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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Listening and Appraise** | To enjoy a range of musical styles.  To talk about how music makes you feel. | To enjoy a range of musical styles.  To learn how songs can tell a story or describe an idea | To confidently identify and move to the pulse  To think about what the words of a song mean and how it makes them feel  To appreciate others thoughts on a piece of music | To confidently identify and move to the pulse.  To talk about the musical dimensions (dynamics etc)  Talk about the music and how it makes them feel.  Listen carefully and respectfully to other people’s thoughts about the music.  To begin to use musical vocabulary | To identify and move to the pulse with ease.  To think about the message of songs.  To compare two songs in the same style  Listen carefully and respectfully to other people’s thoughts about the music.  To use musical vocabulary  To talk about the musical dimensions working together in the Unit songs.  Talk about the music and how it makes you feel. | To identify and move to the pulse with ease.  To think about the message of songs.  To compare two songs in the same style  Listen carefully and respectfully to other people’s thoughts about the music.  To use musical vocabulary  To talk about the musical dimensions working together in the Unit songs.  Talk about the music and how it makes you feel, using musical language to describe the music. |
| **Musical Dimensions** | To find a pulse  To listen and copy and rhythm  To create rhythms for others to copy  To use voices to copy back  **Using untuned instruments (Warm up Games)** | To find a pulse  Copy back short rhythmic phrases based on words with one or two syllables whilst marching to a steady beat  To create rhythms for others to copy  To use voices to copy back  **Using untuned instruments (Warm up Games)** | To find a pulse  To create their own simple rhythm pattern and copy back a rhythm using notation | To find a pulse  To create their own simple rhythm pattern and copy back a rhythm using notation | To lead the class by inventing rhythms to copy back  Copy back 2 note riffs by ear and with notation  Question and answer using 2 different notes | To lead the class by inventing rhythms to copy back  Copy back 2 note riffs by ear and with notation  Question and answer using 2 different notes |
| **Singing** | To sing at different pitches  To use different types of sounds using voices  To start and stop singing by following a leader | To sing at different pitches  To use different types of sounds using voices  To find a comfortable singing position  To start and stop singing by following a leader | To sing in unison and in simple two-parts  To demonstrate a good singing posture  To follow a leader when singing  To enjoy and explore singing solo  To sing with awareness of being “in tune”  To have an awareness of the pulse internally when singing | 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. | 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’. | 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’. |
| **Playing** | To play a tuned instrumental part to accompany the song they perform | To play a tuned instrumental part to accompany the song they perform  To play the parts in time with a steady pulse | Play and one or all four differentiated parts on a tuned instrument from memory or using notation  To rehearse and perform their part  To listen to and follow musical instructions from a leader | 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 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. | Play a musical instrument with the correct technique within the context of the Unit song.  Select and learn an instrumental using 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. | Play a musical instrument with the correct technique within the context of the Unit song.  Select and learn an instrumental using 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** | Listen and clap back, use voices and instruments to answer a musical phrase (using 1 or 2 notes) | Listen and clap back, use voices and instruments to answer a musical phrase (using 1 or 2 notes) | Listen and copy back using instruments, using 2 different notes  Listen and play your own answer to a musical phrase using 1 or 2 different notes | Listen and copy back using instruments, using 2 different notes  Listen and play your own answer to a musical phrase using 1 or 2 different notes  To take it in turns to improvise | Question and answer using instruments. Using 2 notes, always starting on G  Improvise with a feeling for the style of music | Question and answer using instruments. Using 2 notes, always starting on G  Improvise with a feeling for the style of music |
| **Composition** | Help to create a simple melody using 1,2 or 3 notes  Learn how notes can be written and changed if necessary | Help create 3 simple melodies using 1 ,3 or 5 notes  Learn how notes can be written and changed if necessary | 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  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) | 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  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). | Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the 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). | Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the 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** | Choose a song they have learnt and perform it using their own ideas  To record their performance  Evaluating how they feel about a piece they have performed | Choose a song they have learnt and perform it using their own ideas  To record their performance  Evaluating how they feel about a piece they have performed | To choose what to perform and create a programme.  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 choose what to perform and create a programme.  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 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 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...?” |
| **Key Vocabulary** |  |  | Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, electric guitar, organ, backing vocals, hook, riff, reggae, pentatonic scale, imagination | **Year 3 vocab +**  Rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, unison, solo, by ear, notation, composition, backing vocal, acoustic guitar | **Year 3&4 vocab +**  Rock, bridge, backbeat, amplifier, appraising, Bossa Nova, syncopation, swing, note values, note names, big bands, ballad, interlude, tag ending, strings, piano, timbre, cover, old school hip hop, rap, deck, backing loops, scratching, soul, groove, baseline, brass section, harmony | **Year 3, 4 & 5 vocab +**  Style indicators, producer, dimensions of music, Motown, blues, jazz, urban gospel, ostinato, phrases |