

<u>Year1</u>	<u>Listening</u>	<u>Composing</u>	<u>Performing</u>
Areas of Study	Recognising and understanding the difference between pulse and rhythm. Recognising basic tempo, dynamic and pitch changes Describing the differences between two pieces of music. Expressing a basic opinion Listening to and repeating short, simple rhythmic patterns. performer as part of a group.	Selecting and creating short sequences Combining instrumental and vocal sounds Creating simple melodies . Creating a simple graphic score to represent a composition.	Using their voices expressively to speak and chant. Singing short songs from memory, Copying back short rhythmic and melodic phrases on percussion instruments. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. Performing from graphic notation.
<u>Literacy Focus</u> <u>Numeracy Focus</u>	Vocabulary of musical terms Use language to give opinions about difference genres of music Counting beats and keeping time	Vocabulary of musical terms Use language to give opinions about difference genres of music Counting beats and keeping time	Vocabulary of musical terms Use language to give opinions about difference genres of music Counting beats and keeping time
<u>SMSC</u>	Experience curiosity Develop and understanding of others Work together Understand music from a variety of cultures and influences		
<u>Year 2</u>	<u>Listening</u>	<u>Composing</u>	<u>Performing</u>
Areas of Study	Recognising timbre changes in music . Recognising structural features Listening to and recognising instrumentation. Beginning to use musical vocabulary to describe music. Identifying melodies that move in steps.	Selecting and creating longer sequences Successfully combining and layering several instrumental and vocal patterns . Creating simple melodies from five or more notes.	Using their voices expressively when singing, Singing short songs from memory Performing expressively . Singing back short melodic patterns by ear
<u>Literacy Focus</u> <u>Numeracy Focus</u>	Vocabulary of musical terms Use language to give opinions about difference genres of music Counting beats and keeping time	Vocabulary of musical terms Use language to give opinions about difference genres of music Counting beats and keeping time	Vocabulary of musical terms Use language to give opinions about difference genres of music Counting beats and keeping time
<u>SMSC</u>	Experience curiosity Develop and understanding of others Work together Understand music from a variety of cultures and influences		
<u>Year 3</u>	<u>Listening</u>	<u>Composing</u>	<u>Performing</u>
Areas of Study	Discussing the stylistic features of different genres, Understanding that music from different parts of the world has different features. *Describing the timbre, dynamic, &textural of music Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.	Composing a piece of music in a given style with voices and instruments Combining melodies and rhythms to compose a multi-layered composition in a given style *Using letter name and rhythmic notation *Suggesting and implementing improvements to their own work, using musical vocabulary.	Singing songs in a variety of musical styles with accuracy and control. Singing and playing in time with peers,. Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology
<u>Literacy Focus</u> <u>Numeracy Focus</u>	Vocabulary of musical terms Use language to give opinions about difference genres of music Counting beats and keeping time	Vocabulary of musical terms Use language to give opinions about difference genres of music Counting beats and keeping time	Vocabulary of musical terms Use language to give opinions about difference genres of music Counting beats and keeping time
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<u>Year4</u>	<u>Listening</u>	<u>Composing</u>	<u>Performing</u>
Areas of Study	Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Recognising and discussing the stylistic features of different genres, Identifying scaled dynamics within a piece of music. *Using musical vocabulary to discuss the purpose of a piece of music.	Composing a coherent piece of music in a given style Beginning to improvise musically within a given style. Creating a piece of music with at least four different layers and a clear structure. Using letter name, graphic and rhythmic notation	*Singing longer songs in a variety of musical styles from memory Singing and playing in time with peers Playing melody parts on tuned instruments Playing syncopated rhythms
<u>Literacy Focus</u> <u>Numeracy Focus</u>	Vocabulary of musical terms Use language to give opinions about difference genres of music Counting beats and keeping time	Vocabulary of musical terms Use language to give opinions about difference genres of music Counting beats and keeping time	Vocabulary of musical terms Use language to give opinions about difference genres of music Counting beats and keeping time
<u>SMSC</u>	Experience curiosity Develop and understanding of others Work together Understand music from a variety of cultures and influences		
<u>Year 5</u>	<u>Listening</u>	<u>Composing</u>	<u>Performing</u>
Areas of Study	Recognising and confidently Representing the features of a piece of music using graphic notation Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary	Composing a detailed piece of music Combining rhythmic patterns (ostinato) into a multi-layered composition Using staff notation to record rhythms and melodies.	Singing songs in two or more parts, Working as a group to perform a piece of music, adjusting dynamics and pitch Performing with accuracy and fluency from graphic and simple staff notation. Playing a simple chord progression
<u>Literacy Focus</u> <u>Numeracy Focus</u>	Vocabulary of musical terms Use language to give opinions about difference genres of music Counting beats and keeping time	Vocabulary of musical terms Use language to give opinions about difference genres of music Counting beats and keeping time	Vocabulary of musical terms Use language to give opinions about difference genres of music Counting beats and keeping time
<u>SMSC</u>	Experience curiosity Develop and understanding of others Work together Understand music from a variety of cultures and influences		
<u>Year 6</u>	<u>Listening</u>	<u>Composing</u>	<u>Performing</u>
Areas of Study	Discussing musical eras in context Recognising and confidently discussing the stylistic features of music Representing changes in pitch, dynamics and texture using graphic notation,. Identifying the way that features of a song can complement one another. Confidently using detailed musical vocabulary	Improvising coherently and creatively. Composing a multi-layered piece of music from a given stimulus Composing an original song, Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Recording own composition	Singing songs in two or more secure parts Working as a group to perform a piece of music, Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency Performing by following a conductor's cues and directions.
<u>Literacy Focus</u> <u>Numeracy Focus</u>	Vocabulary of musical terms Use language to give opinions about difference genres of music Counting beats and keeping time	Vocabulary of musical terms Use language to give opinions about difference genres of music Counting beats and keeping time	Vocabulary of musical terms Use language to give opinions about difference genres of music Counting beats and keeping time
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<u>Music History</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Areas of Study	Understanding that music from different times has different features.	Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary	Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.	Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.