

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and appraising/responding	<p>To know twenty nursery rhymes off by heart.</p> <p>To know the stories of some of the nursery rhymes.</p> <p>To enjoy moving to music</p>	<p>To know 5 songs off by heart.</p> <p>To know what the songs are about.</p> <p>To know and recognise the sound and names of some of the instruments they use.</p> <p>To enjoy moving to music by dancing, marching, being animals or pop stars</p>	<p>To know five songs off by heart.</p> <p>To know some songs have a chorus or a response/answer part.</p> <p>To know that songs have a musical style.</p> <p>To enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>To learn how songs can tell a story or describe an idea.</p>	<p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about: Its lyrics: what the song is about.</p> <p>Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch).</p> <p>Identify the main sections of the song (introduction, verse, chorus etc.)</p> <p>Name some of the instruments they heard in the song.</p> <p>To confidently identify and move to the pulse.</p> <p>To think about what the words of a song mean.</p> <p>To take it in turn to discuss how the song makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p>	<p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about: Some of the style indicators of that song (musical characteristics that give the song its style).</p> <p>The lyrics: what the song is about.</p> <p>Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</p> <p>Identify the main sections of the song (introduction, verse, chorus etc).</p> <p>Name some of the instruments they heard in the song.</p> <p>To confidently identify and move to the pulse.</p> <p>To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p> <p>Talk about the music and how it makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p>	<p>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p>To know the style of the five songs and to name other songs from the Units in those styles.</p> <p>To choose two or three other songs and be able to talk about: Some of the style indicators of the songs (musical characteristics that give the songs their style).</p> <p>The lyrics: what the songs are about.</p> <p>Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch).</p> <p>Identify the main sections of the songs (intro, verse, chorus etc.)</p> <p>Name some of the instruments they heard in the songs.</p> <p>The historical context of the songs. What else was going on at this time?</p> <p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel.</p>	<p>To know five songs from memory, who sang or wrote them, when they were written and why?</p> <p>To know the style of the songs and to name other songs from the Units in those styles.</p> <p>To choose three or four other songs and be able to talk about: The style indicators of the songs (musical characteristics that give the songs their style)</p> <p>The lyrics: what the songs are about.</p> <p>Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</p> <p>Identify the structure of the songs (intro, verse, chorus etc.)</p> <p>Name some of the instruments used in the songs.</p> <p>The historical context of the songs. What else was going on at this time, musically and historically? Know and talk about the fact that we each have a musical identity.</p> <p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>Use musical words when talking about the songs.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel, using musical language to describe the music.</p>
Singing	<p>To sing or rap nursery rhymes and simple songs from memory.</p> <p>To know that songs have sections.</p> <p>To sing along with a pre-</p>	<p>To confidently sing or rap five songs from memory and sing them in unison.</p> <p>To learn about voices, singing notes of different pitches (high and low).</p>	<p>To confidently know and sing five songs from memory.</p> <p>To know that unison is everyone singing at the same time.</p>	<p>To know and be able to talk about: Singing in a group can be called a choir. Leader or conductor: A person who the choir or group follow.</p> <p>Songs can make you feel</p>	<p>To know and be able to talk about: Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow</p> <p>Songs can make you feel</p>	<p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To choose a song and be</p>	<p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To know about the style of</p>

	<p>recorded song and add actions. To sing along with the backing track.</p>	<p>To learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. To learn to start and stop singing when following a leader.</p>	<p>Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices. Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.</p>	<p>different things e.g. happy, energetic or sad. Singing as part of an ensemble or large group is fun, but that you must listen to each other To know why you must warm up your voice. To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing.</p>	<p>different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other. Texture: How a solo singer makes a thinner texture than a large group. To know why you must warm up your voice. To sing in unison and in simple two-parts To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To rejoin the song if lost To listen to the group when singing.</p>	<p>able to talk about: Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping. To know what the song is about and the meaning of the lyrics. To know and explain the importance of warming up your voice. To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.</p>	<p>the songs so you can represent the feeling and context to your audience To choose a song and be able to talk about: Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice. To sing in unison and to sing backing vocals To demonstrate a good singing posture To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.</p>
<p>Musical activities/Playing</p>	<p>To find a pulse. To copy basic rhythms. Explore high and low sounds using voices and instruments. Begin to create a simple 2 note pattern.</p>	<p>To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. To find a pulse. To copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. To use voices to copy back using 'la', whilst marching to the steady beat. Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing. Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader.</p>	<p>To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments. To find a pulse. To copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. To use voices to copy back using 'la', whilst marching to the steady beat. Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class. Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</p>	<p>Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer. Clap and play back rhythms. Create own rhythm patterns. Listen and copy back with voice and instruments. To know and be able to talk about: The instruments used in class (a glockenspiel, a recorder). To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader.</p>	<p>Know and be able to talk about: How pulse, rhythm and pitch work together. Pulse: Finding the pulse – the heartbeat of the music. Rhythm: the long and short patterns over the pulse. Know the difference between pulse and rhythm. Pitch: High and low sounds that create melodies How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to. To know and be able to talk about: The instruments used in class (a glockenspiel, recorder and steel drums). Other instruments they might play or be played in a band or orchestra or by their friends. To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform</p>	<p>Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. How to keep the internal pulse. Musical Leadership: creating musical ideas for the group to copy or respond to. Find the pulse. Lead the class by inventing rhythms for them to copy back. Copy back three-note riffs by ear and with notation. Question and answer using one-three different notes. To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble staff. The instruments they might play or be played in a band or orchestra or by their friends. Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an</p>	<p>Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music. How to keep the internal pulse. Musical Leadership: creating musical ideas for the group to copy or respond to. Find the pulse. Lead the class by inventing rhythms for them to copy back. Copy back three-note riffs by ear and with notation. Question and answer using one-three different notes. To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble staff. The instruments they might play or be played in a band or orchestra or by their friends. Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that</p>

			Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader.		their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song.	instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation To rehearse and perform their part within the context of the Unit song To listen to and follow musical instructions from a leader. To lead a rehearsal session.	matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session.
Improvisation		To know that: Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise! To listen and clap back, then listen and clap own answer (rhythms of words). Use voices and instruments, listen and sing back, then listen and play own answer using one or two notes. Improvise using one or two notes.	To know that: Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes. To listen and clap back, then listen and clap own answer (rhythms of words). Use voices and instruments, listen and sing back, then listen and play own answer using one or two notes. Improvise using one or two notes.	To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake. Improvise using instruments in the context of the song they are learning to perform, using 1-3 notes.	To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake. To know that you can use some of the riffs you have heard in your improvisations. Improvise using instruments in the context of the song they are learning to perform, using 1-3 notes.	To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake. To know that you can use some of the riffs you have heard in your improvisations To know three well-known improvising musicians. Question and Answer using instruments. Use 1-3 notes in your answer. Always start on a G. Improvise using instruments in the context of a song to be performed, using 1-3 notes.	To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one, two or three notes confidently is better than using five. To know that if you improvise using the notes you are given, you cannot make a mistake. To know that you can use some of the riffs and licks you have learnt in your improvisations. To know three well-known improvising musicians. Question and Answer using instruments. Use 1-3 notes in your answer. Always start on a G. Improvise using instruments in the context of a song to be performed, using 1-3 notes.
Composition		To know that: Composing is like writing a story with music. Everyone can compose. Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.	To know that: Composing is like writing a story with music. Everyone can compose. Help create three simple melodies using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary.	To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.) Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon	To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.) Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song.	To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. Notation: recognise the connection between sound and symbols. Create simple melodies using up to five different notes and simple rhythms	To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol. Create simple melodies using up to five different notes and simple rhythms

				the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
Performance	To know that a performance is sharing music. Perform any of the nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about. Ensemble performance at Christmas.	To know that a performance is sharing music with other people, called an audience. Regular performance in class in pairs and small groups. Ensemble performance at Christmas.	To know that a performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends. Regular performance in class in pairs and small groups. Ensemble performance at Christmas.	To know and be able to talk about: Performing is sharing music with other people, an audience. A performance doesn't have to be a drama! It can be to one person or to each other. You need to know and have planned everything that will be performed. You must sing or rap the words clearly and play with confidence. A performance can be a special occasion and involve an audience including people you don't know. It is planned and different for each occasion. It involves communicating feelings, thoughts and ideas about the song/music. To choose what to perform. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.	To know and be able to talk about: Performing is sharing music with other people - an audience. A performance doesn't have to be a drama! It can be to one person or to each other. You need to know and have planned everything that will be performed. You must sing or rap the words clearly and play with confidence. A performance can be a special occasion and involve an audience including of people you don't know. It is planned and different for each occasion. It involves communicating feelings, thoughts and ideas about the song/music. To choose what to perform. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.	To know and be able to talk about: Performing is sharing music with other people, an audience. A performance doesn't have to be a drama! It can be to one person or to each other. Everything that will be performed must be planned and learned. You must sing or rap the words clearly and play with confidence. A performance can be a special occasion and involve an audience including of people you don't know. It is planned and different for each occasion. A performance involves communicating ideas, thoughts and feelings about the song/music. To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"	To know and be able to talk about: Performing is sharing music with an audience with belief. A performance doesn't have to be a drama! It can be to one person or to each other. Everything that will be performed must be planned and learned. You must sing or rap the words clearly and play with confidence. A performance can be a special occasion and involve an audience including of people you don't know. It is planned and different for each occasion. A performance involves communicating ideas, thoughts and feelings about the song/music. To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"
Vocabulary		rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, groove, audience, imagination.	Keyboard, drums, bass, electric guitar, saxophone, trumpet, improvise, compose, audience, question and answer, melody, perform/performance, audience, rap, Reggae, glockenspiel.	intro/introduction, verse, chorus, improvise, compose, bass, drums, guitar, keyboard, synthesizer, hook, melody, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale,	Keyboard, electric guitar, bass, drums, improvise, compose, melody, hook, riff, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography,	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, Swing, tune/head, note values, note names, Big bands, solo, ballad, verse, interlude, tag ending,	style indicators, melody, compose, improvise, cover, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo,

				imagination, Disco.	digital/electronic sounds, turntables, synthesizers, by ear, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality	strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, Soul, groove, riff, bass line, brass section, harmony, melody.	ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.
Vocabulary of The Interrelated Dimensions of Music (Dimensions)		Pulse, rhythm, pitch	Pulse, rhythm, pitch, tempo, dynamics,	pulse, rhythm, pitch, tempo, dynamics, texture, structure,	pulse, rhythm, pitch, tempo, dynamics, texture, structure, notation	pulse, rhythm, pitch, tempo, dynamics, texture, structure, notation, timbre	pulse, rhythm, pitch, tempo, dynamics, texture, structure, notation, timbre