble contexts Voice In A Million Gospel/Bhangra	Class orchestra I can perform in solo/ensemble contexts You've Got A Friend (Carol King)	Class orchestra I can perform in solo/ensemble contexts Music and Me (Female artists. Contemporary Music and identity)	Class orchestra I can perform in solo/ensemble contexts Y6 Showcase Reflect, Rewind, Replay (Western Classical)
I can Vocab Once 'I can' statements are introduced they should be continued throughout the year	Find and keep an internal pulse · Copy back rhythms and pitches · Respond rhythmically and melodically through question and answer activities · Sing in two parts with an awareness of being in tune, of other singers in the group and the mood of a song · Follow the directions of a musical leader and sing a song from memory · Play instrumental parts accurately and in	Find and keep an internal pulse • Play instrumental parts by ear and using notes (Bacharach Anorak: notes of the C major scale and Meet the Blues: C, Bb, G, F+ C) • Improvise using instruments in a Jazz style (up to 5 notes: C, D, E, F, G) and Blues style (3 notes: C, Bb, G) • Compose a Blues piece using instruments (3 notes: C, Bb, G), starting and	Listen -I can appreciate and understand a wide range of music drawn from different traditions	-I can find and keep an internal pulse • Copy back rhythms and pitches • Respond rhythmically and melodically through question and answer activities • Sing in unison with an awareness of being in tune, of other singers in the group and the mood of a song • Follow the directions of a musical leader and sing a song from memory • Play instrumental parts	K now and talk about the fact that we each have a musical identity and discuss the musical identities of different female artists. Discuss: Ø How do they each go about creating music? Ø How has creating music helped them to build their confidence? Ø How	<ul> <li>Describe pieces of classical music using musical vocabulary (see Y6</li> <li>vocabulary list)          <ul> <li>Know and</li> <li>recognise pieces by</li> <li>classical composers of</li> <li>different eras (Traditional</li> <li>early music, Lully, Mozart,</li> <li>Schubert, Hindemith and</li> <li>Nitin Sawhney)              <ul> <li>Build</li> <li>upon knowledge of the</li> <li>interrelated dimensions of</li> <li>music and demonstrate an</li> <li>understanding of how they</li> <li>work together (pulse,</li> <li>rhythm, pitch, tempo,</li> <li>dynamics, texture and</li> <li>structure)                      </li> <li>Be able to</li> <li>describe how a piece of</li> <li>music makes them feel and</li> <li>why                      </li> <li>Discuss whether they</li> </ul> </li> </ul> </li> </ul>



time · Play by ear and from notation (choosing a 2 or 3 note part: A + G or A, G + B) · Improvise using instruments within the context of a song (1 or 2 given notes: A + G) · Compose a melody using simple	ending on the home note • Notate a Blues composition using note names and / or staff notation • Identify the style indicators of Jazz and Blues music • Describe the structures of selected Jazz and	accurately and in time • Play by ear and from notation (choosing a 3 or 4 note part: G, A + B, or C, D, E + F) • Improvise using instruments within the context of a song (1 or 2 given notes: A or A + G) • Compose a	do you know that making music and performing makes them happy? Ø What do they say about themselves through their music? • Compare pieces/songs by different artists, talking about what	like a piece of music and say why • Identify instruments/voice types heard in different pieces • Understand a piece of music in its historical context and be able to place it in its correct space and time on a musical timeline • Identify imagery and storytelling in music and describe how particular
heard in songs · Discuss how the musical dimensions work together in a piece of music (know that pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make music sound interesting) · Talk about how a song or performance makes	the musical dimensions work together in Jazz and Blues music to make an interesting sound (pulse, rhythm, pitch, tempo, dynamics, texture and structure) • Understand the historical and geographical contexts of Jazz and Blues • Take	Carole King pop song • Identify instruments and voice types heard in songs • Discuss how the musical dimensions work together in a piece of music (know that pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make music sound	different artists' music · Talk about how a piece of music makes them feel using musical vocabulary · Express opinions about a piece of music and say why they did/didn't like it using musical terms · Create a composition, either independently or working as part of	



	them feel using musical vocabulary · Take part in a performance through singing, playing, improvising or performing composition work · Appraise a performance, discussing what went well and how it could be improved	part in a performance by playing a prepared instrumental part, improvising, or performing compositions • Appraise a performance, discussing what went well and what could be done to improve it		interesting) • Talk about how a song or performance makes them feel using musical vocabulary • Take part in a performance through singing, playing, improvising or performing composition work • Appraise a performance, discussing what went well and how it could be improved	a group, based on the theme of musical identity (Music and Me) · Draw upon existing skills and knowledge to aid musical decision making – i.e. which beats, instruments, tools or APPS to use when composing · Compose song or RAP lyrics · Introduce and take part in a group performance of a composition and be able to say how they have put their own identity into the music · Appraise their own and others' performances, discussing what went well and how they could be improved	
Additional lessons			Voice in a million practise -I can perform in ensemble contexts using expression	Voice In A Million performance -I can perform in ensemble contexts using expression		Y6 Showcase -I can perform in solo or ensemble contexts using control, expression and accuracy