

Progression in Music Skills

By the end of the year most pupils should be able to:

Skills		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
P e r f o r m (s i n g i n g / P l a y i n g)	Using their voices	Speak and chant together Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly) Sing songs in different styles conveying different moods (happy, sad, angry etc.) and with sense of enjoyment Co-ordinate actions to go with a song Sing in time to a steady beat Perform an action or a sound (clapping, stamping, etc.) on the steady beat whilst singing	Sing a variety of songs with more accuracy of pitch Sing words clearly and breathing at the end of phrases Convey the mood or meaning of the song Sing with a sense of control of dynamics (volume) and tempo (speed) Echo sing a short melodic phrases Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices Follow a leader (teacher)starting and stopping together	Sing songs in a variety of styles with confidence, singing an increasing number from memory Show increasing accuracy of pitch and awareness of the shape of a melody. Imitate increasingly longer phrases with accuracy With an awareness of the phrases in a song Understand that posture, breathing and diction are important. Demonstrate an awareness of character or style in performance. Chant or sing a round in two parts Sing songs with a recognised structure (verse and chorus/ call and response)	Sing songs in a variety of styles with an increasing awareness of the tone of their voices and the shape of the melody Sing songs showing musical expression (phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context) Sing two/three part rounds with more confidence and increasing pitch accuracy Sing confidently as part of a small group or solo being aware of posture and good diction. Copy short phrases and be able to sing up and down in step independently.	Sing confidently in a wide variety of styles with expression Communicate the meaning and mood of the song Sing a simple second part of a two part song with confidence Maintain own part in a round Perform a song from memory with attention to phrasing, dynamics, breathing and accuracy of pitch, for a special occasion	Sing confidently in a wide variety of styles with expression Communicate the meaning and mood of the song Sing a simple second part of a two part song with confidence Maintain own part in a round Perform a song from memory with attention to phrasing, dynamics, breathing and accuracy of pitch, for a special occasion

	Using classroom instruments	Play instruments by shaking, scraping, rattling, tapping etc Play in time to a steady beat, using instruments or body sounds Play loudly, quietly, fast, slow Imitate a rhythm pattern on an instrument Play a repeated rhythmic pattern (rhythmic ostinato) to accompany a song. Play a single pitched note to accompany a song (drone) Play with help the rhythmic pattern of a spoken sentence, Recognise and write simple rhythm patterns using crotchet, quaver, minim, crotchet rest Follow simple hand signals indicating: loud/quiet and start/stop	Play with control: a) maintaining steady beat b) getting faster or slower c) getting louder or quieter Perform a repeated two note melodic ostinato to accompany a song Perform a rhythm accompaniment to a song Perform a sequence of sounds using a graphic score Work and perform in smaller groups Follow a leader (teacher) starting and stopping together Demonstrate some confidence in performing as a group and as an individual	Keep a steady beat on an instrument in a group or individually Maintain a rhythmic or melodic ostinato simultaneously with a different ostinato and/or steady beat Use tuned percussion with increasing confidence Perform with a drone Copy a short melodic phrase by ear on a pitched instrument Play using symbols including graphic and / or simple traditional notation Follow simple hand directions from a leader Perform with an awareness of others Combine musical sounds with narrative and movement	Maintain two or more different ostinato patterns in a small instrumental group against a steady beat Play music that includes RESTS Use tuned percussion instruments with increasing confidence to accompany songs and improvise Play by ear – find known phrases or short melodies using tuned instruments Play simple chords Play music in a metre of two or three time Read and play from some conventional music symbols Combine instrumental playing with narrative and movement Follow a leader, stopping / starting, playing faster/ slower and louder / quieter.	Perform on a range of instruments in mixed groups to an audience, with confidence Read and play with confidence from conventional or graphic notation Continue to play by ear on pitched instruments, extending the length of phrases, melodies played. Perform a simple sequence of chords Perform with sensitivity to different dynamics, tempi Lead/conduct a group of instrumental performers Maintain a rhythmic or melodic accompaniment to a song (including rounds) Maintain own part on a pitched instrument in a small ensemble Perform own compositions to an audience Use technology to keep a record of work in progress and record performances.	Perform on a range of instruments in mixed groups to an audience, with confidence Read and play with confidence from conventional or graphic notation Continue to play by ear on pitched instruments, extending the length of phrases, melodies played. Perform with sensitivity to different dynamics, tempi Lead/conduct a group of instrumental performers Maintain a rhythmic or melodic accompaniment to a song (including rounds) Perform sequences of chords Maintain own part on a pitched instrument in a small ensemble Perform own compositions to an audience Use technology to keep a record of work in progress and record performances.
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E X P L O R E a n d C O M P O S E	Exploring:	Different sounds made by the voice and hands (timbre) High and low sounds (pitch) Long and short sounds (duration) Loud and quiet sounds (dynamics) Fast and slow sounds (tempo) Pitch shapes (moving up and down) and rhythmic patterns	Ways in which sounds are made (<i>tapped, blown, scraped, shaken</i>), and can be changed Long and short sounds (rhythm – duration) The rhythm patterns of words and sentences Changes in pitch (higher and lower) Sequences of sound (structure) Sounds in response to a stimulus (visual or aural) How sounds can be manipulated to convey different effects and moods	Longer – shorter / faster - slower / higher - lower / louder - quieter sounds on tuned and un-tuned percussion and voices. Pitch notes moving by step (notes adjacent to each other) and by leap (notes with gaps between them) Symbols to represent sound (graphic scores / traditional notation) The sounds of different instruments - TIMBRE and how they can represent pictures/ stories/ moods The different sounds (timbres) that one instrument can make How the musical elements can be combined to compose descriptive music	Sounds to create particular effects (timbre) Rhythm patterns in music from different times and places (duration) The pentatonic scale Pitched notes that move by steps and/ or leaps to make short phrases/melodies Music that describes feelings or moods using ‘tense’ or ‘calm’ sounds using dynamics , different tempi , different timbres etc. Combining and controlling sounds to achieve a desired effect Music that incorporates effective silences (rests) Different groupings of beats (metre of 2/3)	Chords / harmony – concord and discord Scales, such as PENTATONIC, RAG, BLUES Texture created by layering drones, rhythmic and/or melodic ostinatos Developing ideas, using musical devices such as repetition, question and answer, ostinato. Characteristics of various styles, for example, Blues, Rap, Gospel , Folk, African etc Improvising in a variety of styles	Chords / harmony – concord and discord Scales, such as PENTATONIC, RAG, BLUES Texture created by layering drones, rhythmic and/or melodic ostinatos Developing ideas, using musical devices such as repetition, question and answer, ostinato. Characteristics of various styles, for example, Blues, Rap, Gospel , Folk, African etc Improvising in a variety of styles
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	Composing	Add sound effects to a story Choose musical sound effects to follow a story line or match a picture Use graphics/symbols to portray the sounds they have made. Begin to notate and read simple rhythm patterns with rests Recognise and write simple rhythm patterns using crotchet, quaver, minim, crotchet rest Sequence these symbols to make a simple structure (score) Compose own sequence of sounds without help and perform.	Short melodic phrases Short repeated rhythmic patterns (ostinato) Rhythm patterns from words Perform and write simple rhythm patterns using crotchet, quaver, minim, crotchet rest A piece of music that has a beginning, middle end (structure) Music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups Music that conveys different moods	Words and actions to go with songs A simple rhythmic accompaniment to go with a song, using ostinato patterns Music that has a recognisable structure; Beginning, Middle and End or verse/chorus; Ternary and Rondo form Music that tells a story, paints a picture or creates a mood Music that uses repetition / echo Recognise and use simple pitch notation	A simple rhythmic accompaniment to a song using ostinato patterns and drones A simple melody from a selected group of notes (i.e. a pentatonic scale) Music that has a recognisable structure A piece of music that reflects images/ and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect Arrange a song using tuned and un-tuned accompaniments developed from the song and perform to a friendly audience Use a range of ICT to sequence, compose, record and share work	(Always considering the musical elements) Create own simple songs reflecting the meaning of the words (e.g. using verse and chorus structure) Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment Arrange a song for class performance with an appropriate pitched and un-pitched accompaniment Refine own compositions after discussion - selecting instruments for a defined effect Use a range of symbols (conventional or graphic) to record compositions. Use ICT (computers/iPad /tablets etc.) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions e.g. adverts	(Always considering the musical elements) Create own simple songs reflecting the meaning of the words (e.g. using verse and chorus structure) Compose music that reflects given intentions, e.g. descriptive music, a rap, a melody with an ostinato accompaniment Arrange a song for class performance with an appropriate pitched and un-pitched accompaniment Refine own compositions after discussion - selecting instruments for a defined effect Use a range of symbols (conventional or graphic) to record compositions. Use ICT (computers/iPad /tablets etc.) to record, sample, sequence, loop and manipulate sound to create soundscapes / compositions e.g. adverts
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L I S T E N , R E F L E C T a n d A P P R A I S E	Listening:	LISTENING BOOK - focus of instruments	LISTENING BOOK - focus of World instruments	LISTENING BOOK - focus of genres	LISTENING BOOK - focus of genres	LISTENING BOOK - focus of History of music	LISTENING BOOK - focus of History of music
	Appraising : Y5 & 6 Reflecting	Listen to a piece of music and move in time to its steady beat. Recognise and respond through movement /dance to the different musical characteristics and moods of music Recognise the sounds of the percussion instruments used in the classroom and identify and name them Begin to use musical terms (louder/quieter, faster/slower, higher/lower) Begin to articulate how changes in speed, pitch and dynamics effect the mood	Listen with increased concentration Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds Recognise how sounds are made – tapping, rattling, scraping, blowing Identify different qualities of sound such as smooth, scratchy, clicking, ringing (timbre) Recognise and respond to different changes of speed (tempo)/volume (dynamics) & pitch Respond through movement/dance to different musical characteristics and moods (angrily, sadly, cheerfully, daintily etc) Recognise and respond to the mood of a piece of music. Begin to use music terminology	Listen with concentration to longer pieces / extracts of music Listen to live/recorded extracts of different kinds of music and identify where appropriate:- • a steady beat / no steady beat • a specific rhythm pattern or event • the speed (TEMPO) of the music • the volume (DYNAMICS) • the melody using appropriate musical terms/language Identify common characteristics Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar drums etc) Identify repetition in music. Recognise aurally wooden, metal, skin percussion instruments	Recognise aurally the range of percussion (tuned and un-tuned) used in school and some individual orchestral instruments taught in school. Recognise and talk about some contrasting styles of music in broad terms, using appropriate musical language (the tempo, dynamics, metre, texture, timbre) Recognise music from different times and countries identifying key elements that give it its unique sound. Identify repeated rhythmic or melodic phrases in live or recorded music Identify whether a song has a verse/chorus or call and response structure Identify the use of metre in 2 or 3 in a piece of recorded or live music	Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation Identify and discuss ‘what happens when’ within simple musical structures Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music Explore how lyrics can reflect cultural contexts and have social meaning Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures (context), including performances of their own and others’ compositions	Distinguish differences in timbre and texture between a wide variety of instruments and instrumentation Identify and discuss ‘what happens when’ within simple musical structures Recognise and identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempo) in an extract of live or recorded music Explore how lyrics can reflect cultural contexts and have social meaning Compare two pieces of instrumental music from different countries/ times and discuss the similarities and differences Use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures (context),

			when describing how the mood is created (i.e. the mood is sad because the music is played very slowly and quietly)	and begin to know their names Listen to their own compositions and use musical language to describe what happens in them	Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings.	Use musical vocabulary and knowledge to help identify areas for development or refinement when composing	including performances of their own and others' compositions Use musical vocabulary and knowledge to help identify areas for development or refinement when composing
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P e r f o r m a n c e	Performing to others	Perform to an audience of adults, peers - a class assembly Perform a combined concert to the school With increasing confidence.	Perform to an audience of adults, peers - a class assembly Perform a combined concert to the school With increasing confidence.	Perform to an audience of adults, peers - a class assembly Perform a combined concert to the school With increasing confidence.	Perform to an audience of adults, peers - a class assembly Perform a combined concert to the school With increasing confidence.	Perform to an audience of adults, peers - a class assembly with awareness of the audience Know what makes a good performance	Perform to an audience of adults, peers - a class assembly Perform a combined concert to the school With increasing confidence. Know what makes a good performance
	Wider Opportunities or First Access		Play ocarinas (one term) Introducing recognition of notation and performing together	Play recorders Perform in class assemblies	Play recorders Peterborough Music Hub – First access provision J Sax (Summer term) Perform in class assemblies	Play Ukuleles	Play Ukuleles and Boomwhackers
	MUSICAL ELEMENTS Or INTER RELATED DIMENSIONS	DURATION Steady beat, short and long sounds PITCH High and low TEMPO Fast and slow DYNAMICS Loud and quiet TIMBRE The tone quality of the sound	DURATION Short and long sounds, beat and rhythm PITCH High, low, getting higher, getting lower TEMPO Fast and slow, getting faster or slower	DURATION Beat (pulse), rhythm, longer, shorter, sustained TEXTURE layering of sounds PITCH Notes moving by step or leap BEAT/TEMPO Steady, faster, slower	DURATION METRE - the organisation of beats BEAT/TEMPO PITCH Pentatonic scales TEXTURE layer or sounds	DURATION (beat, rhythm, metre) PITCH (melody, harmony), TEXTURE , TIMBRE , DYNAMICS ,	DURATION (beat, rhythm, metre) PITCH (melody, harmony), TEXTURE , TIMBRE , DYNAMICS ,

		– rough, smooth, scratch, etc STRUCTURE Phrases of a song, overall plan of a piece	DYNAMICS Loud and quiet, getting louder and quieter TIMBRE The tone quality of the sound – smooth, scratchy, heavy, light, sold, warm, dull, bright STRUCTURE Phrases of a song, overall plan of a piece of music	DYNAMICS Louder, quieter TIMBRE Sound quality of individual instruments STRUCTURE Beginning, Middle, end, Repetition	TIMBRE Sound quality of individual instruments DYNAMICS, STRUCTURE, Repetition, call and response, verse and chorus, plan TEMPO the speed of the music	STRUCTURE, BEAT/TEMPO HARMONY Combination of musical sounds	STRUCTURE, BEAT/TEMPO HARMONY Combination of musical sounds
	KEY WORDS	OSTINATO Repeated rhythmic pattern or melodic shape DRONE Pitched note played continuously throughout a piece of music STEADY BEAT Regular pulse (in time) SCORE A written form of musical composition	PHRASE Short section of a melody SEQUENCE One after another STEADY BEAT Regular pulse (in time) OSTINATO Repeated rhythmic pattern or melodic shape DRONE Continuous or repeated pitch or pitches GRAPHIC SCORE Notation using pictures or symbols RHYTHM PATTERN A group of long and short sounds	STEADY BEAT RHYTHM OSTINATO PITCH PHRASE REPETITION MUSICAL SYMBOLS	OSTINATO DRONE REPETITION METRE REST STEP LEAP PHRASE MELODY PENTATONIC TUNED PERCUSSION UNTUNED PERCUSSION	RHYTHM, PHRASE, MELODY, HARMONY, OSTINATO - CYCLIC PATTERNS METRE, REPETITION, ROUNDS DRONES SCALE, ACCOMPANIMENT, STYLE, EXPRESSION , RECORD, ICT	RHYTHM, PHRASE, MELODY, HARMONY, OSTINATO - CYCLIC PATTERNS METRE, REPETITION, SCALE, ROUNDS DRONE ACCOMPANIMENT, STYLE, EXPRESSION , RECORD, ICT

Progression in Music Skills EYFS

By the end of each term, most pupils should be able to:

Skills	Term 1	Term 2	Term 3
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'EXPLORE AND COMPOSE' sections are assimilated into practical music-making, so these don't feature in the divided 'expectations'	• speak and chant short phrases together • find their singing voice and begin to develop a sense of pitch over a small range of notes • sing a variety of songs both accompanied and unaccompanied • play instruments and sound-makers by shaking, scraping, rattling and tapping • make a range of sound makers • start and stop together Children to be taught in the classroom alongside group activities to make instruments	• sing short phrases or responses on their own • begin to develop a sense of beat, using instruments or body sounds • respond to symbols or hand signs • play loudly, quietly, fast, slow • copy a simple rhythm pattern or number of beats played on an instrument • add chosen sound effects at an appropriate moment in a story or song • sort and name different sounds • begin to identify and describe key features or extreme contrast within a piece of music • recognise the sounds of the percussion instruments used in the classroom and identify and name them Children taught in the music room with follow up activities in the classroom	• make changes in their voices to express different moods /feelings • play along to music showing a developing awareness of the beat • play with a sense of purpose and enjoyment • create a sequence of different sounds in response to a given stimuli • respond appropriately to a range of classroom songs, e.g. tidy-up songs, circle time songs, line-up songs • begin to use musical terms (louder/quieter, faster/slower, higher/lower) • Recognise and repeat rhythm patterns aurally Children taught in the music room with follow up activities in the classroom
MUSICAL ELEMENTS Or INTER RELATED DIMENSIONS	PITCH High and low TEMPO Fast and slow DYNAMICS Loud and quiet	DURATION Short and long sounds PITCH High and low TEMPO Fast and slow DYNAMICS Loud and quiet TIMBRE The tone quality of each instrument and their voices SEQUENCE Ordering sounds, first, second, Beginning, end etc.	DURATION Short and long sounds PITCH Higher and lower TEMPO Faster and slower DYNAMICS Louder and quieter TIMBRE The tone quality of each instrument and their voices SEQUENCE Ordering sounds, first, second, Beginning, end etc. STRUCTURE Ordering sounds, repeats

Quick view - Musical 'Themes' (Dimensions) progression 2026-27

Classes to be taught in individual age groups from a previous year with merged classes.

** Year 4 group following the resources in Year 3 resource at Year 4 skills level to accommodate previous year in merged classes when year 3/4 classes

followed year 4 resource

Theme	EYFS	Y1	2	3	4	5	6
Listening and appreciation	Initially instruments are introduced individually then in family groups or materials made from Making and playing instruments in class using recyclable materials. Discussing sounds and what they are made of.	Initially instruments are introduced individually then in family groups or materials made from Continuation of listening book focus on orchestral instruments	Listening book focus on world instruments	Listening book focus on musical genres including correct vocabulary and identifying features		Listening book focus on the history of music including musical periods and characteristics	
Pitch Weekly differentiated singing practices	Singing a variety of songs known and unknown songs Class assembly songs for performance Copying vocal patterns Call and response songs Singing conversations / around scrunchie G,E (Mi doh) Take a line for a walk Swim and Fly - reinforcing high and low pitch through sky and sea Popcorn - High and Low playing with instruments and relating to notation with single line and moveable dot Seasons Using G E cuckoo Graduating higher/lower Identify hi, mid, low	Singing a variety of songs known and unknown Nativity songs for performance. Class assembly songs for performance Copying vocal patterns Call and response songs Singing conversations / around scrunchie G,E (Mi doh) Jack in the box (High and low) Noah - varying animal sounds showing a gradient of pitches Three bears - Pitch of high middle and low connecting to three bears Mousie Brown - Pitch rising and falling over an octave Water Play a short melody (Aquarium, row, row)	Singing a variety of songs known and unknown Class assembly songs for performance Seasons Vocal ostinato songs Rising pitch sequence Animals Identify pitch changes Trace pitch line and sing from notated line Water Show pitch changes through movement and graphic score (Fish and Frog melody)	Singing a variety of songs known and unknown Class assembly songs for performance Songs for production performance. Recorders Staff notation Singing french Singing a variety of songs in french Pitch grid for melody lines and composition In the past High, middle, low games and notation 3 lines stave notation with movable dot Drones and octave composition China Pentatonic scale and melodies Composition using scale Graphic notation of melodic lines Sounds Graphic notation of pitch lines using instrument sizes and stars in	Singing a variety of songs known and unknown Class assembly songs for performance Songs for 'JUST SING' performance. Food and drink Word rhythms transferred to pitched melodic lines (Fruit Machine) Sequenced. Around the world Pentatonic melodies (Tarzan, Swing Low) Improvisational melodies using Hex Globe Recorders Staff notation	Singing a variety of songs known and unknown Class assembly songs for performance Solar System Play accurately repetitive melodies from notation (Spinning stars, planets orbit, sunrise and ostinato melodic fragments - Planets in orbit)) At the movies Pitch exploration for mickey mousing - relative pitch changes to actions using graphic notation to record Playing musical cliches and melodic motifs accurately IT Garageband Playing, recording and improvising melodies using different instrument screens (guitar, keyboard, midi graphics) Identifying pitches for	Singing a variety of songs known and unknown Class assembly songs for performance Songs for production performance. World Unite As part of the composition and skills - play 3 ostinato melodies and combine, repeat as required. Blues Perform and use the Blues scale Understand chord construction, performance and notation Highlight the bass or root of the chord Songwriting Choose and accurately play/match sing pitched notes to create a simple melody to lyrics Use and play a simple chord sequence, and appropriate bass notes

	(winter boots game) Animals Identify relative pitches Sequence and play/sing animals			corresponding sky Time Improvisational melodies using pentatonic scale		creating/playing chords Who knows? Playing melodies from notation recorded in composers notebooks Ukulele Play individual notes in a song or melody Sing songs Identify pitch of 4 open strings	IT Garageband Playing, recording and improvising melodies using different instrument screens (guitar, keyboard, midi graphics) Identifying and playing chords and chord sequences Ukulele Play individual notes in a song or melody Sing songs
Notation (Graphic and staff)	Oscar and friends PUPPETS Aural clapping Sequencing Copying Adding to songs Notating a sequence Playing from a score (Crotchet, quaver, Crotchet rest, minim) Popcorn - High and Low playing with instruments and relating to notation with single line and moveable dot Number Raindrops score (graphic) (Crotchet and crotchet rest) Rhythm cards Introduce Green, Blue and Red set of cards (Crotchet and crotchet rest) Clapping cards to a steady pulse recognition of notation	Oscar and friends PUPPETS Aural clapping Sequencing Copying Adding to songs Notating a sequence Playing from a score (Crotchet, quaver, Crotchet rest, minim) Rhythm cards Introduce Green, Blue and Red set of cards (Crotchet and crotchet rest) Clapping cards to a steady pulse recognition of notation Travel Mark the beat and play word rhythm patterns Footwear graphic score Ourselfs Start sequencing and notating rhythms using notation (Crotchet, quaver, Crotchet rest, minim) Water	Ocarina Oscar and friends Oscar and friends revision Rhythms change to sports. Sequencing, playing and writing rhythm notation (Crotchet, quaver, Crotchet rest, minim) Rhythm cards Revise Gree, Blue and Red set of cards (Crotchet and crotchet rest) Clapping cards to a backing track recognition of notation Animals Create and read pitch line showing a melody Weather Graphic score showing rhythm ostinato and rain patterns Patterns Notate rhythm patterns in metres of 4 and 3	Recorder Rhythm cards Revision of notation - Using all cards Gree, Blue and Red set of cards (Crotchet and crotchet rest) Clapping cards to a backing track Singing french Singing french songs with a pitch grid (graphic representation) Building Graphic rhythmic notation then composing a piece using same notation Sounds Graphic notation of pitch (see pitch) Poetry Crotchets and quavers for rhythmic notation (Bugs) Time Quavers and semi - quavers for rhythmic notation In the past 3 line stave notation with	Recorder J-Sax In the past Melodic, rhythmic lines and chord sequences shown in graphic score Food and drink Melodic lines shown in staff notation (Cooking pot) Around the world Pentatonic melodies shown using staff notation Environment Pitch drone shown on staff notation (Global warning) Communication Melodies and chord sequences for Headlines performance Rhythm cards Revision of notation - Using all cards Gree, Blue and Red set of cards (Crotchet and crotchet rest)	Ukulele chords / tab Solar System Reading pitch notation to play repetitive melodies (spinning stars, planets orbit, sunrise) Identify and play graphic representation of dynamic changes (Loudometre) Identify texture through graphic representation of Clair de Lune, Moon walker IT Garageband Read and understand notation / symbols shown in Garageband (track view and Midi notation) At the movies Recording, composing and layering sounds using graphic notation to accentuate movie action Who knows? Deciphering graphic notation recorded in composers notebooks	Ukulele chords / tab World Unite As part of the composition and skills - read pitch notation. Notate composition ideas for rhythm and pitch using an appropriate method Songwriting Notate and read notation for a melody line and chord sequence. Blues Read and perform 12 bar blues - melody (Blues scale) and chord sequence (I, IV, V, VI) Music IT (Hip Hop track) Read and understand notation / symbols shown in Garageband (track view and Midi notation)

		Play a short melody from chime bar pictures (Aquarium, Row Row)	Water Pitch melody shown in movement, graphic score, and chime bars Graphic score for rhythms and pitch (Frog) Travel Create own pieces using initial marks on a graphic score (Fast machine and theme park composition)	moveable dot for pitch Graphic notation and staff notation of ostinatos (Minimalism)	Clapping cards to a backing track	and representing ideas in music	
Beat/Metre/ Rhythm Duration	Marching, playing instruments to a steady pulse Identifying and playing fast and slow Copying rhythm patterns Playing rhythm patterns on body percussion / instruments Happy New Year Feeling the beat and playing instruments Magic Dove Keeping to the pulse and accuracy for an accompaniment Number Mark the beat with actions Raindrop score (graphic) Mark metre of 4 (dance and Mr Macrella band) Machines Keeping beat (Professor Brain) Changing tempos (Robots, Train journey,	Marching, playing instruments to a steady pulse Identifying and playing fast and slow Copying rhythm patterns Playing rhythm patterns on body percussion / instruments Hands and feet tempo changes and feeling the beat Spider tricks Identifying the pulse and changing pulse Caterpillar Steady pulse and rhythm patterns for a story Our bodies Steady beat Copying rhythms Creating their own Oscar Performing rhythm patterns to a steady pulse (see notation) Pattern Metre - 2, 3, 4 First beat accent Identifying patterns Number snakes / metre	Our bodies Identify and play changing pulse (Waggon passes) Keep to a pulse (Party) Identify graduation of tempo Number Rhythm patterns to sequence and play Keep to a beat - rap Counting beats Toys Move to a beat Identify temp Combine different beats Identify and play tempo changes Pattern Metre of 4 and 3 Rhythm patterns in metres Weather Vocal rhythm ostinato and performance Rhythm cards	Building Steady pulse Rhythmic ostinato and composition of rhythm patterns Time Metres 2, 3, 4 Rhythmic notation Poetry Bug rhythms Call and response In the past Rhythmic patterns/ostinatos and pulse for dance choreography and Minimalism Rhythm cards	Samba Keeping instrumental parts to a steady pulse Layered instruments with rhythmic ostinatos Composition opportunities for rhythmic patterns Composition structure and cues See performance, notation and composition All tasks require the children to read rhythmic notation and keep to a pulse Rhythm cards	Solar System Duration and rhythm patterns of varying stars (galaxy sequence) Keeping to a steady pulse - rap Create and perform rhythm patterns in compositions Who knows? Playing rhythms from notation recorded in composers notebooks Cyclic patterns Playing rhythms accurately and in parts (textured performances). Creating own rhythmic motifs Linking rhythms to dance. Identifying and responding to rhythmic cues IT Garageband Explore how to create rhythm tracks in different ways (live playing, loops or pre set tracks)	World Unite As part of the composition and skills - dance/ create a passing cup game to a steady pulse. Add rhythmic patterns for ostinato or accompanying instruments Music IT (Hip Hop track) Create a rhythm track in different ways (live playing, loops or pre set tracks) Choose and set tempo Play melodies and chords in time to the steady pulse of the rhythm track Ukulele Play in unison or in parts to a strong pulse Strum rhythmically

	Speedometer)	Rhythm cards	Ourselves Show me one click - identifying and performing beat and rhythm patterns Travel Mark the beat and play word rhythm patterns Rhythm cards			Choose and set tempo Ukulele Play in unison or in parts to a strong pulse Strum rhythmically	
Exploring sounds Dynamics, timbre, texture	Identifying and learning names/ how to play classroom percussion instruments Tap Talk Identification and playing of varying dynamics of water Seaside timbre of instruments to match sounds at the seaside Cake makers Sounds connected to items in a kitchen Sound wall Using instrument to create different sounds Storytime Identify, explore and create sounds for stories (Porridge pot, 2 pigs) Weather Songs and chants (Mr Wind) linking sounds with instruments Changing dynamics with graduations (storm) Making and playing instruments in class using recyclable materials.	Identifying and learning names/ how to play classroom percussion instruments Special drum playing instruments loud and quiet and graduations of dynamics Storm Dynamic graduatiions to create storm effect Working toys exploration of texture All in a day Timbre selection of instruments Litter exploration of sounds using found items Papery sounds Explorations of different timbres using paper Teddy bears picnic Accompaniments to a song/ story Our town Sounds for a poem / song Ourselves Using voice and instruments to explore sounds in poetry structure, songs (with actions), story (Mr Bear) Our school Sequence sounds using a compass and map of a school. Identify and	Ourselves Match sounds to pictures Compose to poetry structure (I like...) Musical conversations (Cats) Use instruments for song (John Kanaka) Story time Identify instrument sounds Use music and sounds to tell a story (Nutcracker, Cinderella) Our land Explore instrument sounds for stories, songs and mood/scene setting Play instruments in different ways Weather Vocal ostinato Identify sounds/ effects used by a composer (Vivaldi) Water Create and explore water sounds	Environment Identify sounds around us (poem) Sounds Classify instruments (Idiophone, Aerophone, Chordophone, Membraphone) Communication Sounds connected to symbols and pictures which are sequenced and performed (Ringtones, Game) In the past Exploring texture - layering sounds - Minimalism	Sounds Classification of instruments revision Beatboxing Partner song performance using 4 differing parts	Solar System Dynamics - controlling instruments to accurately play varying volumes (galaxy sequence) Identify graphic notation of dynamic changes (loudometer) Explore effects of combining voices in raps Identify and analyze texture and sounds IT Garageband Explore instruments and synthesized sounds in Garageband app. Explore changes to timbre (echo, distortion etc) Explore layering effects At the movies Explore vocal, instrument, body and other sound sources to describe action in a picture or movie (ant antics, man in tunnel, abstract albert) Explore and play musical cliches Use knowledge of timber Explore layering sound for texture effect	Music IT (Hip Hop track) Choose and select instruments, loops or pre set tracks to combine in a Hip Hop composition, Songwriting Select and combine sounds/instruments for a song composition World Unite As part of the composition and skills - select instruments for final performance (cups, rhythmic ostinatos)

	Discussing sounds and what they are made of.	matching sounds					
Performance Opportunities through clubs to perform at :- Musical events Choir Orchestra Ensembles Spring music evening Summer music evening	Class assembly	Class assembly Nativity Travel Chant based on footwear Song of a Tuk Tuk with instruments	Class assembly Ocarina Perform pieces throughout the term Travel Perform with actions, pitched instruments, rhythm patterns Perform from graphic scores (Fast machine and theme park composition)	Class assembly Production Recorder Perform pieces throughout the term including class assembly and Christmas Poetry Performances of chants, poetry and songs Call and response Food and drink Chant (Mango) performed in different ways Songs with actions, rhythms and instruments Drone Ostinatos (Shortening Bread)	Class assembly Performance for Just Sing Recorder Perform pieces throughout the term including class assembly and Christmas Poetry Performance of poetry (using rhythmic patterns and texture choices) Rap Train wheel rhythm ostinatos and drones Food and drink 4 part singing (Kitchen Cries) Fruit machine (see pitch) Pizza call and response and rondo form	Class assembly Ukulele Perform pieces throughout the topic IT Garageband Perform and record tracks (rhythm, melody and chords) At the movies Perform from a story score (ten green bottles, abstract albert) Improvise to a movie (ant antics) Play musical cliches Cyclic patterns Perform rhythm patterns unison Perform layered rhythm patterns Final performance including layered rhythm patterns, dance, cues Solar System Perform compositions, raps and sequences Who knows? Perform compositions	Class assembly Production World Unite Performance of final composition using a variety of musical skills and awareness of an entertaining varied performance (see composition) Ukulele Perform pieces throughout the topic Blues Perform a Blues piece with singing, chord sequence and/or melody phrases Perform the twelve bar blues chord sequence Songwriting Perform or record song compositions

Composition/ Structure/ texture	Pebbles Simple structure of a 3 sounds connected to a pebbles journey Supermarket Sequencing sounds in a cumulative piece Bicycle Counting composition creating a piece	Join in Structure of a piece sequencing sounds Ourselves Compose surprise ending for a story (Mr Bear) Our bodies Create a rhythm pattern Our school Sequence sounds using a compass and map of a school. Compose and perform a sound journey Cumulative song with sounds	Ourselves Compose to poetry structure (I like...) Musical conversations (Cats) Improvisation Story time Use music and sounds to tell a story (Nutcracker, Cinderella) Our land Create sounds, music to create musical scenes and moods Animals Draw and perform from musical pitch lines Weather Composition for story scenes (Wind and Sun) Pattern Compose rhythm patterns in metres of 3 and 4 Travel Create own pieces using initial marks on a graphic score (Fast machine and theme park composition)	Environment My place - verse, lyrics structure Rondo Ternary Binary Human body Call and response 2 parts A and B performance ideas (Bones/ muscles) Communication Sounds connected to symbols and pictures which are sequenced and performed (Ringtones, Game) China Pentatonic melodic compositions Food and drink Improvisation using a musical plate In the past Rhythmic patterns/ostinatos compositions layering ideas - Minimalism	Communication TV themes and news headlines composition. Lyrics, rap, melodic and rhythmic motifs Chords D A and G Environment Free composition for 4 seasons (Vivaldi) contrasting musical scenes Contrastic composition (Global warming) Composing an introduction Around the world Hex Globe - pentatonic melodic line composition	IT Garageband Create a rhythm, melody and chord sequence track to a set pulse At the movies Compose a storyboard of sounds Compose soundtracks to match actions/pictures (ant antics) Improvise music to match action on screen (abstract albert) Cyclic patterns Create rhythmic ostinatos Layer rhythmic ideas for texture keeping to a steady pulse. Create rhythmic cues Create dance to a steady pulse Who knows? Use analysis of composers notebooks to create a musical piece based on structure ideas in graphic sketches Solar System Sequence composition of star symbols to indicate different ostinatos and dynamics (Spiral galaxy) Using and playing melodic fragments (notation) as ostinatos and layering for effect (Planets in orbit) Ukulele Compose and perform own layering of ideas	World Unite Use backing track structure to create, plan and rehearse their own performance using unison singing sections, cup passing beat pattern, dance, melody etc; coda and introduction Songwriting Compose lyrics, melody line, chord sequence to create a simple song using a scaffolded structure Blues Compose lyrics for a 12 bar blues piece using syllabic and structural pattern

						(rain rain go away) and rap	
First access	Children are introduced and use the classroom percussion instruments	Children use the classroom percussion instruments with greater independence and accuracy	Ocarina One term per class	Recorder B A G E	Recorder B A G E D C D' J-Sax Samba	Ukulele Open strings Individual notes Chords A min F maj C maj G maj	Ukulele Melody Chords for accompaniment in sequence