

Listening and Appreciating		Composing				Singing and Performing		
Children listen to a wide range of music from a variety of genres, learning how to identify features and articulate their thoughts.		Children will use a variety of instruments and vocal techniques to create a wide range of compositions - individually, in groups and as a class.				Children will sing in a variety of different vocal styles, learning effective singing techniques and performing in front of an audience.		
Curriculum Thread	EYFS	KS1		LKS2		UKS2		
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<i>Listening and Appreciating</i>	I can understand that music can touch your feelings. I can enjoy moving to music by dancing, marching, being animals or Pop stars. I know that words of songs can tell stories. I can use simple words to describe music and sounds.	I can learn 5 songs off by heart. I can say what a song is about. I can understand that we can create rhythms from words, our names, favourite food, colours and animals.	I know five songs off by heart. I know some songs have a chorus or a response/answer part. I know that songs have a musical style. I can enjoy moving to music by dancing, marching, being animals or pop stars. I can say how songs can tell a story or describe an idea.	I can begin to explore tempo. I can identify a pulse. I can explore pitch. I can develop my listening skills. I can recall sounds with increasing aural memory. I can listen to environments and describe what is heard I can listen and identify melodic structure. I can listen to/analyse pitch, melody, symmetry. I can use musical language appropriate to task. I can think about what the words of a song mean. I can take it in turn to discuss how the song makes them feel. I can listen carefully and respectfully to other people's thoughts about the music.	I can understand the differences between 3/4 and 4/4 time. I can expand on my listening skills. I can listen and reflect on orchestral music. I can use musical language appropriate to task. I can recognise elements of music that establish mood/character. I can talk about the effect of different sounds. I can explore gospel songs. I can listen to pieces of music, identify and compare how composers have combined words and music. I can explore a variety of ways in which words can be used to create music.	I can identify features of Balinese music. I can listen/reflect on a piece of orchestral music. I can use musical language appropriate to task. I can recognise and identify musical characteristics of a fanfare. I know how timbre, dynamics, texture can be used to create impact. I can listen to drum patterns and riffs, and copy them on voices, instruments, and clapping rhythms. I can think about the message of songs. I can use musical words when I talk about music.	I can identify features of Scottish folk music. I can listen and identify different styles of music. I can listen and reflect on a piece of orchestral music. I can use musical language appropriate to task. I can listen to historical recordings of big band swing. I can identify song structure. I can analyse song lyrics appreciating the role of metaphor. I can understand techniques for creating songs. I can think about the message of songs.	
<i>Coverage and knowledge</i>	Me (Term 1) My Stories (Term 2) Everyone! (Term 3) Our World (Term 4) Big Bear Funk (Term 5) Reflect, Rewind and Replay (Term 6)	Hey You! (Term 1) Rhythm in the way we walk and banana rap (Term 2) In the Groove (Term 3) Round and round (Term 4) Your Imagination (Term 5) Reflect, Rewind and Replay (Term 6)	Hands, feet heart (Term 1) Ho, ho, ho (Term 2) I wanna play in a band (Term 3) Zoo time (Term 4) Friendship song (Term 5) Reflect, Rewind and Replay (Term 6)	A look at what we know (Term 1) Christmas performance (Term 2) Mars (Term 3) No Place Like (Term 3) Nutcracker (Term 4) I've been to Harlem (Term 5) Just 3 notes (Term 6)	Lullabies (Term 1) Christmas performance (Term 2) Mars (Term 3) Pink panther (Term 4) This little light (Term 5) From a railway carriage (Term 6)	Gamelan (Term 1) Christmas performance (Term 2) The lark ascending (Term 3) Fanfare for the common man (Term 4) Sea shanties (Term 5) Building a groove (Term 6)	Touch the sky (Term 1) Christmas performance (Term 2) Sibelius (Term 3) Hey Mr Millar (Term 4) Leaver's song (Term 5) Production (Term 6)	
<i>Vocabulary</i>	Listen High Low Slow Fast	Tune Song Rhythm Memorise Pitch Piano	Chorus Call and response Style Responding	Melody Symmetry Critique Violin Cello Double Bass Clarinet Saxophone Flute Oboe Viola Trumpet Trombone Tuba	3/4 time 4/4 time Mood/character Lullaby Gospel	Gamelan Fanfare Timbre Dynamics Texture Drumkit Highhat Kickdrum Cymbal Tomtoms	Orchestral Big band swing Metaphor	

Composing	I can create a pattern using one pitched note. I can find different ways to keep a pulse.	I can find and keep a pulse. I can create rhythms for others to copy. I can listen to a clapped rhythm and clap my own back. I can improvise on 1 or 2 notes. I can help create a simple melody.	I can help create three simple melodies with the Units using one, three or five different notes. I can see how the notes of the composition can be written down and changed if necessary.	I can recognise basic notation. I can create musical motifs using a stimulus. I can structure ideas. I can notate ideas graphically. I can compose a simple song – melody, structure, accompaniment.	I can compose a lullaby melody in 3/4. I can begin to use basic notation. I can compose motifs. I can create a mood/scene with different instruments. I can play short rhythms and patterns. I can compose on a pentatonic scale. I can create rhythm patterns and longer sequences with words.	I can begin to understand grid and dot notation. I can compose a kecak piece as part of a group. I can invent musical motifs and structure into a piece. I can create fanfare melodies for a special occasion using melody, rhythm, texture and silence. I can compose groove-based pieces, demonstrating an understanding of drum grooves and bass lines, and how these fit together to create memorable and catchy riffs.	I can improvise extended melodies using the pentatonic scale. I can create rhythmic ostinatos and structure them into a piece. I can write a simple song. I can begin to learn simple staff notation. I can compose a syncopated melody. I can improvise/ experiment with pitch and rhythm. I can compose fragments of songs to build into one full song. I can experience rapping and solo singing.
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Vocabulary	Pattern Pitch Pulse Note	Improvise Melody Compose Tempo	Compose Melody Score Note (some notes names CDE)	Crotchet Quaver Minim Rest Structure Orchestra Strings Woodwind Brass Percussion	Compose Notation Crotchet Quaver Minim Rest Sequences	Riff Groove Bass line Kecak	Treble clef Bass clef Semiquavers Chorus Verse Bridge Intro Outro
Singing and Performing	I can sing along with a pre-recorded song and add actions. I can sing along with a backing track. I can sing simple nursery rhymes from memory. I can copy simple rhythm patterns. I can explore high and low voices.	I can listen and sing back simple melodies. I can talk about voices - singing notes of different pitches (high and low). I can say words in a rhythm – a rap. I can listen to and follow instructions from a leader.	I can learn about voices singing notes of different pitches (high and low). I know that I can make different types of sounds with voices – I can rap (spoken word with rhythm). I can find a comfortable singing position. I can start and stop singing when following a leader. I can choose a song I have learnt from the Scheme and perform it. I can add my ideas to the performance. I can say how I am feeling about the performance. I can treat instruments carefully and with respect.	I can sing with awareness of shape/melody. I can play melodic and rhythmic accompaniments. I can (compose) and play pentatonic ostinato. I can sing by improvising. I can perform for an audience. I can demonstrate a good singing posture. I can follow a leader when singing. I can enjoy exploring singing solo. I can sing with awareness of being 'in tune'. I have an awareness of the pulse internally when singing.	I can sing a lullaby with expression and accuracy. I can sing with increasing control and from memory. I can perform as an ensemble. I can sing in a gospel style. I can play short rhythms and patterns. I can confidently identify and move to the pulse.	I can sing a part within a kecak performance. I can sing and perform with increasing control, expression and fluency. I can perform in an ensemble. I can listen to my peers and be aware of how I fit into the group when performing.	I can keep a pulse. I can sing expressively with phrasing and accuracy in pitch/rhythm. I can play bass notes, chords or rhythms as accompaniment. I can sing in a vocal percussion style. I can play drum patterns, bass lines, and riffs on a variety of instruments as part of a group. I can discuss and talk musically about performance – "What went well?" and "It would have been even better if...?"

			I can play a part in time with the steady pulse. I can listen to and follow musical instructions from a leader.				
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<i>Vocabulary</i>	Actions Nursery rhyme Rhythm Patterns Voice	Melody Rap Voices Pitch Duration	Instruments Percussion Drum Maracas Triangle Tambourine Pulse	Melody shape Improvising Solo Ostinato Pentatonic Performance	Expression Accuracy Ensemble Vibraslap Cabassa Percussion	Control Expression Fluency Ensemble	Expression Stamina Articulate Project