

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	<u>Let your Spirit Fly</u> I can sing and play the glockenspiel part to the song. I can improvise and compose using 3 notes and record my composition on a grid.	<u>Musicianship</u> I can clap and play rhythms using crotchets and quavers, in ta te te and stave notation. I understand the difference between pulse and rhythm. I can create a simple graphic score.	<u>Performance - Concert</u> I can sing a variety of songs from different genres. I understand the importance of respecting other people who are performing. I know how to follow a conductor, when to start and stop singing and how loudly to sing.	<u>3 Little Birds</u> I know how to sing and play the instrumental part to 3 Little Birds. I know where reggae music is from and some style indicators. I can improvise and compose using 3 notes and record my composition on a grid.	<u>Instrumental tuition - Recorders</u> I can hold and blow a recorder correctly. I can play 3 notes on my recorder. I can play simple tunes written using stave notation.	<u>Instrumental tuition - Recorders</u> I can play at least 5 notes on my recorder. I am able to play simple tunes written using stave notation.
Year 4	<u>Musicianship</u> I know what pitch is and can recognise changes in pitch. I can sing and know the hand signs for so, mi and la. I know that so, mi and la can also be written on a stave.	<u>Mamma Mia</u> I can sing and play the glockenspiel part to the song. I can improvise and compose and record my composition on a grid.	<u>Instrumental tuition - brass/woodwind</u> I can hold my instrument correctly. I can produce the correct sound from my instrument. I can play several notes using the correct fingering.	<u>Instrumental tuition - brass/woodwind</u> I am able to play simple tunes on my instrument. I know how to look after my instrument.	<u>Stop</u> I know the main style indicators of rap music. I can sing and play the glockenspiel part to the rap. I can improvise and compose a rap.	<u>Rhapsody in Blue</u> I can use sounds around me to create music. I can improvise with a bluesy feel. I can create ostinato rhythms. I can perform my compositions as a solo and in ensemble.
Year 5	<u>Make you feel my love</u> I can sing and play the glockenspiel part to the song. I can improvise and compose using 3 notes and record my composition on a grid using stick notation.	<u>Christmas Performance</u> I can perform a variety of songs from different genres. I can listen attentively and appreciatively to my peers performances. I can follow a conductor.	<u>Musicianship</u> I can sing and sign the solfa pentatonic scale. I know what a time signature is. I can compose using the pentatonic scale and record my composition using solfa and stick notation.	<u>Instrument tuition – ukulele</u> I know how to hold a ukulele. I understand the difference between single notes and chords. I can play two chords on a ukulele.	<u>Instrument tuition – ukulele</u> I can sing and play simple songs using my ukulele.	<u>Living on a Prayer</u> I can identify some of the style indicators for rock music. I can sing and play the glock part to the song. I can improvise and compose record my composition on a grid using stick notation..
Year 6	<u>Musicianship.</u> I can sing using solfa - pentatonic with low la and so. I can compose using solfa I can perform my composition in a small group..	<u>Fresh Prince of Bel Air</u> I can identify the main style indicators for hip hop music I can rap the Fresh Prince of Bel Air. I can compose an instrumental section to a rap and write lyrics to fit with a hip hop beat.	<u>GarageBand</u> I understand how modern music is recorded in layers and I know about the roles of sound engineers and producers. I can use LiveLoops . I can use Smart instruments and beat sequencer to compose and produce my own track.	<u>Happy</u> I can sing Happy – both the melody and the harmony. I understand that texture is created using melody and harmony. I can improvise and compose using Happy as a stimulus and record my composition on a stave.	<u>Performance – Musical Theatre</u> I know what musical theatre is and that songs can be used to tell a story. I have learnt a number of songs from different genres.	<u>Performance – Musical Theatre.</u> I can listen appreciatively and attentively to my peers performances. I can use dynamics and expression to make my performance more interesting. I can follow a conductor.

Composition Progression – Year 3 to Year 6

Year 3

Let Your Spirit Fly

Note set: C D E

Rhythm set: 

Instruments: Glockenspiel

Notation: Charanga note grid (as class)

Ode to Joy

Note set: n/a

Rhythm set: 

Instruments: untuned percussion

Notation: Graphic Score

3 Little Birds

Note set: C D E

Rhythm set: 

Instruments: Glockenspiels

Notation: Charanga note grids. Groups on Ipad.

Rhapsody in Blue

Note set: C maj blues scale


Rhythm set: 

Instruments: glock/untuned percussion.

Notation: variety. Teacher led

Mamma Mia

Note set: G A B


Rhythm set: 

Instruments: Glock/Recorder

Notation: Note grid on paper, simplified stave.

Solfa 1

Note set: so mi la

Rhythm set: 

Instruments: voice

Notation: solfa and stick

Year 4

Year 5

Make You Feel My Love

Note set: C D E F G


Rhythm set: 

Instruments: tuned percussion

Notation: simplified stave w/ stick notation

Solfa 2

Note set: pentatonic


Rhythm set: 

Instruments: voice

Notation: solfa and stick

Livin' on a Prayer

Note set: G A B D E

Rhythm set: 

Instruments: tuned percussion

Notation: Score Creator - iPads

Happy

Note set: C E G A B

Rhythm set:  and dotted

Instruments: tuned and untuned. (4 layers)

Notation: stave and graphic

GarageBand

Note set: C major (IV Vim V I)


Rhythm set: n/a

Instruments: Smart.

Notation: n/a

Fresh Prince of Bel Air

Note set: D E F G A

Rhythm set: 

Instruments: voice/glock

Notation: choice

Year 6

Skills

Progression

Year 3

Year 4

Year 5

Year 6

Musicianship

Read, write and perform rhythmic phrases using ta te te notation.
Read crotchets and quavers in standard notation

Sing and read notes so, mi and la.
Read ,write and perform rhythmic phrases using Te,te, ta, too

Know pentatonic scale in Solfa.
Recognise minims, dotted minims and semibreves.

Know low la and so in Solfa.
Read, write and perform rhythmic phrases using te-te, ta, too and tika tika

Performance (Instrumental)

Play simple tunes on the recorder, reading from standard notation.

Play simple tunes on an orchestral instrument, reading from standard notation.

Pick individual notes from open strings on ukuleles.
Be able to sing and play 3 chord songs on ukulele.

Have an understanding of modern music production techniques and be able to record using Smart instruments on GarageBand.

Performance (General)

Sing simple tunes confidently, controlling volume and pitch

Sing a variety of songs confidently showing greater control and accuracy,

Sing a variety of songs confidently, showing greater accuracy. Sing expressively , demonstrating awareness of subject and musical genre

Sing confidently in small groups showing increased accuracy, control and fluency. Use appropriate expression.

Interrelated dimensions of music – Expectations for end of KS2

ALL



Identify high sounds and low sounds



Understand the difference between rhythm and pulse



Recognise names and sounds of some different instrument types



Identify thick and thin textures



Identify structure of contemporary (pop) songs



Find pulse and use it to describe the tempo (fast, slow or medium)



Identify loud and soft parts of music and consider why these choices were made

MOST

Identification of ascending and descending pitch. Awareness of major and minor scales

Have an understanding of rhythm in terms of duration of notes. Identify rhythms as simple or complex.

Improved aural recognition of instruments
Discussion of tonal choices made .

Pick out layers of sounds.
Understand difference between unison versus harmony.
Concept of chords.

Comparison of contemporary structures with those used in classical music

Identify and discuss tempo choices made by composers to influence mood.

Identify changes in dynamics and discuss the effect these have on the mood of the music.

SOME

Identification of major and minor passages.

To develop understanding of time signatures .
Identify syncopation.

Improved recognition.
consideration of tone choices made .

Understand Melody/accompaniment and polyphony.

Further development of understanding of structures used in classical music

Use appropriate musical vocabulary – rall/rit, presto, allegro, largo

Understand and use terms Forte and Piano, crescendo and diminuendo.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year A (2019/20)	Motown	Handel	Beethoven	Tchaikovsky	Musical Theatre	The Orchestra
Year B (2020/21)	Bach	<i>Women in Music</i>	Carnival of the Animals	<i>Piano Music</i> Chopin Debussy	<i>American Music</i> Spirituals Joplin Jazz	<i>American 2</i> Copeland Anderson Bill Haley
Year C (2021/2022)	<i>British Composers</i> Britten Elgar Holst	Haydn	Opera	<i>Russian Romantic</i> Stravinsky Prokofiev Rachmaninov	The Beatles	Film Music
Year D (2022/23)	<i>Early Music</i>	Mussorgsky Grieg Dvorak	Mozart	Vivaldi	<i>World Music</i>	<i>World Music</i>

Listen and Appraise

4 year rolling listening plan used for all year groups across all units above.

Develops listening skills and identification of the roles of the inter-related dimension of music.

National Curriculum Requirements

E. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

F. Develop an understanding of the history of music.

	Autumn 1	Autumn 2	Spring	Spring 2	Summer 1	Summer
Year 3	Let Your Spirit Fly 1. Learn to Sing 2. Singing Lyrics and Instrumental Part 3. Learn to play instrumental part 4. Improvisation 5. Composition 6. Composition and Performance Output: Composition notated on grid. Performance to class.	Musicianship – Rhythm 1. How can we say different rhythms? 2. What is the difference between pulse and rhythm? 3. How can we play from a musical score? 4. How can we play from a Graphic Score? End of Unit Output: Composition using rhythmic figures learnt, notated using graphic score.	Year 3 Concert to Parents Performance Unit Output Performance to parents	Three Little Birds 1. Learn to sing song 2. Learn Instrumental parts (singing) 3. Learn to play instrumental parts 4. Improvisation 5. Composition 6. Composition and Performance Output Composition notated on grid using letter names. Performance to class	Recorders 1. How do we hold and blow a recorder correctly? 2. How do we play an E? 3. How do we play a G? 4. How do we play tunes using E and G? 5. How do we play an A? 6. How do we play a B?	Recorders 1. Review notes E G B A. 2. How do we play tunes using E G B A? 3. How do we play tunes using E G B A? 4. How do we play the note C? 5. How do we play the note D? 6. Performance Output Performance
	National Curriculum Requirements A. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression B. Improvise and compose music for a range of purposes using the inter-related dimensions of music C. Listen with attention to detail and recall sounds with increasing aural memory D. Use and understand staff and other musical notations E. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians F. Develop an understanding of the history of music.				Interrelated Dimensions of Music Pitch - Identification of high sounds and low sounds Rhythm – To understand the difference between rhythm and pulse Timbre – to develop recognition of names and sounds of different instruments Texture – Identify thin and thick textures. Structure – Identify structure of contemporary (pop) music Tempo – Find pulse of music and use it to describe tempo Dynamics – identify loud and soft parts of music and to consider why choices were made.	

	Autumn 1	Autumn 2	Spring	Spring 2	Summer 1	Summer 2
Year 4	Musicianship – Pitch. (mi so la) 1. What is solfa and how can I sing mi and so? 2. How can I combine mi and so with rhythms? 3. How can I write mi and so on a staff? 4. How can I sing and sign la? 5. Singing so mi and la from the staff? 6. Composition using mi so la. Output Composition recorded using solfa and stick notation.	Mamma Mia 1. Learn to sing 2. Learn to sing instrumental part 3. Play instrumental part (recorder or glock) 4. Improvisation 5. Composition 6. Composition and Performance Output Composition using grid method. Performance.	Instrumental Tuition	Instrumental Tuition	Stop 1. Learn rap (chorus) 2. Learn rap (verse) 3. Learn instrumental part 4. Improvisation 5. Composition 6. Composition and Performance Output Creation and performance of rap.	Rhapsody in Blue 1. How can music paint pictures? 2. How can we use sounds we hear to create music? 3. How can we create a soundscape? 4. How can we use rhythms to create train noises? 5. How can I improvise a Bluesy tune? 6. Performance Output Performance of class composition inspired by Rhapsody in Blue
	National Curriculum Requirements A. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression B. Improvise and compose music for a range of purposes using the inter-related dimensions of music C. Listen with attention to detail and recall sounds with increasing aural memory D. Use and understand staff and other musical notations E. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians F. Develop an understanding of the history of music.			Interrelated Dimensions of Music. Following Listen and Appraise four year rolling plan. Pitch- Identification of high sounds and low sounds, concept of scales Rhythm – To understand the difference between rhythm and pulse. Understand relationship between rhythm and duration of notes. Timbre – Further develop recognition of names and sounds of different instruments Texture – Identify thin and thick textures. Pick out layers of sounds. Structure – Comparison of structures used in classical music to (understood) contemporary ones Tempo – Find pulse of music and use it to describe tempo. Begin to develop an understanding of Time signatures. Dynamics – identify loud and soft parts of music and to consider why choices were made. Understand and use terms Forte and Piano		

[illegible]

	Autumn 1	Autumn 2	Spring	Spring 2	Summer 1	Summer 2
Year 6	Musicianship 1. How can we sing using solfa? 2. What are ledger lines? 3. How do I sing low la and low so? 4.Tbc 5. Composition 6 composition Output Composition notated using solfa and stock notation. Performance to class	Fresh Prince of Bel Air 1. Learn to sing (v1,2) 2. Learn Sing (v3, v4) 3. Learn Instrumental parts. (sing and play) 4. Improvisation 5. Composition 6. Composition and Performance Output Composition notated on standard stave/note names (pitched and non pitched percussion)	GarageBand 1. How is music mixed and produced digitally? 2. How can we make a project using Live Loops? 3. How can we use Beat Sequencer to write drum tracks? 4. How can we compose and arrange in Garageband? 5. Composition Project 6. Composition Project Output Garage band project	Happy 1. Learn to sing Happy 2. Learn to sing Happy Harmonies 3. Learn Instrumental parts 4. Improvisation 5. Composition 6. Composition Output Composition on standard stave. Performance to class.	Musical Performance Unit	Musical Performance Unit Output Performance
	National Curriculum Requirements A. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression B. Improvise and compose music for a range of purposes using the inter-related dimensions of music C. Listen with attention to detail and recall sounds with increasing aural memory D. Use and understand staff and other musical notations E. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians F. Develop an understanding of the history of music.			Interrelated Dimensions of Music Following Listen and Appraise four year rolling plan. Pitch- Continue to develop an understanding of pitch using major and minor scales. Rhythm – To develop understanding of time signatures and musical note values. Timbre – to further develop recognition of names and sounds of different instruments. Discuss tonal choices made by composers. Texture – Pick out layers of sounds. Unison versus harmony. Concept of chords Introduction of . Melody/accompaniment and polyphony. Structure – Further development of understanding of structures used in classical music to (understood) contemporary ones. Tempo – Find pulse of music and use it to describe tempo. Begin Development of understanding of Time signatures. Discuss choices made by to influence mood. Dynamics – identify loud and soft parts of music and to consider why choices were made. Understand and use terms Forte and Piano, crescendo and diminuendo.		