

Y1 Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
Tell me a Story	Fireworks & Fantasy	Get on Board	Changes	Under the Sea	Blast Off
<ul> <li>Begin with simple songs w small range (mi-so / a thir to E) and then slightly wid following the shape of the melody, include pentaton songs (5 notes) (C, D, E, G A or G, A, B, D and E. (Y1 F</li> <li>Sing a wide range of call a response songs to control vocal pitch and to match t pitch they hear with accur (Y1 P)</li> <li>Create musical sound effe and short sequences of sc in response to stimuli incl stories, pictures and films C)</li> <li>Identify the pulse (Y1 L)</li> <li>Recognise the changes in between high and low pit within a small section of melody (Y1 L)</li> </ul>	rd/ C response songs to control vocal pitch and to match the pitch they hear with accuracy (Y1 P) and P) Perform simple repeated rhythmic patterns (ostinato) as an accompaniment (Y1 P) H Perform chants (Y1 P) racy Understand that symbols can be used to represent and organise sound (Y1 U) putch pitch	<ul> <li>Walk, move or clap a steady beat with others and perform a steady pulse on untuned percussion instruments (Y1 P)</li> <li>Perform short copycat rhythms accurately (Y1 P)</li> <li>Perform simple repeated rhythmic patterns (ostinato) as an accompaniment (Y1 P)</li> <li>Perform a simple accompaniment on percussion instruments showing an awareness of pulse (Y1 P)</li> <li>Create musical sound effects and short sequences of sounds in response to stimuli including stories, pictures and films (Y1 C)</li> <li>Create simple lyrics as a class to a well-known traditional rhyme e.g., Twinkle Twinkle / Frere Jacques (Y1 C)</li> <li>Respond to the pulse in recorded / live music through movement and dance (Y1 L)</li> <li>Listen to sounds in the local environment and compare high and low sounds and long and short (Y1 L)</li> </ul>	Perform a simple accompaniment on percussion instruments showing an awareness of pulse (Y1 P) Create musical sound effects and short sequences of sounds in response to stimuli including stories, pictures and films (Y1 C) Invent, retain and recall rhythm (crotchet and quaver) and melodic (pitch) patterns with a range of 3 notes e.g. C D and E (Y1 C) Use basic dynamics and tempo for musical expression e.g., piano, forte, fast, slow (Y1 C) Create simple lyrics as a class to a well-known traditional rhyme e.g., Twinkle Twinkle / Frere Jacques (Y1 C) Understand the difference between creating a rhythm pattern and a pitch pattern (Y1 U) Understand that symbols (pictures) can be used to represent and organise sound (Y1 U) Develop a basic understanding of how music is organised e.g., beg, mid, end (Y1 U)	Perform a simple accompaniment on percussion instruments showing an awareness of pulse (Y1 P) Invent, retain and recall rhythm (crotchet and quaver) and melodic (pitch) patterns with a range of 3 notes e.g., C D and E (Y1 C) Develop a basic understanding of how music is organised e.g., beg, mid, end (Y1 U) Investigate a range of instruments and understand they produce different sounds, select the appropriate instrument for a specific purpose (Y1 U) Respond to the pulse in recorded / live music though movement and dance (Y1 L)	Perform a simple accompaniment on percussion instruments showing an awareness of pulse (Y1 P) Improvise simple vocal chants using question and answer phrases (Y1 C) Invent, retain and recall rhythm (crotchet and quaver) and melodic (pitch) patterns with a range of 3 notes e.g., C D and E (Y1 C) Use music technology to capture, change and combine sounds (Y1 C) Create simple lyrics as a class to a well-known traditional rhyme e.g., Twinkle Twinkle / Frere Jacques (Y1 C) Understand that symbols (pictures) can be used to represent and organise sound (Y1 U) Investigate a range of instruments and understand they produce different sounds, select the appropriate instrument for a specific purpose (Y1 U)



Y2	Autumn 1: Down in the Woods	Autumn 2: Fire! Fire!	Spring 1: Round the World	Spring 2: Whatever the Weather	Summer 1: Down in the Jungle	Summer 2: Sun, Moon and Stars
	Sing songs regularly with a pitch range of do-so (a 5 <sup>th</sup> / C- G) with increasing vocal control (Y2 P) Create music in response to a non-musical stimulus (Y2 C) Create rhythms using word phrases as a starting point and use these as ostinato (Y2 C) Create and perform their own chanted rhythms (with the corresponding stick notation (Y2 C) Use graphic scores to reflect pitch and dynamics (Y2 C) Recognise dot notation and match it to 3 note tunes played on tuned percussion (Y2 U) Understand that music can be structured in different ways (Y2 U) Respond independently to pitch changes heard in short melodic phrases indicating with actions (Y2 L)	Select organise and order sounds to perform within a simple structure. Suggest how they should be played and discuss effects achieved (Y2 P) Create rhythms using word phrases as a starting point and use these as ostinato (Y2 C) Use graphic scores to reflect pitch and dynamics (Y2 C) Understand that different sounds suit different moods (Y2 U) Comment constructively on the music produced by others and begin to use the inter- related dimensions in music in their answers (Y2 U) Begin to recognise changes in tempo, timbre (scratchy, smooth, strings, brass) dynamics and texture (solo, multiple instruments) (Y2 L)	Sing songs regularly with a pitch range of do-so (a 5 <sup>th</sup> / C- G) with increasing vocal control (Y2 P) Sing short phrases independently / small groups within a singing game (Y2 P) Change the way music is performed to reflect occasion e.g., lullaby (Y2 P) Perform actions confidently and in time to a range of action songs (Y2 P) Change words to songs and rhymes whilst maintaining rhythmic patterns (Y2 C) Responding to the leader's directions and visual symbols of dynamics and tempo (Y2 U) Understand the difference between rhythm and pulse (Y2 U) Move to music, responding to the mood and emotion (Y2 L)	Perform rhythmic accompaniments using a range of untuned percussion instruments (Y2 P) Select organise and order sounds to perform within a simple structure. Suggest how they should be played and discuss effects achieved (Y2 P) Play copycat rhythms, copying a leader and inventing rhythms for others which include crotchets, quavers and crotchet rests (Y2 C) Begin to recognise changes in tempo, timbre (scratchy, smooth, strings, brass) dynamics and texture (solo, multiple instruments) (Y2 L) Tap or clap the beat of a listening piece and recognise the tempo and any changes (Y2 L) Understand the speed of the music can change (Y2 U)	Sing songs regularly with a pitch range of do-so (a 5 <sup>th</sup> / C- G) with increasing vocal control (Y2 P) Change the way music is performed to reflect occasion e.g., lullaby (Y2 P) Use graphic scores to reflect pitch and dynamics (Y2 C) Create a simple grid to record a 4 beat rhythmic pattern (Y2 C) Understand that music can be structured in different ways (Y2 U) Understand that different sounds suit different moods (Y2 U) Begin to group beats in four and threes by demonstrating the strongest beat when clapping (Y2 L) Begin to recognise changes in tempo, timbre (scratchy, smooth, strings, brass) dynamics and texture (solo, multiple instruments) (Y2 L) Identify the different parts of a piece of music e.g., verse and chorus in a song, intro (Y2 L)	Create music in response to a non-musical stimulus (Y2 C) Work with a partner to improvise simple rhythmic and melodic question and answer phrases (Y2 C) Use music technology to capture, change and combine sounds e.g., Chrome Music Lab or Scratch Junior (Y2 C) Create and perform their own chanted rhythms (with the corresponding stick notation (Y2 C) Compose and play in groups simple rhythmic patterns of 8 beats which can then be combined with other groups to form a longer piece (Y2 C) Read and respond to chanted rhythmic patterns and represent them with stick notation (crotchet, quaver, crotchet rest) (Y2 U) Comment constructively on the music produced by others and begin to use the inter- related dimensions in music in their answers (Y2 U)



Y3	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
	Peter and the Wolf	Christmas Singing	Planet Exploration	Stone Age Man	Sporting Anthems	Meet and Greet
					(Previously Food Fabulous Food)	
	Perform with a greater	Perform with a greater	Develop opportunities to play	Perform simple parts with	Sing a widening range of	Provide more opportunities to
	awareness of the inter-related	awareness of the inter-related	tuned percussion or other	expression and awareness of	unison songs of varying styles	sing as a choir to an audience
	dimensions of music (Y3 P)	dimensions of music (Y3 P)	melodic instruments i.e.,	rhythm e.g., a drone and an	and structures with a pitch of a	(Y3 P)
			recorder (Y3 P)	ostinato or a 2-part round (Y3	5 <sup>th</sup> (C – G), tunefully and with	
	Select, organise & order	Sing a widening range of		P)	expression. Perform using	Play and perform melodies
	sounds, structuring musical	unison songs of varying styles	Perform simple parts with		Italian terms such as forte	following stave notation using
	ideas (e.g. beginning, middle	and structures with a pitch of a $5$ th (C $-$ C) two effective and with	expression and awareness of	Become more skilled in	(loud) and piano (quiet) (Y3 P)	a small range of 5 notes by the
	and end) (Y3 C)	$5^{th}$ (C – G), tunefully and with	rhythm e.g., a drone and an	improvising inventing short on		end of the year (Y3 P)
	Compose in response to	expression. Perform using Italian terms such as forte	ostinato or a 2-part round (Y3 P)	the spot responses using a limited note range (Y3 C)	Provide more opportunities to sing as a choir to an audience	Compose in response to
	different stimuli and musical	(loud) and piano (quiet) (Y3 P)	F)	infinited flote range (FS C)	(Y3 P)	different stimuli and musical
	sources using a variety of		Select, organise & order	Combine known rhythmic	(131)	sources using a variety of
	sources such as percussion,	Provide more opportunities to	sounds, structuring musical	notation with letter names to	Play and perform melodies	sources such as percussion,
	music technology and	sing as a choir to an audience	ideas (e.g. beginning, middle	create rising and falling	following stave notation using	music technology and
	instruments they are learning	(Y3 P)	and end) (Y3 C)	phrases using just 3 notes (F, G	a small range of 5 notes by the	instruments they are learning
	(Y3 C)	. ,		and A are a good place to start)	end of the year (Y3 P)	(Y3 C)
		Develop opportunities to play	Compose in response to	(Y3 C)		
	Present multiple layers on	tuned percussion or other	different stimuli and musical		Perform simple parts with	Compose a short piece of
	graphic scores or rhythm grids	melodic instruments i.e.,	sources using a variety of	Compose song	expression and awareness of	music with a given structure e
	(Y3 C)	recorder (Y3 P)	sources such as percussion,	accompaniments on untuned	rhythm e.g., a drone and an	g A B A, Call & Response, Verse
			music technology and	and tuned percussion using	ostinato or a 2-part round (Y3	/ Chorus (Y3 C)
	Explain how different inter-	Perform simple parts with	instruments they are learning	known rhythms, note values	P)	
	related dimensions such as	expression and awareness of	(Y3 C)	and simple chords (Y3 C)	C	Use appropriate musical
	pitch, duration (note length),	rhythm e.g., a drone and an	Combine la sur abuthasia	Device the store lines and	Compose song	vocabulary with understanding
	timbre, texture and dynamics can be combined and used	ostinato or a 2-part round (Y3	Combine known rhythmic notation with letter names to	Revise the stave, lines and	accompaniments on untuned	to describe music they are
	with expression (Y3 U)	Р)	create rising and falling	spaces, and use treble clef. Use notation to show higher or	and tuned percussion using known rhythms, note values	listening to and begin to identify different styles of
	with expression (15 0)	Have clear diction when	phrases using just 3 notes (F, G	lower pitch (Y3 U)	and simple chords (Y3 C)	music (Y3 U)
	Use appropriate musical	singing to communicate lyrics	and A are a good place to start)	lower pitch (13 0)		music (15 0)
	vocabulary with understanding	effectively (Y3 P)	(Y3 C)	Apply word chants to rhythms	Compose a short piece of	Develop an ability to evaluate
	to describe music they are		(10 0)	understanding how to link	music with a given structure e	their own music and suggest
	listening to and begin to	Understand and identify	Use rests in simple rhythms	each syllable to a musical note	g A B A, Call & Response, Verse	improvements (Y3 U)
	identify different styles of	different sections of a song e.g.	recorded on a grid and link to	(Y3 U)	/ Chorus (Y3 C)	
	music (Y3 U)	intro, verse, chorus & bridge	music technology (Y3 C)			Begin to develop active
		(Y3 U)		Use listening skills to correctly	Explain how different inter-	listening skills and relate what
	Understand how sounds		Use music technology e.g.	order phrases using dot	related dimensions such as	they hear to the inter-related
	combine and create different	Use appropriate musical	keyboards, Garage Band and	notation showing different	pitch, duration (note length),	dimensions of music (Y3 L)
	effects on mood referring to	vocabulary with understanding	electronic sounds when	arrangements of 3 notes C D E	timbre, texture and dynamics	
	the inter-related dimensions of	to describe music they are	composing (Y3 C)	(Y3 L)	can be combined and used	Individually copy a short
	music (Y3 U)	listening to and begin to			with expression (Y3 U)	melodic phrase with stepwise
		identify different styles of		Individually copy a short		movement using a range of 5
		music (Y3 U)		melodic phrase with stepwise	l	notes and beginning on C.



Begin to develop active listening skills and relate what they hear to the inter-related dimensions of music (Y3 L)	Understand a rest indicates silence in music (crotchet rest) (Y3 U) Identify silent beats in music (rests) (Y3 L)	Present multiple layers on graphic scores or rhythm grids (Y3 C) Explain how different inter- related dimensions such as pitch, duration (note length), timbre, texture and dynamics can be combined and used with expression (Y3 U) Introduce the stave, lines and spaces, and use clef. Use notation to show higher or lower pitch (Y3 U) Use appropriate musical vocabulary with understanding to describe music they are listening to and begin to identify different styles of music (Y3 U) Develop an ability to evaluate their own music and suggest improvements Y3 U) Begin to develop active listening skills and relate what they hear to the inter-related dimensions of music (Y3 L)	movement using a range of 5 notes and beginning on C. Begin with singing and when confident, progress to a melodic instrument (Y3 L) Identify silent beats in music (rests) (Y3 L)	Apply word chants to rhythms understanding how to link each syllable to a musical note (Y3 U) Develop an ability to evaluate their own music and suggest improvements (Y3 U) Begin to develop active listening skills and relate what they hear to the inter-related dimensions of music (Y3 L)	Begin with singing and when confident, progress to a melodic instrument (Y3 L)



Y4	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
	Folk Music	Countdown to Christmas	Paint a Picture	Vikings	Adverts	Say Hello, Wave Goodbye
					(Previously Tasty Tunes)	
	Continue to sing a broad range of	Continue to sing a broad	Play and perform melodies	Improvise on a limited range	Play and perform melodies	Continue to sing a broad range of
	unison songs with the range of an	range of unison songs with	following stave notation	of pitches on any melodic	following stave notation	unison songs with the range of an
	octave (Y4 P)	the range of an octave (Y4 P)	using a small range of notes	instrument, making use of	using a small range of notes	octave (Y4 P)
			(Y4 P)	staccato (detached) and	(Y4 P)	
	Begin to sing repertoire with	Sing rounds and partner		legato (smooth)		Perform in a variety of settings with
	small and large leaps as well as a	songs in different time	Use music technology e.g.,	(Y4 C)	Perform in 2 or more parts	an awareness of occasion and
	simple second part to introduce	signatures (Y4 P)	keyboards, Garage Band,		from simple notation (Y4 P)	audience (Y4 P)
	vocal harmony (Y4 P)		electronic sounds when	Use the inter-related		
		Perform in a variety of	composing (Y4 C)	dimensions of music when	Use music technology e.g.,	Use the inter-related dimensions of
	Perform in 2 or more parts from	settings with an awareness		composing music to create a	keyboards, Garage Band,	music when composing music to
	simple notation (Y4 P)	of occasion and audience (Y4	Begin to make decisions	specific mood (Y4 C)	electronic sounds when	create a specific mood (Y4 C)
		P)	about the overall structure of		composing (Y4 C)	
	Combine known rhythmic		compositions (Y4 C)	Follow and perform simple		Introduce major and minor chords
	notation with letter names to	Perform in 2 or more parts	the the fates adapted	rhythmic notation to a	Begin to make decisions	and use technology to demonstrate
	create short (pentatonic) phrases	from simple notation (Y4 P)	Use the inter-related	steady beat (Y4 C)	about the overall structure of	e.g. interactive keyboard (Y4 U)
	using a limited range of 5 pitches	lles that the setation to	dimensions of music when	Introduce major and minor	compositions (Y4 C)	Identify chardel accompaniment
	(Y4 C)	Use rhythmic notation to transcribe simple words and	composing music to create a specific mood (Y4 C)	Introduce major and minor chords and use technology to	Combine known rhythmic	Identify chordal accompaniment and melody understanding static
	Arrange individual notation cards	phrases (Y4 C)	specific mood (14 C)	demonstrate e.g interactive	notation with letter names to	and moving parts when listening
	of known note values (minim,	pillases (14 C)	Include a range of different	keyboard (Y4 U)	create short (pentatonic)	(Y4 U)
	crotchet, quavers and crotchet	Introduce and understand	instruments to create small	Keyboard (14 0)	phrases using a limited range	(14 0)
	rests) to create 4 bar phrases	the relationship between	ensembles when composing	Identify chordal	of 5 pitches (Y4 C)	Introduce and understand the
	consisting of different note	minims, crotchets, paired	(Y4 C)	accompaniment and melody		relationship between minims,
	values with 2, 3 or 4 beats per	quavers and rests (Y4 U)	(110)	understanding static and	Use the inter-related	crotchets, paired guavers and rests
	bar (2/4, 3/4, 4/4) (Y4 C)	quarers and rests (110)	Record creative ideas using	moving parts when listening	dimensions of music when	(Y4 U)
	Record creative ideas using	Identify and discuss the inter-	graphic symbols, rhythm	(Y4 U)	composing music to create a	(
	graphic symbols, rhythm notation	related dimensions of music	notation and time signatures,	( - )	specific mood (Y4 C)	Copy short melodic phrases
	and time signatures, stave	when listening to a piece of	stave notation, technology	Introduce the term		including those using the
	notation, technology (Y4 C)	music (Y4 L)	(Y4 C)	'chromatic' (Y4 U)	Include a range of different	pentatonic (Y4 L)
				Identify and discuss the inter-	instruments to create small	
	Read and perform pitch notation		Identify and discuss the inter-	related dimensions of music	ensembles when composing	Identify and discuss the inter-
	within a defined range (octave)		related dimensions of music	when listening to a piece of	(Y4 C)	related dimensions of music when
	(Y4 C)		when listening to a piece of	music (Y4 L)		listening to a piece of music (Y4 L)
			music (Y4 L)		Read and perform pitch	
	Identify chordal accompaniment			Begin to identify key stylistic	notation within a defined	
	and melody understanding static		Listen to a broad range of	features within a genre of	range (octave) (Y4 C)	
	and moving parts when listening		music from different times	music (Y4 L)		
	(Y4 U)		and places (Y4 L)			
					Copy short melodic phrases	
	Copy short melodic phrases		Identify and name crotchet		including those using the	
	including those using the		and quavers in rhythmic		pentatonic (Y4 L)	
	pentatonic (Y4 L)		patterns			
			( Y4 L)			



	1	1	1	· · · · · · · · · · · · · · · · · · ·
Identify and discuss the inter-			Identify and discuss the inter-	
related dimensions of music			related dimensions of music	
when listening to a piece of			when listening to a piece of	
music (Y4 L)			music (Y4 L)	
Begin to identify key stylistic			Begin to identify key stylistic	
features within a genre of music			features within a genre of	
(Y4 L)			music (Y4 L)	
()				
Begin to develop a chronological				
understanding of different styles				
of music (Y4 L)				
of music (14 L)				
Listen to a broad range of music				
from different times and places				
(Y4 L)				
	1			

Y5	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
	Getting Loopy	Samba	Performance Poetry	World Festivals	Improvising Colours	Newsbeat
				(Previously Gamelan)		
	Play melodies on tuned	Improvise freely over a	Sing a broad range of songs,	Sing a broad range of songs,	Play melodies on tuned	Perform simple, chordal
	percussion, melodic instruments	drone, developing a sense of	observe phrasing, accurate	observe phrasing, accurate	percussion, melodic	accompaniments to familiar songs
	or keyboards, following stave	shape and character using	pitching and appropriate	pitching and appropriate	instruments or keyboards,	– (3 chord songs) (Y5 P)
	notation written on one stave (Y5	tuned percussion and	style e.g. raps / chants (Y5 P)	style e.g. raps / chants (Y5 P)	following stave notation	
	P)	melodic instruments (Y5 C)			written on one stave (Y5 P)	Play melodies on tuned percussion,
			Improvise over a simple	Sing and play 3 part rounds,		melodic instruments or keyboards,
	Improvise freely over a drone,	Introduce semibreves and	groove, responding to the	partner songs and songs with	Work in pairs to compose a	following stave notation written on
	developing a sense of shape and	semiquavers and understand	beat. Experiment with a	a verse and chorus from	short, structured piece e.g.	one stave (Y5 P)
	character using tuned percussion	the relationship between	wider range of dynamics (rap	different times and places	ternary form A B A (Y5 C)	Work in pairs to compose a short,
	and melodic instruments (Y5 C)	semibreves, minims,	/ beatbox) (Y5 C)	(Y5 P)		structured piece e.g. ternary form A
		crotchets and crotchet rest,		Deufeure sincele, sheudel	Use chords to compose	B A (Y5 C)
	Improvise over a simple groove,	paired quavers and	Work in pairs to compose a	Perform simple, chordal	music to evoke a specific atmosphere, mood or	Use chords to compose music to
	responding to the beat. Experiment with a wider range of	semiquavers (Y5 U)	short, structured piece e.g. ternary form A B A (Y5 C)	accompaniments to familiar songs – (3 chord songs) (Y5	environment (Y5 C)	evoke a specific atmosphere, mood
	dynamics (rap / beatbox) (Y5 C)	Understand the difference		P)	environment (FSC)	or environment (Y5 C)
	aynamics (rap / beatbox) (rs c)	between 2/4, 3/4 and 4/4	Use chords to compose	1,	Introduce a major and minor	of environment (15 c)
	Work in pairs to compose a short,	time signatures (Y5 U)	music to evoke a specific	Play melodies on tuned	scale e.g. C major and A	Record creative ideas using graphic
	structured piece e.g. ternary		atmosphere, mood or	percussion, melodic	minor and identify which	symbols, rhythmic notation and
	form A B A (Y5 C)	Develop awareness of the	environment (Y5 C)	instruments or keyboards,	notes are different (Y5 U)	time signatures, stave notation and
		inter-related dimensions of	eeee.(10 0)	following stave notation		technology – Garage Band (Y5 C)
	Use chords to compose music to	music and use the correct	Develop awareness of the	written on one stave (Y5 P)	Develop understanding of	
	evoke a specific atmosphere,	vocabulary in their responses	inter-related dimensions of	, , , , , , , , , , , , , , , , , , ,	triads and play them on	Develop understanding of triads
	mood or environment (Y5 C)	(Y5 L)	music and use the correct	Compose over a pentatonic	tuned percussion, melodic	and play them on tuned percussion,
			vocabulary in their responses	scale with a drone, ostinato	instruments or keyboards (Y5	melodic instruments or keyboards
	Record creative ideas using	Listen to music from	(Y5 L)	and melody (Y5 C)	U)	(Y5 U)
	graphic symbols, rhythmic	different times and places				
	notation and time signatures,	and identify their own	Listen to music from	Understand how triads are	Develop awareness of the	Develop awareness of the inter-
	stave notation and technology –	uniqueness (Y5 L)	different times and places	formed, and play them on	inter-related dimensions of	related dimensions of music and
	Garage Band (Y5 C)		and identify their own	tuned percussion, melodic	music and use the correct	use the correct vocabulary in their
		Develop a cultural respect	uniqueness (Y5 L)	instruments or keyboards (Y5	vocabulary in their responses	responses (Y5 L)
	Recognise simple structures in	and celebrate differences in		U)	(Y5 L)	
	the music that is being	the music listened to (Y6 L)	Develop a cultural respect			Develop a cultural respect and
	performed / listened to e.g.		and celebrate differences in	Listen to music from	Recognise simple structures	celebrate differences in the music
	binary, ternary, verse / chorus etc		the music listened to (Y6 L)	different times and places	in the music that is being	listened to (Y6 L)
	(Y5 L)			and identify their own	performed / listened to e.g.	
	Develop evenes of the tat			uniqueness (Y5 L)	binary, ternary, verse /	
	Develop awareness of the inter-				chorus etc (Y5 L)	
	related dimensions of music and			Develop a cultural respect and celebrate differences in	Dovelop a cultural respect	
	use the correct vocabulary in their responses (Y5 L)			the music listened to (Y6 L)	Develop a cultural respect and celebrate differences in	
	Develop a cultural respect and				the music listened to (Y6 L)	
	celebrate differences in the					
	music listened to (Y6 L)					
L				I		



Y6	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
	Codebreakers	Musical Recycling	Sounds of the Future	Stage and Screen (Previously Getting the Maximum out of the Minimum)	Your Song	Lights, Camera, Action
	Play a melody following stave notation written on one stave and accompany this same melody and others using chords or a bass line (Y6 P) Perform with control and sensitivity with some pupils leading and supporting others (Y6 P) Compose melodies using major or minor scales ie C major, G major, A minor or E minor, these melodies can be enhanced with chordal or rhythmic accompaniment (Y6 C) Create music with multiple sections that include repetition and contrast (Y6 C) Listen to music from different times and places and identify their own uniqueness (Y6 L) Develop a cultural respect and celebrate differences in the music listened to (Y6 L) Listen to a diverse range of genres, styles and traditions and identify stylistic features (Y6 L) Listen to a wide range of live and recorded musicians (Y6 L)	Perform with control and sensitivity with some pupils leading and supporting others (Y6 P) Use prior music technology knowledge to source sounds for an intended effect and use within a composition (Y6 C) Compose melodies using major or minor scales i.e. C major, G major, A minor or E minor, these melodies can be enhanced with chordal or rhythmic accompaniment (Y6 C) Create music with multiple sections that include repetition and contrast (Y6 C) Compose a piece of music suitable for a particular occasion (Y6 C) Discuss the features of a piece of music which work together to reflect a mood, culture or sense of occasion (Y6 U) Present a well-formed opinion and show a willingness to engage with alternative perspectives (Y6 U)	Compose a piece of music suitable for a particular occasion (Y6 C) Identify how specific musical techniques and devices contribute to the impact of a piece (Y6 U) Use appropriate musical vocabulary to explain choices in composition (Y6 U) Discuss the features of a piece of music which work together to reflect a mood, culture or sense of occasion (Y6 U) Listen to a diverse range of genres, styles and traditions and identify stylistic features (Y6 L) Develop a cultural respect and celebrate differences in the music listened to (Y6 L)	Sing a broad range of songs including those that include syncopated rhythms from a variety of times and places (Y6 P) Continue to sing and play 3 /4 part rounds (Y6 P) Play a melody following stave notation written on one stave and accompany this same melody and others using chords or a bass line (Y6 P) Perform with control and sensitivity with some pupils leading and supporting others (Y6 P) Compose a melody to match a given lyric with sensitivity to stylistic features (Y6 C) Understand semiquavers and minim rests and the relationship between semibreves, minims, crotchets, quavers, semiquavers, crotchet, and minim rests (Y6 U) Discuss the features of a piece of music which work together to reflect a mood, culture or sense of occasion (Y6 U)	Perform with control and sensitivity with some pupils leading and supporting others (Y6 P) Create music with multiple sections that include repetition and contrast (Y6 C) Use chord changes as part of a sequence which may be improvised (Y6 C) Compose an extended melodic phrase using the learnt scale e.g. pentatonic / blues scale (Y6 C) Begin to identify melodies built around major and minor melodies and their associated keys (Y6 L) Develop a cultural respect and celebrate differences in the music listened to (Y6 L)	Sing a broad range of songs including those that include syncopated rhythms from a variety of times and places (Y6 P) Continue to sing 3 and play 4 part rounds (Y6 P) Perform in large scale events to a wider audience, making the most of opportunities to work alongside professional musicians (Y6 P) Perform with control and sensitivity with some pupils leading and supporting others (Y6 P) Use prior music technology knowledge to source sounds for an intended effect and use within a composition (Y6 C) Use a variety of textures and timbres when arranging a composition to show a specific mood e.g. solos, small groups, whole class (Y6 C) Extend improvised melodies beyond 8 beats (Y6 C) Compose a piece of music suitable for a particular occasion (Y6 C) Discuss the features of a piece of music which work together to reflect a mood, culture or sense of occasion (Y6 U)



	gen	ten to a diverse range of nres, styles and traditions d identify stylistic features 6 L)	Present a well-formed opinion and show a willingness to engage with alternative perspectives (Y6 U) Recognise syncopated rhythms (Y6
		cognise syncopated ythms (Y6 L)	L)