



play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression
improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions
use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions
identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices
listen with increasing discrimination to a wide range of music from great composers and musicians
develop a deepening understanding of the music that they perform and to which they listen, and its history.

Yr 3/4 Instrumental scheme :Caribbean 5 weeks

B3 Name some key features of Calypso music
B3/4 Create music from sheet music
A3/4 Explain why percussion instruments were important in Trinidad
A4 Identify pairs of quavers on a musical score
D4 Improvise a pentatonic using different rhythms

Yr 3/4Body and tuned percussion (Rainforests) 5 weeks

B3 Define what body percussion is
B3/4 Describe tempo, dynamics, texture and structure in a piece of music
A3/4 Identify different sections in a piece of music
A4 Summarise the overall structure and texture of a piece of music
D4 Recommend improvements in rhythm and melody

Yr 5/6 South and West Africa 5 weeks

B5 Sing with correct pronunciation
B5/6 Play a chord with two notes with accuracy
A5/6 Give an overview of how to perform and maintain a part in a performance
A6 Identify how to play complicated rhythms with rests and join in if the place is lost
D6 Recommend where to accurately play an eight beat break

Yr 5/6 Blues 5 weeks

B5 Name three key features of blues music
B5/6 Explain what a chord is and play the chord of C
A5/6 Identify the chords C, F and G
A6 Summarise the correct order of the blues scale
D6 Select blues scale notes to play with organisation in time to a backing track

Yr 1/2 Timbre and rhythmic patterns (Fairytale) 5 weeks

B1 Join in with repeated phrases and patterns when chanting
B1/2 Choose suitable instruments to make sounds with
A1/2
A2 Identify signs that correspond to the music
A2 Identify different timbres
D2 Select elements as part of a composition

Yr 1/2 Musical vocabulary (Under the Sea) 5 weeks

B1 Create pitches and timbres without prompting
B1/2 Choose instruments with appropriate timbre
A2 Explain musical vocabulary
A2 Explain how timbre and dynamics have been used
D2 Justify use of musical terms for effect

Yr 3/4 Changes in pitch, tempo and dynamics (Rivers) 5 weeks

B3 Describe how to use breath control when singing
B3/4 Define singing in harmony when singing in a round
A3/4 Explain how music makes you feel using musical terminology
A4 Give an overview of how to represent a simple ostinato on paper
D4 Summarise suggestions given to you to help you improve

Yr 3/4 Instrumental scheme: South America 5 weeks

B3 Define the clave rhythm accurately
B3/4 Describe where to add letter names to tuned percussion
A3/4 Explain understanding of South American music (knowledge catcher)
A4 Give an overview of how to add pitches to notated rhythms
D4 Prove how to simultaneously sing and play a South American song

Yr 5/6 Composition to represent the festival of colour (Holi) 5 weeks

B5 List musical terminology to match colour choices to the music
B5/6 Create a graphic score and describe how this matches the general structure of music
A5/6 Explain choices made in a vocal composition
A6 Organise a vocal composition in a written form
D6 Recommend how to adjust dynamics and pitch according to a graphic score

Yr 5/6 Composition notation (Ancient Egypt) 5 weeks

B5 Singing in time and tune with a backing track
B5/6 Identifying the structure of a piece of music and matching it to non-standard notation
A5/6 Playing a melody with confidence and accuracy
A6 Explaining that notes can go either on or between the lines and using pitch notation
D6 Selecting a melody and rhythm and using staff notation

Yr 1/2 Pitch and tempo (Superheroes) 5 weeks

B1 Describe what pitch means
B1/2 Describe what tempo means
A1/2 Explain when a tempo changes
A2 Contribute to a group composition
A2 Lead a group composition
D2 Recommend improvements to a group composition

Yr 1/2 Keeping the pulse (My favourite things) 5 weeks

B1 Describe what pulse means
B1/2 Create and copy rhythms in response to music
A1/2 Develop accuracy in playing in time to the music
A2 Develop accuracy in responding to tempo changes
D2 Select rhythms without a verbal stimulus

Yr 5/6 Composing and performing a leaver's song 5 weeks

B5 List the musical features of a song (lyrics, tempo, melody, arrangement)
B5/6 Create a melody to fit lyrics and the 4 chord backing track
A5/6 Provide a record of the melodies using notation
A6 Perform the leavers' song with confidence
D6 Select own instruments to compose a melody and notate using staff notation

Yr 5/6 Dynamics, pitch and tempo (Fingal's cave) 5 weeks

B5 Describe the sounds of the orchestral piece with key vocabulary
B5/6 Describe how to change dynamics and pitch and differentiate between the two
A5/6 Explain why you need to follow the conductor and show this
A6 Present your work with dynamics, texture and pitch in
D6 Recommend improvements in composition

Yr 1/2 Myths and Legends 5 weeks

B1 Create structured rhythms
B1/2 Describe what a graphic score is
A1/2 Identify the structure of a piece of music and record it
A2 Compare thick and thin textures
D2 Justify your additions of musical detail to compositions

Yr 1/2 West African call and response song (Animals) 5 weeks

B1 Create a piece with tempo, dynamics and timbre
B1/2 Recognise that music is shown through beats and notation
A1/2 Explain what 'call and response' is
A2 Improvise a simple rhythm response on an untuned percussion instrument
D2 Recommend feedback about peer performances

Yr 3/4 Pentatonic melodies and composition (Chinese New Year) 5 weeks

B3 Describe movement choices in response to music
B3/4 Name and play the five notes of the pentatonic scale
A3/4 Notate and play a pentatonic melody
A4 Identify a layered melody
D4 Evaluate my role in a group and the work of peers

Yr 3/4 Instrumental scheme (South Africa) 5 weeks

B3 Create an eight-beat rhythm pattern
B3/4 Identify and label staff notation
A3/4 Accurately play patterns in time
A4 Perform the rhythmic pattern and sing the melody simultaneously
A4 Perform ostinati correctly without direction
D4 Recommend a melody to sing and a rhythmic pattern to perform simultaneously

Yr 5/6 Baroque 5 weeks

B5 Define what opera is
B5/6 Name some Baroque composers
A5/6 Explain what a canon is and play one or more parts
A6 Explain what a Fugue is
D6 Summarise the key musical forms and structures associated with the Baroque period

Yr 5/6 Theme and variations (Pop Art) 5 weeks

B5 Create and perform rhythms confidently
B5/6 Describe the sounds of different instruments and discuss what they sound like
A5/6 Identify the three main rhythms correctly
A6 Summarise how you have linked the rhythm and creative drawing
D6 Propose how to perform others' rhythms with accuracy

Yr 1/2 Musical Me 5 weeks

B1 Create a rhythm by clapping
B1/2 Define a range of emotions by using voices
A1/2 Compare the dynamics and timbre used
A2 Identify a known melody from letter notation
A2 Explain that writing a melody is letter notation
D2 Select instruments with a combination of different timbres.

Yr 1/2 Orchestral Instruments (Traditional tales) 5 weeks

B1 Describe what an orchestra is
B1/2 Name some specific musical instruments in a piece of music
A1/2 Explain a piece of music using language relating to emotion
A2 Provide suggestions of appropriate tempo changes and musical timbres.
D2 Propose additional vocal sounds to a performance

Yr 3/4 Instrumental scheme Caribbean

B3 Name some of the key features of Calypso music.
B3/4 Follow and accurately sing a calypso song
A3/4 Explain why percussion instruments are important in Trinidad
A4 Recognise pairs of quavers on a musical score
A4 Explain how to create a pentatonic improvisation using one beat notes
D4 Compose a pentatonic improvisation using different rhythms

Yr 3/4 Developing Singing Technique (Vikings) 5 weeks

B3 Follow a tune and lyrics as part of a team
B3/4 Suggest improvements to a performance
A3/4 Identify minims, crotchets and quavers often by ear and reliably by sight
A4 Compare different types of rhythms within the song (dotted quavers).
A4 Create compositions by layering rhythms
D4 Perform confidently with a high level of accuracy in timing and tuning

Reception Expressive Art and Design

- Invent, adapt and recount narratives and stories with peers and their teachers
- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and- when appropriate try to move in time with music

Exploring Sound, Celebration music, Music and Movement, Musical movement, Musical Stories Transport, Big Band.

Year
B

Year
A