	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	Musicianship 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.	Musicianship 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.	3 Little Birds I know how to sing and paly 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.	Performance - Concert 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.	Instrumental tuition - Recorders 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.	Instrumental tuition - Recorders I can play at least 5 notes on my recorder. I am able to play simple tunes written using stave notation B A G E.
Year 4	Musicianship 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.	Recorder 2 I can play at least 7 notes on my recorder. I am able to play simple tunes written using stave notation. BAG D E C' D'	Instrumental tuition - brass/woodwind I can hold my instrument correctly. I can produce the correct sound from my instrument. I can play several notes using the correct fingering.	Instrumental tuition - brass/woodwind I am able to play simple tunes on my instrument. I know how to look after my instrument. 1 class will also do the planets-******lorna m	Performance – JMF I can learn a variety of songs using aural memory. I can follow a conductor and start and stop correctly and follow cues to vary dynamics	Performance – JMF I can perform as part of a large ensemble. I understand the role of the conductor and the importance of following instructions in ensemble singing. I can sing in two part harmony.
Year 5	Make you feel my love 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.	Christmas Performance 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.	Musicianship 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.	Instrument tuition – ukulele I know how to hold a ukulele. I understand the difference between single notes and chords. I can play two chords on a ukulele.	Instrument tuition – ukulele I can sing and play simple songs using my ukulele.	Living on a Prayer 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 and record my composition on a grid using stick notation./stave in charanga
Year 6	Fresh Prince of Bel Air 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 record using score creator/musescore	Musicianship – Rhythm I can perform ostinatos and layer these up into a canon. I can read semiquavers and syncopated rhythms. I can compose and perform a Christmas ostinato.	GarageBand 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.	Musicianship. 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.	Performance – Musical Theatre 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.	Performance – Musical Theatre. I can listen appreciatively and attentively to my peers performances. I can use dynamics and expression to make my performance moor interesting. I can follow a conductor.

Composition Progression – Year 3 to Year 6

Year 3

Connect it!
Note set: n/a
Rhythm set: 
Instruments: body percussion
Notation: graphic score

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 Ipads.

Year 4

Solfa 1
Note set: so mi la
Rhythm set:
Instruments: voice
Notation: solfa and stick

Recorder 2
Note set: G A B D E
Rhythm set:
Instruments: /Recorder
Notation: Note grid on paper, simplified stave.



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: stave notation in Charanga - iPads

Year 6

Fresh Prince of Bel Air
Note set: D E F G A
Rhythm set:
Instruments: voice/glock
Notation: musescore or similar

GarageBand
Note set: C major (IV Vim V I)
Rhythm set: n/a
Instruments: Smart.
Notation: n/a

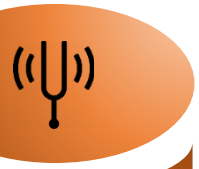
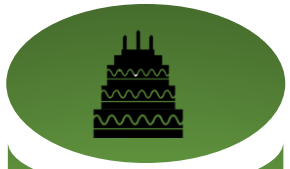
Christmas Ostinato

Rhythm set: and dotted
Instruments: tuned and untuned. (4 layers)
Notation: stave and graphic

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. Improve recorder	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.