



Bledlow Ridge School Medium Term Plan for Music

School Development Priority 1 - Quality of Teaching and Learning:

Retrieval Practice opportunities will be used by teachers at key points during the teaching sequence to support pupils to remember more of what they have been taught.

Scheme used: Music Express based on 3 phases of teaching: introduction, exploration and bringing it all together.

Year group	Autumn First half term					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Year 1	<ul style="list-style-type: none"> to recognise different sound sources to explore different sound sources to focus their listening <p>skills: identify different sound sources</p> <ul style="list-style-type: none"> make sounds listen carefully 	<p>to recognise different sound sources</p> <ul style="list-style-type: none"> to explore different sound sources to focus their listening <p>skills: identify different sound sources</p> <ul style="list-style-type: none"> make sounds and recognise how they can give a message listen carefully 	<p>to explore different sound sources</p> <ul style="list-style-type: none"> to explore instruments to control instruments <p>skills: make sounds and recognise how they can give a message</p> <ul style="list-style-type: none"> play instruments in different ways handle and play instruments with control 	<p>to explore instruments</p> <ul style="list-style-type: none"> to control instruments to explore expressive use of sounds <p>skills: play instruments in different ways</p> <ul style="list-style-type: none"> handle and play instruments with control make and select sounds to reflect the mood of a story 	<p>to explore expressive use of sounds</p> <ul style="list-style-type: none"> to use sounds expressively to illustrate a story <p>skills: make and select sounds to reflect the mood of a story</p> <ul style="list-style-type: none"> select sounds and sound sources carefully in response to a story 	<p>to explore expressive use of sounds</p> <ul style="list-style-type: none"> to use sounds expressively to illustrate a scene <p>skills: make and select sounds to reflect the mood of a scene</p> <ul style="list-style-type: none"> select sounds and sound sources carefully to describe a scene <p>End point: Video evidence of children playing/ singing/ composing</p>



<p>Year 2</p>	<p>how to use their voices to make a variety of long and short sounds</p> <ul style="list-style-type: none"> • that music is made up of long and short sounds <p>skills: • recognise long and short sounds and make longer and shorter sounds with their voices</p> <ul style="list-style-type: none"> • perform long and short sounds in response to symbols • respond to long and short sounds through movement 	<p>how to make sounds of different duration on untuned percussion instruments</p> <ul style="list-style-type: none"> • how to use instruments to create sequences of long and short sound <p>explore long and short sounds on classroom instruments</p> <ul style="list-style-type: none"> • perform long and short sounds in response to symbols • how to use instruments to create sequences of long and short sounds 	<p>that music is made up of long and short sounds</p> <ul style="list-style-type: none"> • how to combine long and short sounds to fit in with a steady beat <p>skills: identify long and short sounds in music</p> <ul style="list-style-type: none"> • perform long and short sounds in response to symbols 	<p>to explore long and short sounds on classroom instruments</p> <ul style="list-style-type: none"> • that music is made up of long and short sounds • how to combine long and short sounds to fit in with a steady beat <p>skills: explore long and short sounds on classroom instruments</p> <ul style="list-style-type: none"> • perform long and short sounds in response to symbols • identify long and short sounds in music 	<p>how to combine long and short sounds to fit with a steady pulse</p> <ul style="list-style-type: none"> • that music is made up of long and short sounds • how to use instruments to create sequences of long and short sounds <p>skills: create long and short sounds on instruments</p> <ul style="list-style-type: none"> • recognise long and short sounds in music • create a sequence of long and short sounds 	<ul style="list-style-type: none"> • how to combine long and short sounds to fit with a steady pulse • how to use instruments to create sequences of long and short sounds <p>skills: create long and short sounds on untuned and tuned percussion instruments</p> <ul style="list-style-type: none"> • create a sequence of long and short sounds <p>End point: Video evidence of children playing/ singing/ composing</p>
<p>Year 3</p>	<p>to identify how music can be used descriptively, eg to represent different animal characteristics</p> <p>recognise how musical elements are used and combined to describe different animals</p>	<p>how to use the musical elements to describe animals</p> <ul style="list-style-type: none"> • how to use movement to describe different animals <p>recognise how musical elements are used and combined to describe different animals</p>	<p>how to use movement to describe different animals</p> <ul style="list-style-type: none"> • how to match sounds and movement descriptively <p>explore and choose different movements to describe animals</p>	<p>how to use movement to describe different animals</p> <ul style="list-style-type: none"> • how to match sounds and movement descriptively <ul style="list-style-type: none"> • explore and choose different movements to describe animals • create sequences of sound in response to the movements and sequences of movements 	<p>how to match sounds and movement descriptively</p> <ul style="list-style-type: none"> • how to use narration with sounds and movement <p>combine narration and movement to describe a chosen animal</p> <ul style="list-style-type: none"> • explore and choose different movements to describe animals 	<p>to select particular ways in which the elements can be combined expressively</p> <p>combine narration, sounds and movement to describe a chosen animal</p> <p>End point: Video evidence of children playing/ singing/ composing</p>



<p>Year 4</p>	<ul style="list-style-type: none"> • about repeated rhythmic patterns <p>recognise repeated rhythmic patterns</p>	<p>about rhythmic patterns</p> <p>repeat rhythmic patterns</p> <ul style="list-style-type: none"> • perform a repeated pattern to a steady pulse • perform with awareness of different parts 	<p>about rhythmic patterns</p> <ul style="list-style-type: none"> • how rhythms can be described through rhythmic symbols (notations) <p>repeat rhythmic patterns</p> <ul style="list-style-type: none"> • perform a repeated pattern to a steady pulse • perform with awareness of different parts 	<p>that repeated patterns are often used in music</p> <p>repeat rhythmic patterns</p> <ul style="list-style-type: none"> • perform a repeated pattern to a steady pulse • perform with awareness of different parts 	<p>about rhythmic patterns based on spoken phrase</p> <p>invent lyrics to fit set rhythm patterns</p>	<ul style="list-style-type: none"> • to structure rhythmic patterns based on spoken phrase <p>perform with awareness of different parts and make improvements to their work</p> <p>End point: Video evidence of children playing/ singing/ composing</p>
<p>Year 5</p>	<p>about rounds</p> <p>perform a round in two or more parts and identify how the parts fit together</p>	<p>about the effect of different pitched notes played together</p> <p>describe the effect of different combinations of pitched notes using the terms; tense, tight, relaxed, loose and comfortable</p>	<p>about rounds</p> <ul style="list-style-type: none"> • to sing a simple round in two or more parts and accompany it with a three-note chord (triad) <p>sing a round in two or more parts and identify how the parts fit together</p> <ul style="list-style-type: none"> • sing a round with confidence and accompany their singing with a repeated chord 	<p>to sing a simple round in two parts and accompany it with two three-note chords (triads)</p> <p>sing a round with confidence and accompany their singing with a simple chord structure</p>	<ul style="list-style-type: none"> • how to create a class performance through practice and rehearsal <p>practise their own parts and rehearse with others, showing that they know how to contribute appropriately to the overall effect</p> <ul style="list-style-type: none"> • improve their performance through listening, internalising and analysing (in their own minds) what changes need to be made 	<ul style="list-style-type: none"> • how to create a class performance through practice and rehearsal <p>practise their own parts and rehearse with others, showing they know how to contribute appropriately to the overall effect</p> <ul style="list-style-type: none"> • improve their performance through listening, internalising and analysing (in their own minds) what changes need to be made



					<ul style="list-style-type: none"> • achieve a quality performance 	<ul style="list-style-type: none"> • achieve a quality performance <p>End point: Video evidence of children playing/ singing/ composing</p>
Year 6	<p>BBC 10 Pieces Rondeau Watch the film and discuss Listen and describe a piece of music Make a graphic score</p> <p>Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music</p>	<p>Interpret a graphic score. Curriculum link: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the interrelated dimensions of music</p>	<p>Learn to play a melody Orchestrate a melody Read notation</p> <p>Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Invent a new section of music Structure ideas into a rondo</p> <p>Curriculum link: Improvise and compose music for a range of purposes using the interrelated dimensions of music Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Invent new musical ideas to create a variation upon a theme Structure ideas together into a bigger piece</p> <p>Curriculum link: Improvise and compose music for a range of purposes using the interrelated dimensions of music Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Structure all ideas into a piece. Perform the piece to an audience Use technical terminology where appropriate</p> <p>Curriculum link: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>End point: Video evidence of children playing/ singing/ composing</p>



Year group	Autumn Second half term					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Year 1	<p>how to use their voices to make a variety of long and short sounds</p> <ul style="list-style-type: none"> • to respond to long and short sounds through movement <p>skills: recognise long and short sounds and make longer and shorter sounds with their voices</p>	<p>how to use their voices to make a variety of long and short sounds</p> <ul style="list-style-type: none"> • how to make sounds of different duration on untuned percussion instruments <p>skills: recognise long and short sounds</p> <ul style="list-style-type: none"> • explore long and short sounds on classroom instruments in response to symbols 	<p>that music is made up of long and short sounds</p> <ul style="list-style-type: none"> • how to make sounds of different duration using voices and instruments <p>skills: identify long and short sounds in music</p> <ul style="list-style-type: none"> • explore long and short sounds on classroom instruments 	<p>that music is made up of long and short sounds</p> <ul style="list-style-type: none"> • how to use instruments to make sequences of long and short sounds <p>skills: identify long and short sounds in music</p> <ul style="list-style-type: none"> • create a sequence of long and short sounds 	<ul style="list-style-type: none"> • that music is made up of long and short sounds • how to use instruments to make sequences of long and short sounds <p>skills: identify long and short sounds in music</p> <ul style="list-style-type: none"> • create a sequence of long and short sounds on instruments 	<p>how to use instruments to create sequences of long and short sounds</p> <p>skills: create a sequence of long and short sounds</p> <p>End point: Video evidence of children playing/ singing/ composing</p>
Year 2	<p>what is meant by steady beat (pulse)</p> <ul style="list-style-type: none"> • how to control beat <p>skills: identify the beat in different pieces of music and join in at faster and slower speeds</p>	<p>what is meant by steady beat (pulse)</p> <ul style="list-style-type: none"> • how to control beat • what is meant by rhythm <ul style="list-style-type: none"> • identify the beat in different pieces of music and join in at faster and slower speeds 	<p>what is meant by rhythm</p> <ul style="list-style-type: none"> • how to combine beat and rhythm • how to recall and copy rhythm patterns <p>identify the rhythm of the words</p> <ul style="list-style-type: none"> • perform rhythms to a given beat 	<ul style="list-style-type: none"> • how to recall and copy rhythm patterns • how to create rhythm patterns based on words and phrases <p>recall and perform rhythmic patterns to a steady pulse</p> <ul style="list-style-type: none"> • begin to internalise and create 	<ul style="list-style-type: none"> • how to create rhythm patterns based on words and phrases • to use beat and rhythm to create an accompaniment for a chant/song <p>begin to internalise and create rhythm patterns</p> <ul style="list-style-type: none"> • accompany a chant/song by playing the beat or rhythm 	<ul style="list-style-type: none"> • how to create rhythm patterns based on words and phrases • to use beat and rhythm to create an accompaniment for a song <ul style="list-style-type: none"> • begin to internalise and create rhythm patterns • accompany a song by playing the



		<ul style="list-style-type: none"> • identify the rhythm of the words 	<ul style="list-style-type: none"> • recall and perform rhythm patterns to a steady beat 	rhythmic patterns		beat or rhythm End point: Video evidence of children playing/ singing/ composing
Year 3	BBC 10 Pieces The Firebird Listen and describe a piece of music. Watch the film and discuss. Create artwork inspired by the music Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Create a frozen soundscape Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Improve and compose music for a range of purposes using the interrelated dimensions of music. Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression	Learn to sing and play a tune. Use technical terminology where appropriate Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Improve and compose music for a range of purposes using the interrelated dimensions of music Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression	Listen and analyse Stravinsky's music Create new versions of Stravinsky's tune Curriculum link: Improve and compose music for a range of purposes using the interrelated dimensions of music Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression Develop an understanding of the history of music	Structure ideas to tell a narrative Create a coda Use technical terminology Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Improve and compose music for a range of purposes using the interrelated dimensions of music Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Create character 'signature tunes' (Leitmotifs) Structure musical ideas to tell a narrative Perform in front of an audience Curriculum link: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improve and compose music for a range of purposes using the interrelated dimensions of music End point: Video evidence of children playing/ singing/ composing
Year 4	BBC 10 Pieces Holst Mars	Learn two asymmetrical ostinatos. Orchestrate	Invent new ostinatos in a march style. Choose appropriate instruments	Structure two pieces of music into one larger piece	Follow a diagram (or listen and invent a diagram) to create	Create musical motifs to describe a new planet



	<p>Listen and describe a piece of music Watch the orchestral performance and discuss Use the music as stimulus for artwork</p> <p>Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music</p>	<p>them and use them to create a crescendo</p> <p>Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>and work in groups to structure these ideas</p> <p>Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Improve and compose music for a range of purposes using the interrelated dimensions of music Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Improve and compose music for a range of purposes using the interrelated dimensions of music Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Holst's coda. Perform it to an audience Use technical terminology where appropriate</p> <p>Curriculum link: Improve and compose music for a range of purposes using the interrelated dimensions of music Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Structure these ideas into a piece</p> <p>Curriculum link: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improve and compose music for a range of purposes using the interrelated dimensions of music</p> <p>End point: Video evidence of children playing/ singing/ composing</p>
Year 5	<p>BBC 10 Pieces - The Ride of the Valkyries</p> <p>Listen and describe a piece of music Watch the orchestral performance and discuss Create an artwork piece inspired by the music</p>	<p>Use Wagner's musical motifs to create a piece</p> <p>Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Improve and compose music for a range of purposes using the interrelated dimensions of music</p>	<p>Use Wagner's musical motifs to create a piece</p> <p>Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Improve and compose music for a range of purposes using the interrelated dimensions of music</p>	<p>Structure sections of music to create a 'rondo'</p> <p>Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Improve and compose music for a range of purposes using the interrelated</p>	<p>Write a narrative and create leitmotifs</p> <p>Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Improve and compose music for a range of purposes using the interrelated dimensions of music</p>	<p>Structure ideas and leitmotifs to create a narrative</p> <p>Perform in front of an audience Curriculum link: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with</p>



	Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression	Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression	dimensions of music Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the interrelated dimensions of music End point: Video evidence of children playing/ singing/ composing
Year 6	In a Round • about the effect of different pitched notes played together describe the effect of different combinations of pitched notes using the terms tense, tight, relaxed, loose and comfortable	about the effect of different pitched notes played together describe the effect of different combinations of pitched notes using the terms tense, tight, relaxed, loose and comfortable	• to sing a round in four parts and accompany it with a three note chord (triad) sing a round in four parts and identify how the parts fit together	how to find given notes on a pitched instrument • how to perform using voices and instruments internalise short melodies and play them by ear • perform a round confidently using voices and instruments	how to create a class performance through practice and rehearsal practise their own parts and rehearse with others, showing they know how to contribute appropriately to the overall effect	how to create a class performance through practice and rehearsal practise their own parts and rehearse with others, showing they know how to contribute appropriately to the overall effect End point: Video evidence of children playing/ singing/ composing



Year group	Spring First half term					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Year 1	<p>what is meant by steady beat</p> <ul style="list-style-type: none"> • how to control a beat <p>skills: identify the beat in different pieces of music and join in at faster and slower tempi (speeds)</p>	<p>what is meant by steady beat</p> <ul style="list-style-type: none"> • how to control a beat <p>skills: identify the beat in different pieces of music and join in at faster and slower tempi (speeds)</p>	<ul style="list-style-type: none"> • what is meant by rhythm • how to combine beat and rhythm • how to recall and copy rhythm patterns <p>skills: • identify the rhythm of the words</p> <ul style="list-style-type: none"> • perform rhythms to a given beat • recall and perform rhythm patterns to a steady beat 	<ul style="list-style-type: none"> • how to recall and copy rhythm patterns • how to create rhythm patterns based on words and phrases <p>skills: recall and perform rhythm patterns to a steady beat</p> <ul style="list-style-type: none"> • begin to internalise and create rhythm patterns 	<p>how to create rhythm patterns based on words and phrases</p> <ul style="list-style-type: none"> • to use beat and rhythm to create an accompaniment for a song <p>skills: begin to internalise and create rhythm patterns</p> <ul style="list-style-type: none"> • accompany a song by playing the beat or rhythm 	<ul style="list-style-type: none"> • how to create rhythm patterns based on words and phrases • to use beat and rhythm to create an accompaniment for a song <p>skills: • begin to internalise and create rhythm patterns</p> <ul style="list-style-type: none"> • accompany a song by playing the beat or rhythm <p>End point: Video evidence of children playing/ singing/ composing</p>
Year 2	<p>BBC 10 Pieces Lark Ascending</p> <p>Listen to a new piece of music and learn what a composer is, Lead a musical activity,</p>	<p>High and Low Pitch - what is pitch?</p> <p>Respond to changes in pitch and control the pitch of their voice, to relate sounds to symbols</p>	<p>What's outside?</p> <p>Go on a sound walk - record ideas of what we can hear and make a 'soundscape' to perform.</p> <p>Listen and identify sounds outside, Mirror sounds they hear,</p>	<p>Let's do some singing</p> <p>Sing (whilst learning a new song), Suggest new lyrics,</p>	<p>Create your own bird and its call. Choose instruments for your piece.</p> <p>That percussion instruments produce different pitches how simple tunes are made of different pitches</p>	<p>Compose short pieces of music.</p> <p>Plan, rehearse and perform</p> <p>End point: Video evidence of children playing/ singing/ composing</p>



<p>Year 3</p>	<p>Egyptian Musical Contexts Planning Unit Learn about, understand and identify dynamics, getting louder/quieter through the exploration of Egyptian pyramid graphic scores</p> <p>Demonstrate accuracy and control on a full range of untuned percussion instruments playing LOUD and QUIET sounds in response to basic shapes and symbols from a graphic score</p>	<p>Learn about, understand and identify changes in dynamics and texture through the exploration of Egyptian pyramid graphic scores</p> <p>Follow a graphic score when listening identifying changes in dynamics and texture</p>	<p>Learn about, understand and identify changes in dynamics and the musical symbols used to show dynamics and dynamic changes through the exploration of Egyptian pyramid graphic scores</p> <p>Understand the words and musical symbols for “very loud” (<i>fortissimo ff</i>), “very soft” (<i>pianissimo pp</i>), gradually getting louder (“crescendo” <) and gradually getting softer (“diminuendo” >) performing rhythms at these dynamic levels individually and as part of a group</p>	<p>Learn about, understand and identify changes in dynamics and texture and the musical symbols used to show dynamics and dynamic changes through the exploration of Egyptian pyramid graphic scores and in listening to music from different times and places</p> <p>Perform two or more rhythms at “very loud” (<i>fortissimo ff</i>), “very soft” (<i>pianissimo pp</i>), gradually getting louder (“crescendo” <) and gradually getting softer (“diminuendo” >) dynamic levels on a carefully selected instrument as part of a group with some awareness of other parts, using correct musical vocabulary and symbols. Identify more subtle changes in dynamics and begin to recognise changes in musical texture when listening to music from a range of times and places</p>	<p>Learn about the harmonic minor scale and how this sounds “Egyptian”, singing a song based on this scale and performing parts towards a class performance</p> <p>Know that a scale is a series of notes (pitches) and perform instrumental or chordal parts using the notes of this scale as part of a class performance</p>	<p>Learn about the harmonic minor scale and how this sounds “Egyptian”, singing a song based on this scale and performing parts in a class performance</p> <p>Explore “Egyptian-inspired” music from different times and places listening for how dynamics, texture and timbres are used</p> <p>Know that a scale is a series of notes (pitches) and perform instrumental or chordal parts using the notes of this scale as part of a class performance</p> <p>End point: Video evidence of children playing/ singing/ composing</p>
<p>Year 4</p>	<p>Exploring melodies and scales</p> <ul style="list-style-type: none"> that melodies are made of intervals that are steps or leaps, 	<p>that melodies are made of intervals that are steps or leaps, and repeated notes</p>	<p>about the structure of melodies</p> <ul style="list-style-type: none"> to explore melodic phrases to consider the intended effect 	<p>about melodies based on scales</p> <ul style="list-style-type: none"> identify scale passages in a melody 	<p>to sing melodies that fit together</p> <p>sing a song with two different melodies and a melodic ostinato</p>	<p>to sing and play melodies that fit together</p> <ul style="list-style-type: none"> use and apply musical knowledge and understanding



	<p>and repeated notes</p> <p>identify, by ear, the steps, leaps and repeated notes in a melody</p>	<p>create a melody from a set of intervals</p>	<p>identify melodic phrases and play them by ear</p> <ul style="list-style-type: none"> • sing a song with expression based on knowledge and understanding of musical phrases • recognise how music can reflect different intentions 	<ul style="list-style-type: none"> • sing scale passages in a song with care and with accuracy 	<p>accompaniment</p>	<p>learn and perform a second voice part and melodic accompaniment with a well-known melody</p> <ul style="list-style-type: none"> • sing the song with knowledge and understanding of musical phrasing and expression <p>End point: Video evidence of children playing/ singing/ composing</p>
Year 5	<p>what is meant by the term 'lyrics' and how they can reflect the time and place in which they were written</p> <ul style="list-style-type: none"> • that lyrics have social and cultural meaning • how musical structures are used in song lyrics <p>identify how lyrics can be used to convey mood, attitude or tell a story</p>	<ul style="list-style-type: none"> • how musical structures are used in song • how lyrics can be generated and organised <p>identify song structures</p> <ul style="list-style-type: none"> • create their own lyrics based on headlines and common phrases • create a bank of song lyric material 	<p>how melody reflects the lyrics</p> <ul style="list-style-type: none"> • identify how lyrics can be used to convey mood 	<ul style="list-style-type: none"> • about writing songs <p>compose a short song to their own lyrics</p> <ul style="list-style-type: none"> • evaluate and improve their work through discussion 	<p>about writing songs</p> <p>compose a short song to their own lyrics</p> <ul style="list-style-type: none"> • evaluate and improve their work through discussion 	<p>about writing songs</p> <p>compose a short song to their own lyrics</p> <ul style="list-style-type: none"> • evaluate and improve their work through discussion <p>End point: Video evidence of children playing/ singing/ composing</p>



	<ul style="list-style-type: none"> • recognise that lyrics reflect the time and place in which they were composed • recognise how lyrics often have cultural historical and social meaning • identify how repetition can make the words and melody easier to remember • identify song structures 					
Year 6	<p>BBC 10 Pieces Vivaldi Winter Watch the film, listen to the performance Create poetry</p> <p>Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music</p>	<p>Create a dance</p> <p>Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music</p>	<p>Use Vivaldi's motifs to create a piece</p> <p>Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Improve and compose music for a range of purposes using the interrelated dimensions of music Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Manipulate words into a musical structure</p> <p>Curriculum link: Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression Improve and compose music for a range of purposes using the interrelated dimensions of music</p>	<p>Use words to inspire musical motifs and structure these into a piece Learn about Ritornello form</p> <p>Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression Improve and compose music for</p>	<p>Structure sections of music into a bigger piece Perform in a concert</p> <p>Curriculum link: Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression Improve and compose music for</p>



					a range of purposes using the interrelated dimensions of music	End point: Video evidence of children playing/ singing/ composing
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Year group	Spring Second half term					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Year 1	<p>what is meant by pitch</p> <p>skills: follow pitch movement with their hands and use high, low and middle voices</p>	<p>how to control the pitch of the voice</p> <ul style="list-style-type: none"> to respond to changes in pitch <p>skills: sing a melody accurately at their own pitch</p> <ul style="list-style-type: none"> move up or down following changes in pitch 	<ul style="list-style-type: none"> to respond to changes in pitch to relate sounds to symbols <p>skills move up or down following changes in pitch</p> <ul style="list-style-type: none"> play and sing phrases from dot notation 	<p>to relate sounds to symbols</p> <p>skills: play and sing phrases from dot notation</p> <ul style="list-style-type: none"> record their own tunes 	<p>that pitch can be used descriptively</p> <p>skills: • create and choose sounds in response to a given stimulus</p>	<p>that pitch can be used descriptively</p> <p>skills: create and choose sounds in response to a given stimulus</p> <p>End point: Video evidence of children playing/ singing/ composing</p>
Year 2	<ul style="list-style-type: none"> about classroom instruments to identify different ways instruments make sounds identify instruments and the way their sound can be changed identify different groups of instruments 	<p>to identify how sounds can be changed</p> <ul style="list-style-type: none"> to understand how symbols can be used to represent sounds identify how sounds can be changed perform together using symbols as a support 	<p>to understand how symbols can be used to represent sounds</p> <ul style="list-style-type: none"> how symbols can be used to describe changing sounds perform together using symbols as a support perform together and follow instructions which 	<ul style="list-style-type: none"> to listen carefully and respond to sounds using movement understand how symbols can be used to represent sounds how symbols can be used to describe changing sounds 	<ul style="list-style-type: none"> to compose a class composition how symbols can be used to describe changing sounds contribute to the creation of a class composition perform together and follow instructions which 	<p>to compose a class composition and make a score contribute to the creation of a class composition and make their own symbols as part of a class score</p> <ul style="list-style-type: none"> choose sounds and instruments



			combine the musical elements	identify different sounds by matching movements to given sounds <ul style="list-style-type: none"> perform together using symbols as a support perform together and follow instructions which combine the musical elements 	combine the musical elements	carefully and make improvements to their own and others' work End point: Video evidence of children playing/ singing/ composing
Year 3	<ul style="list-style-type: none"> about pentatonic scales and how they are used in music identify pentatonic scales in songs 	<p>about pentatonic scales and how they are used in music</p> <ul style="list-style-type: none"> identify pentatonic scales in songs 	<p>how simple tunes can be based on a pentatonic scale</p> <ul style="list-style-type: none"> improvise simple tunes based on the pentatonic scale 	<p>how to create different textures using the pentatonic scale</p> <p>perform together keeping a steady beat</p>	<p>how to create a class performance</p> <p>create a class song</p> <ul style="list-style-type: none"> create an accompaniment to the song 	<p>how to create a class performance</p> <p>create a class song</p> <ul style="list-style-type: none"> create an accompaniment to the song <p>End point: Video evidence of children playing/ singing/ composing</p>
Year 4	<p>that music, like pictures, can describe images and moods</p> <p>identify descriptive features in music</p> <ul style="list-style-type: none"> analyse and comment on how sounds are used to create different moods 	<ul style="list-style-type: none"> to relate sounds to visual images <p>select instruments and create sounds to describe visual images</p>	<p>to select appropriate instruments</p> <ul style="list-style-type: none"> how sounds can be combined to make textures how mood and emotion can be illustrated in music <p>choose instruments on the basis of internalised sounds</p>	<p>how sounds can be combined to make textures</p> <p>analyse and comment on the effectiveness of the sounds and instruments selected</p> <ul style="list-style-type: none"> create textures by combining sounds in different ways 	<p>how sounds can be combined to make textures</p> <ul style="list-style-type: none"> how mood and emotion can be illustrated in music to use sounds expressively <ul style="list-style-type: none"> create music that describes two 	<p>how sounds can be combined to make textures</p> <ul style="list-style-type: none"> how mood and emotion can be illustrated in music to use sounds expressively <p>create music that describes two</p>



			<ul style="list-style-type: none"> • analyse and comment on the effectiveness of the sounds and instruments selected • create textures by combining sounds in different ways 		contrasting moods/emotions <ul style="list-style-type: none"> • create textures by combining sounds in different ways • compose music in groups to describe a picture 	contrasting moods/emotions <ul style="list-style-type: none"> • create textures by combining sounds in different ways • compose music in groups to describe a picture <p>End point: Video evidence of children playing/ singing/ composing</p>
Year 5	BBC 10 Pieces Connect It Listen and watch the full performance and introductory film and discuss Learn motifs from Anna Meredith's piece and perform them Learn about canon Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and	Create body percussion motifs Curriculum link: Improvise and compose music for a range of purposes using the interrelated dimensions of music Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression	Create short pieces from motifs Create a canon Curriculum link: Improvise and compose music for a range of purposes using the interrelated dimensions of music Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression	Orchestrate ideas Use technical terminology Curriculum link: Improvise and compose music for a range of purposes using the interrelated dimensions of music Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression	Orchestrate ideas Use technical terminology Curriculum link: Improvise and compose music for a range of purposes using the interrelated dimensions of music Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression	Structure ideas into a bigger piece Perform in front of an audience Curriculum link: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the interrelated dimensions of music End point: Video evidence of children



	musicians Develop an understanding of the history of music					playing/ singing/ composing
Year 6	<ul style="list-style-type: none"> about cyclic patterns identify different speeds of pulse (tempi) by clapping 	<p>that percussion instruments can produce a wide range of sounds</p> <p>identify and control different ways percussion instruments make sounds</p>	<p>how different patterns fit together</p> <p>identify rhythmic patterns, instruments and repetitions</p> <ul style="list-style-type: none"> keep a steady pulse and improvise rhythmic patterns subdivide a pulse keeping to a steady beat 	<p>how different patterns fit together</p> <p>identify rhythmic patterns, instruments and repetitions</p> <ul style="list-style-type: none"> keep a steady pulse and improvise rhythmic patterns subdivide a pulse keeping to a steady beat 	<p>how to expand rhythmic ideas using timbre and duration and by rearranging the rhythmic material</p> <ul style="list-style-type: none"> make improvements to their own work create and develop ideas 	<p>how to expand rhythmic ideas using timbre and duration and by rearranging the rhythmic material</p> <p>make improvements to their own work</p> <ul style="list-style-type: none"> create and develop ideas <p>End point: Video evidence of children playing/ singing/ composing</p>

Year group	Summer First half term					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Year 1	<ul style="list-style-type: none"> about classroom instruments skills: identify instruments and the way their sound can be changed 	<p>about classroom instruments</p> <p>skills: identify instruments and the way their sound can be changed</p>	<p>to identify different ways instruments make sounds</p> <ul style="list-style-type: none"> to identify how symbols can represent sounds <p>skills: identify different groups of instruments</p>	<p>how symbols can be used to describe changing sounds</p> <ul style="list-style-type: none"> to listen carefully and respond to sounds using movement 	<p>to listen carefully and respond to sounds using movement</p> <ul style="list-style-type: none"> to compose a class composition and contribute to the creation of a class score 	<p>to compose a class composition and make a score</p> <p>skills: choose sounds and instruments carefully and make improvements to their own and others' work</p>



			<ul style="list-style-type: none"> • perform together using symbols as a support 	<p>skills: perform together and follow instructions which combine the musical elements</p> <ul style="list-style-type: none"> • identify different sounds by matching movements to given sounds 	<p>skills: identify different sounds by matching movements to given sounds</p> <ul style="list-style-type: none"> • make a composition and make their own symbols as part of a class score • choose sounds and instruments carefully 	<p>End point: Video evidence of children playing/ singing/ composing</p>
Year 2	<p>how sounds can be used descriptively</p> <ul style="list-style-type: none"> • that music can describe an environment use voices and sing expressively • describe different images created by music 	<p>how sounds can be used descriptively</p> <ul style="list-style-type: none"> • that music can describe an environment • about sounds made by different sound sources <p>use voices and sing expressively</p> <ul style="list-style-type: none"> • describe different images created by music • select appropriate instruments and choose and combine sounds carefully 	<ul style="list-style-type: none"> • about sounds made by different sound sources • how words can describe sounds • how sounds can be changed • how sounds can be combined <ul style="list-style-type: none"> • select appropriate instruments and choose and combine sounds carefully • identify and use descriptive words to create sound pictures • change sounds to reflect different stimuli • select appropriate combinations of sounds 	<ul style="list-style-type: none"> • about sounds made by different sound sources • how words can describe sounds • how sounds can be changed • how sounds can be combined <ul style="list-style-type: none"> • identify and use descriptive words to create sound pictures • select appropriate instruments and choose and combine sounds carefully • change sounds to reflect different stimuli • select appropriate combinations of sounds 	<p>how sounds can be organised</p> <ul style="list-style-type: none"> • how to create a class composition using simple structures <ul style="list-style-type: none"> • choose carefully and order sounds with in simple structures in response to the stimulus of wealth er • contribute ideas and control sounds as part of a class composition 	<p>how sounds can be organised</p> <ul style="list-style-type: none"> • how to create a class composition using simple structures <ul style="list-style-type: none"> • choose carefully and order sounds with in simple structures in response to the stimulus • contribute ideas and control sounds as part of a class composition <p>End point: Video evidence of children playing/ singing/ composing</p>



<p>Year 3</p>	<p>BBC 10 Pieces Fantastic Zoology</p> <p>Listen to a piece of music and create artwork to describe it Watch the film and discuss</p> <p>Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Manipulate words to create new words</p> <p>Invent and draw animals that music, like pictures, can describe images and moods to relate sounds to visual images</p>	<p>Create musical motifs for an imaginary animal</p> <p>Select appropriate instruments Structure ideas into a piece</p> <p>Curriculum link: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improve and compose music for a range of purposes using the interrelated dimensions of music</p>	<p>Create a musical palindrome</p> <p>Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improve and compose music for a range of purposes using the interrelated dimensions of music</p>	<p>Structure pieces into a concert. Rehearse</p> <p>Curriculum link: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improve and compose music for a range of purposes using the interrelated dimensions of music</p>	<p>Structure pieces into a concert Perform in front of an audience</p> <p>Curriculum link: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improve and compose music for a range of purposes using the interrelated dimensions of music</p> <p>End point: Video evidence of children playing/ singing/ composing</p>
<p>Year 4</p>	<p>BBC 10 pieces In the Hall of the Mountain king</p> <p>Listen and describe a piece of music Watch the orchestral performance and discuss Use the music as stimulus for artwork</p>	<p>Learn how to play a pulse Invent a tune Orchestrate these motifs and use them to create a crescendo Use technical terminology where appropriate</p>	<p>Listen and analyse the end of Grieg's music Notate his coda Perform it on instruments</p> <p>Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Listen and describe a piece of music Use the music as stimulus for artwork, discussion</p> <p>Curriculum link: Listen with attention to detail and recall sounds with increasing aural</p>	<p>Invent music to describe characters and events Structure all ideas so far into one big piece</p> <p>Curriculum link: Improve and compose music for a range of purposes using the interrelated</p>	<p>Create narration for a story Structure music to fit the narrative Perform in front of an audience</p> <p>Curriculum link: Play and perform in solo and ensemble contexts, using their voices and</p>



	<p>Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music</p>	<p>Curriculum link: Listen with attention to detail and recall sounds with increasing aural memory Improve and compose music for a range of purposes using the interrelated dimensions of music Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Improvise and compose music for a range of purposes using the interrelated dimensions of music Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>memory Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>dimensions of music Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>playing musical instruments with increasing accuracy, fluency, control and expression Improve and compose music for a range of purposes using the interrelated dimensions of music End point: Video evidence of children playing/ singing/ composing</p>
Year 5	<p>about the context of the song selected</p> <p>identify how a mood is created by music and lyrics</p> <ul style="list-style-type: none"> • learn part of a new song quickly and sing it confidently from memory 	<p>how to improve diction</p> <ul style="list-style-type: none"> • how to play instrumental accompaniments <p>learn part of a new song quickly and sing it confidently from memory</p> <ul style="list-style-type: none"> • play accompaniments with control and accuracy, using notation as a support 	<p>how to improve diction</p> <ul style="list-style-type: none"> • how to play instrumental accompaniments • how to practise and rehearse individually and as a class • how to enhance the performance with creative work <p>learn a new song quickly and sing it confidently from memory</p>	<p>how to improve diction and sing in two parts</p> <ul style="list-style-type: none"> • how to practise and rehearse individually and as a class • how to enhance the performance with creative work <p>sing songs written in two parts, maintaining their own parts confidently</p> <ul style="list-style-type: none"> • play accompaniments with control and 	<p>how to practise and rehearse individually and as a class</p> <ul style="list-style-type: none"> • about refining and improving a performance • about presenting performances to different audiences <p>sing songs written in two parts, maintaining their own parts confidently</p> <ul style="list-style-type: none"> • present performances effectively with 	<p>how to achieve a high quality performance that creates the intended effect</p> <p>contribute to a class performance and help achieve a high quality performance</p> <p>End point: Video evidence of children playing/ singing/ composing</p>



			<ul style="list-style-type: none"> • play accompaniments with control and accuracy, using notation as a support • contribute creatively to a group performance 	accuracy, using notation as a support <ul style="list-style-type: none"> • contribute creatively to a group performance 	awareness of audience, venue and occasion	
Year 6	<ul style="list-style-type: none"> • how melody reflects the lyrics identify how repetition can make the words and melody easier to remember 	what is meant by the term 'lyrics' and how they can reflect the time and place in which they were written <ul style="list-style-type: none"> • that lyrics have social and cultural meanings identify how lyrics can be used to convey mood, attitude or tell a story <ul style="list-style-type: none"> • recognise that lyrics reflect the time and place in which they were composed • recognise how lyrics often have cultural, historical and social meaning 	how musical structures are used in songs identify song structures	how musical structures are used in songs identify song structures	how lyrics can be generated an organised create their own lyrics based on headlines and common phrases <ul style="list-style-type: none"> • create a bank of song lyric material 	about writing songs compose a short song to their own lyrics based on everyday phrases <ul style="list-style-type: none"> • evaluate and improve their work through discussion End point: Video evidence of children playing/ singing/ composing



Year group	Summer Second half term					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Year 1	<p>how sounds can be used descriptively</p> <ul style="list-style-type: none"> • that music can describe an environment <p>skills: sing songs expressively</p> <ul style="list-style-type: none"> • describe different images created by music 	<p>how words can describe sounds</p> <ul style="list-style-type: none"> • about sounds made by different sound sources <p>skills: • identify and use descriptive words to create sound pictures</p> <ul style="list-style-type: none"> • select appropriate instruments, choose and combine sounds carefully 	<p>about sounds made by different sound sources</p> <ul style="list-style-type: none"> • how sounds can be combined <p>skills: select appropriate instruments and choose and combine sounds carefully</p> <ul style="list-style-type: none"> • select appropriate combinations of sounds 	<p>how sounds can be organised within simple structures</p> <p>skills: choose carefully and order sounds in response to a stimulus</p>	<p>how sounds can be organised</p> <ul style="list-style-type: none"> • how to create a class composition combining layers of sound within simple structures <p>skills: choose carefully and order sounds within simple structures</p> <ul style="list-style-type: none"> • contribute ideas and control sounds as part of a class composition and performance 	<ul style="list-style-type: none"> • how to create a class composition combining layers of sound within simple structures <p>skills: • contribute ideas and control sounds as part of a class composition and performance</p> <p>End point: Video evidence of children playing/ singing/ composing</p>
Year 2	<p>BBC 10 Pieces - No Place Like</p> <p>Listen and respond artistically</p> <p>Listen to a new piece of music and describe what they hear</p>	<p>The Sound Detectives are going to find their own sounds!</p> <p>learn to listen to the environment around them and describe what they hear create musical motifs both rhythmically and freely using the environment as stimulus</p>	<p>Starting and Stopping</p> <p>The Sound Detectives are going to find their own sounds!</p> <p>to recognise different sound sources to explore different sound sources to focus their listening</p>	<p>Sing a song about home</p> <p>Use a familiar tune to write new words</p> <p>Sing your sounds!</p> <p>to explore instruments, to control instruments to explore expressive use of sounds</p>	<p>Write a home story o write a story inspired by No Place Like.!</p> <p>to explore expressive use of sounds, use sounds expressively to illustrate a poem and a scenes</p>	<p>Rehearse and perform their home story structure their ideas into a piece perform as an ensemble notate their ideas graphically learn musical language appropriate to the task</p> <p>End point: Video evidence of children playing/ singing/ composing</p>



<p>Year 3</p>	<p>to sing and play a range of singing games</p> <p>sing and play a range of singing games with confidence</p> <ul style="list-style-type: none"> • identify different actions and uses of singing games 	<p>to sing and play a range of singing games</p> <p>sing and play a range of singing games with confidence</p> <ul style="list-style-type: none"> • identify different actions and uses of singing games 	<p>that singing games have specific musical characteristics that contribute to their success</p> <p>identify different singing games</p> <ul style="list-style-type: none"> • relate how the sounds are used to the different types of singing game 	<p>to clap/tap the pulse and how to create rhythmic ostinati</p> <p>accompany singing games with confidence by clapping/tapping the pulse in time, getting faster and slower</p> <ul style="list-style-type: none"> • demonstrate the difference between pulse and rhythm • create simple rhythmic ostinati and perform with others 	<ul style="list-style-type: none"> • how to make up tunes for their own singing games and add appropriate actions • make up their own singing games with tunes and actions 	<p>how to make up tunes for their own singing games and add appropriate actions</p> <p>make up their own singing games with tunes and actions</p> <ul style="list-style-type: none"> • perform their singing games for other people <p>End point: Video evidence of children playing/ singing/ composing</p>
<p>Year 4</p>	<p>to recognise sound signals</p> <ul style="list-style-type: none"> • about different signals <p>identify different sound signals and play them by ear</p> <ul style="list-style-type: none"> • discuss signals used in the community 	<ul style="list-style-type: none"> • about musical signals • listen to musical signals • perform rhythm patterns following a musical signal 	<p>about musical signals</p> <ul style="list-style-type: none"> • about Morse code sound signals <p>perform rhythm patterns following a musical signal</p> <ul style="list-style-type: none"> • listen to Morse code rhythm patterns in a piece of music 	<ul style="list-style-type: none"> • about Morse code sound signals • how an ostinato can be used as a compositional tool <p>listen to Morse code rhythm patterns in a song</p> <ul style="list-style-type: none"> • identify the structure of a song and explain how the ostinato has been used 	<p>to set words to music</p> <p>invent suitable lyrics for a verse of a song</p>	<p>how to present a class performance</p> <p>make up their own signal song</p> <ul style="list-style-type: none"> • make musical decisions and create a class performance <p>End point: Video evidence of children playing/ singing/ composing</p>
<p>Year 5</p>	<ul style="list-style-type: none"> • how sounds can be described using symbols 	<p>how music is composed from a variety of different stimuli</p>	<p>how music is composed from a variety of different stimuli</p>	<p>how music is composed from a variety of different stimuli</p>	<ul style="list-style-type: none"> • to use different starting points to create a composition 	<p>to use different starting points to create a composition</p>



	<ul style="list-style-type: none"> • about pulse, metre and rhythm <p>choose instruments and control a range of sounds</p> <ul style="list-style-type: none"> • perform using notation as a support • improvise rhythm patterns to a steady pulse with awareness of metre 	<ul style="list-style-type: none"> • how sounds can be used descriptively • how sounds can be described using symbols • how pitched notes can be organised into a melodic phrase <p>identify different starting points for composing music</p> <ul style="list-style-type: none"> • choose instruments and control a range of sounds • perform using notation as a support • create melodic patterns using given notes and rhythms 	<ul style="list-style-type: none"> • how sounds can be described using symbols • how sounds can be used descriptively <p>identify different starting points for composing music</p> <ul style="list-style-type: none"> • perform using notation as a support • use their voices confidently and descriptively in response to give images 	<ul style="list-style-type: none"> • how sounds can be described using symbols • about pulse, metre and rhythm • how sounds can be used descriptively <p>identify different starting points for composing music</p> <ul style="list-style-type: none"> • perform using notation as a support • change metre within a piece of music • choose instruments and control a range of sounds 	<p>compose music using a range of stimuli and developing their musical ideas into a completed composition</p>	<ul style="list-style-type: none"> • compose music using a range of stimuli and developing their musical ideas into a completed composition <p>End point: Video evidence of children playing/ singing/ composing</p>
Year 6	<p>about the context of the song selected</p> <ul style="list-style-type: none"> • how to improve articulation (diction) and sing in two parts <p>identify how a mood is created by music and lyrics</p> <ul style="list-style-type: none"> • learn (part of) a new song quickly and sing it confidently from memory 	<p>how to improve articulation (diction) and sing in two parts</p> <ul style="list-style-type: none"> • how to play instrumental accompaniments • how to practise and rehearse individually and as a class <ul style="list-style-type: none"> • learn part of a new song quickly and sing it confidently from memory 	<p>how to improve articulation (diction) and sing in two parts</p> <ul style="list-style-type: none"> • how to play instrumental accompaniments • how to practise and rehearse individually and as a class <p>learn a new song quickly and sing it confidently from memory</p>	<p>how to improve articulation (diction) and sing in two parts</p> <ul style="list-style-type: none"> • how to play instrumental accompaniments • how to practise and rehearse individually and as a class <p>learn part of a new song quickly and sing it</p>	<p>how to practise and rehearse individually and as a class</p> <ul style="list-style-type: none"> • about presenting performances to different audiences <p>sing songs written in two parts, maintaining their own parts confidently</p> <ul style="list-style-type: none"> • present performances effectively with 	<ul style="list-style-type: none"> • how to achieve a high quality performance that creates the intended effect <p>contribute to a class performance and help achieve a high quality performance</p> <p>End point: Video evidence of children</p>



		<ul style="list-style-type: none">• sing songs written in two parts, maintaining their own parts confidently• play accompaniments with control and accuracy, using notations as a support	<ul style="list-style-type: none">• sing songs written in two parts, maintaining their own parts confidently• play accompaniments with control and accuracy, using notations as a support• contribute creatively to a group performance	<ul style="list-style-type: none">confidently from memory• sing songs written in two parts, maintaining their own parts confidently• play accompaniments with control and accuracy, using notations as a support	<ul style="list-style-type: none">awareness of audience, venue and occasion	<ul style="list-style-type: none">playing/ singing/ composing
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