

Music – Cycle A			
Subject	Key vocab.	Declarative knowledge	Procedural knowledge
Early Years		<p>Early Years Objectives (taken from the Early Years Foundation Stage Statutory Framework and the Development Matters guidance) are covered throughout the year for ages 2 Years Old to the end of Reception.</p> <p>Please refer to the following documents to view the half termly progression of declarative and procedural knowledge:</p> <ul style="list-style-type: none"> <li>- Nursery Skills Development Progression 2 to 3 year olds.</li> <li>- Nursery Skills Development Progression 3 to 4 year olds.</li> <li>- Reception Long Term Plan.</li> <li>- Early Years Subject Lead Document.</li> </ul> <p>The progression of subject specific Early Years objectives can be found on each subject’s Substantive Knowledge Progression Document.</p>	
Autumn 1 (A) Phase: Y1/2	pulse rhythm pattern	<p><u>Harvest</u></p> <ul style="list-style-type: none"> <li>• I know that the pulse is the heartbeat of the music.</li> <li>• I know that the rhythm is sound pattern.</li> </ul>	<p><u>Harvest</u></p> <ul style="list-style-type: none"> <li>• I can sing in time to music.</li> <li>• I can create high and low sounds (different pitches) when I sing.</li> </ul>
Autumn 2 (A) Phase: Y1/2	pulse chorus glockenspiel melody	<p><u>Hands, Feet and Heart</u></p> <ul style="list-style-type: none"> <li>• I know that the pulse is the heartbeat of the music.</li> <li>• I know the names of some instruments.</li> <li>• I know that the rhythm is different from the pulse.</li> <li>• I know what a chorus is.</li> <li>• I know how to hold the glockenspiel sticks correctly.</li> </ul>	<p><u>Hands, Feet and Heart.</u></p> <ul style="list-style-type: none"> <li>• I can play in time to the music, using the following notes: G, A and C.</li> <li>• I can improvise when playing the note C.</li> <li>• I can compose a simple melody on a glockenspiel, using the notes C and D.</li> </ul>
Spring 1 (A) Phase: Y1/2	genre in time	<p><u>Disney Concert</u></p> <ul style="list-style-type: none"> <li>• I know that there are different genres of music.</li> </ul>	<p><u>Disney Concert</u></p> <ul style="list-style-type: none"> <li>• I can sing in unison with my friends.</li> <li>• I can say what I liked or disliked about my performance.</li> </ul>
Spring 2 (A) Phase: Y1/2	reggae pitch melody	<p><u>Zootime</u></p> <ul style="list-style-type: none"> <li>• I know what reggae music is.</li> <li>• I know that the pitch is high or low sounds.</li> <li>• I know how to hold the glockenspiel sticks correctly.</li> </ul>	<p><u>Zootime</u></p> <ul style="list-style-type: none"> <li>• I can play in time to the music, using the following notes: C and D.</li> <li>• I can compose a simple melody, using the notes C, D and E.</li> </ul>
Summer 1 (A) Phase: Y1/2	percussion	<p><u>Round and Round</u></p> <ul style="list-style-type: none"> <li>• I know what a percussion instrument is.</li> <li>• I know how to hold the glockenspiel sticks correctly.</li> </ul>	<p><u>Round and Round</u></p> <ul style="list-style-type: none"> <li>• I can identify the sound of a percussion instrument in a song.</li> <li>• I can play in time to the music, using the following notes: D, F and C.</li> </ul>
Summer 2 (A) Phase: Y1/2	genre pitch pulse rhythm chorus in time	<p><u>Reflect, Rewind and Replay</u></p> <ul style="list-style-type: none"> <li>• I know that there are different genres of music.</li> <li>• I know that the pitch is high or low sounds.</li> <li>• I know that the pulse is the heartbeat of the music.</li> <li>• I know that the rhythm is different from the pulse.</li> <li>• I know what a chorus is.</li> <li>• I know how to hold the glockenspiel sticks correctly.</li> </ul>	<p><u>Reflect, Rewind and Replay</u></p> <ul style="list-style-type: none"> <li>• I can improvise on the glockenspiel.</li> <li>• I can play in time to music, using a range of notes.</li> </ul>
Autumn 1 (A) Phase: Y3/4	notes structure parts improvise compose	<p><u>Year 3 - Let Your Spirit Fly (RnB)</u></p> <ul style="list-style-type: none"> <li>• I know how to find the notes on a glockenspiel.</li> </ul> <p>Year 4 – Wider Opportunities Glockenspiel Lessons</p>	<p><u>Year 3 - Let Your Spirit Fly (RnB)</u></p> <ul style="list-style-type: none"> <li>• I can identify the structure of a song: introduction, verse and the chorus.</li> <li>• I can sing in two parts.</li> <li>• I can play the notes F, G and C accurately and in time as part of a performance.</li> <li>• I can improvise when playing along to music, using the notes C and D.</li> <li>• I can compose a simple melody, using the notes C, D and E.</li> </ul> <p>Year 4 – Wider Opportunities Glockenspiel Lessons</p>
Autumn 2 (A) Phase: Y3/4	repeated pattern parts improvise compose notes	<p><u>Year 3 - Three Little Birds (Reggae)</u></p> <ul style="list-style-type: none"> <li>• I know how to find the notes on a glockenspiel.</li> </ul> <p>Year 4 – Wider Opportunities Glockenspiel Lessons</p>	<p><u>Year 3 - Three Little Birds (Reggae)</u></p> <ul style="list-style-type: none"> <li>• I can identify the repeated patterns of a song.</li> <li>• I can sing in two parts.</li> <li>• I can play the notes G and A accurately and in time as part of a performance.</li> <li>• I can improvise when playing along to music, using the notes C and D.</li> <li>• I can compose a simple melody, using the notes C, D and E.</li> </ul> <p>Year 4 – Wider Opportunities Glockenspiel Lessons</p>

Termly Progression Document



Spring 1 (A) Phase: Y3/4	themes vocals improvise compose	<p><u>Year 3 - The Dragon Song (Music from around the world)</u></p> <ul style="list-style-type: none"> <li>I know that different themes can be portrayed through music.</li> </ul> <p>Year 4 – Wider Opportunities Glockenspiel Lessons</p>	<p><u>Year 3 - The Dragon Song (Music from around the world)</u></p> <ul style="list-style-type: none"> <li>I can identify the instruments and voices that I can hear in a piece of music.</li> <li>I can sing in two parts.</li> <li>I can improvise when playing along to music, using the notes C and D.</li> <li>I can compose a simple melody, using the notes G, A and B.</li> </ul> <p>Year 4 – Wider Opportunities Glockenspiel Lessons</p>
Spring 2 (A) Phase: Y3/4	performance audience parts unison	<p><u>Year 3 - Songs that Link to the Easter Performance</u></p> <ul style="list-style-type: none"> <li>I know what a performance is.</li> <li>I know what an audience is.</li> </ul> <p>Year 4 – Wider Opportunities Glockenspiel Lessons</p>	<p><u>Year 3 - Songs that Link to the Easter Performance</u></p> <ul style="list-style-type: none"> <li>I can contribute to a performance by singing.</li> <li>I can discuss my thoughts and feelings about my performance.</li> <li>I can sing in 2 parts.</li> <li>I can sing in unison with my friends.</li> </ul> <p>Year 4 – Wider Opportunities Glockenspiel Lessons</p>
Summer 1 (A) Phase: Y3/4	themes tempo dynamics	<p><u>Year 3 – Bringing Us Together (Disco music)</u></p> <ul style="list-style-type: none"> <li>I know that different themes can be portrayed through music.</li> <li>I know that a change in the pulse can result in a change in the tempo of the music.</li> <li>I know what dynamics are.</li> </ul> <p>Year 4 – Wider Opportunities Glockenspiel Lessons</p>	<p><u>Year 3 – Bringing Us Together (Disco music)</u></p> <ul style="list-style-type: none"> <li>I can sing in two parts.</li> <li>I can play the notes C and A accurately and in time as part of a performance.</li> <li>I can improvise when playing along to music, using the notes C, A and G.</li> <li>I can compose a simple melody, using the notes G, A and G.</li> </ul> <p>Year 4 – Wider Opportunities Glockenspiel Lessons</p>
Summer 2 (A) Phase: Y3/4	theme tempo dynamics improvise compose	<p><u>Year 3 – Reflect, rewind and replay</u></p> <ul style="list-style-type: none"> <li>I know different themes can be portrayed through music.</li> <li>I know that a change in the pulse can result in a change in the tempo of the music.</li> <li>I know what dynamics are.</li> </ul> <p>Year 4 – Wider Opportunities Glockenspiel Lessons</p>	<p><u>Year 3 – Reflect, rewind and replay</u></p> <ul style="list-style-type: none"> <li>I can play a glockenspiel accurately and in time to the music.</li> <li>I can improvise along to a backing track.</li> <li>I can compose simple melodies.</li> <li>I can sing in two parts.</li> </ul> <p>Year 4 – Wider Opportunities Glockenspiel Lessons</p>
Autumn 1 (A) Phase: Y5/6	bridge musical notation crotchet	<p><u>Living on a Prayer (Rock)</u></p> <ul style="list-style-type: none"> <li>I know what the bridge of a song is.</li> <li>I know that musical notes can be represented on paper (musical notation).</li> </ul>	<p><u>Living on a Prayer (Rock)</u></p> <ul style="list-style-type: none"> <li>I can play the notes G, A and B from notation.</li> <li>I can sing in unison.</li> <li>I can compose a melody and use this as part of a performance.</li> </ul>
Autumn 2 (A) Phase: Y5/6	mimim musical notation instrumental part	<p><u>Whole School Christmas Carol Concert</u></p> <ul style="list-style-type: none"> <li>I know that I am performing for an audience and must plan my performance to suit the audience.</li> <li>I know that musical notes can be represented on paper (musical notation).</li> </ul>	<p><u>Whole School Christmas Carol Concert</u></p> <ul style="list-style-type: none"> <li>I can contribute to a performance by singing, play an instrumental part, improvising or by performing my composition.</li> <li>I can reflect on my performance.</li> </ul>
Spring 1 (A) Phase: Y5/6	quaver musical notation tag ending	<p><u>Make you Feel my Love (Pop)</u></p> <ul style="list-style-type: none"> <li>I know what the tag ending of a song is.</li> <li>I know that musical notes can be represented on paper (musical notation).</li> </ul>	<p><u>Make you Feel my Love (Pop)</u></p> <ul style="list-style-type: none"> <li>I can describe the pulse of the music, analysing the tempo, dynamics and texture.</li> <li>I can play the glockenspiel in unison with my peers.</li> <li>I can play the notes C, D and E from musical notation.</li> <li>I can improvise within a performance, using the notes C and D.</li> <li>I can compose a melody using simple rhythms, using the notes C, D and E.</li> </ul>
Spring 2 (A) Phase: Y5/6	tag ending interlude loops	<p><u>The Fresh Prince of Bel Air (Rap)</u></p> <ul style="list-style-type: none"> <li>I know what the tag ending of a song is.</li> <li>I know what the interlude of a song is.</li> <li>I know the names of the following musical instruments or types of vocal: loops, samples, decks, scratching, drums, bass, synthesiser, and rapper.</li> <li>I know that musical notes can be represented on paper (musical notation).</li> </ul>	<p><u>The Fresh Prince of Bel Air (Rap)</u></p> <ul style="list-style-type: none"> <li>I can describe the pulse of the music, analysing the tempo, dynamics and texture.</li> <li>I can play the notes G and A from musical notation.</li> <li>I can improvise within a performance, using the notes D and E.</li> <li>I can compose a melody using simple rhythms, using the notes D, E and F.</li> <li>I can read the notes D and E.</li> </ul>
Summer 1 (A) Phase: Y5/6	bridge musical notation crotchet mimim quaver	<p><u>Dancing in the Street (Hip-Hop)</u></p> <ul style="list-style-type: none"> <li>I know what the bridge of a song is.</li> <li>I know that musical notes can be represented on paper (musical notation).</li> </ul>	<p><u>Dancing in the Street (Hip-Hop)</u></p> <ul style="list-style-type: none"> <li>I can describe the pulse of the music, analysing the tempo, dynamics and texture.</li> <li>I can play the notes G and A from musical notation.</li> <li>I can read the notes F and G.</li> <li>I can improvise within a performance, using the notes D and E.</li> <li>I can compose a melody using simple rhythms, using the notes C, D and E.</li> </ul>
Summer 2 (A) Phase: Y5/6	composition rounds	<p><u>Years 5 and 6 Concert</u></p> <ul style="list-style-type: none"> <li>I know that I am performing for an audience, and must plan my performance to suit the audience</li> </ul>	<p><u>Years 5 and 6 Concert</u></p> <ul style="list-style-type: none"> <li>I can contribute to a performance by singing, play an instrumental part, improvising or by performing my composition.</li> <li>I can reflect on my performance.</li> <li>I can join in with singing in rounds.</li> </ul>

Music – Cycle B			
Subject	Key vocab.	Declarative knowledge	Procedural knowledge
Early Years		<p>Early Years Objectives (taken from the Early Years Foundation Stage Statutory Framework and the Development Matters guidance) are covered throughout the year for ages 2 Years Old to the end of Reception.</p> <p>Please refer to the following documents to view the half termly progression of declarative and procedural knowledge:</p> <ul style="list-style-type: none"> <li>- Nursery Skills Development Progression 2 to 3 year olds.</li> <li>- Nursery Skills Development Progression 3 to 4 year olds.</li> <li>- Reception Long Term Plan.</li> <li>- Early Years Subject Lead Document.</li> </ul>	
The progression of subject specific Early Years objectives can be found on each subject’s Substantive Knowledge Progression Document.			
Autumn 1 (B) Phase: Y1/2	pulse rhythm	<p><u>Harvest Performance</u></p> <ul style="list-style-type: none"> <li>• I know that the pulse is the heartbeat of the music.</li> <li>• I know that the rhythm is sound pattern.</li> </ul>	<p><u>Harvest Performance</u></p> <ul style="list-style-type: none"> <li>• I can sing in time to music.</li> <li>• I can create high and low sounds (different pitches) when I sing.</li> </ul>
Autumn 2 (B) Phase: Y1/2	pulse rhythm in time pitch	<p><u>Rhythm In The Way We Walk</u></p> <ul style="list-style-type: none"> <li>• I know that the pulse is the heartbeat of the music.</li> <li>• I know that the rhythm is sound pattern.</li> <li>• I know the names of some instruments.</li> </ul>	<p><u>Rhythm In The Way We Walk</u></p> <ul style="list-style-type: none"> <li>• I can clap back rhythms.</li> <li>• I can sing in time to the music.</li> <li>• I can use my voice to show different pitches of sound.</li> </ul>
Spring 1 (B) Phase: Y1/2	melody glockenspiel in time	<p><u>Friendship Song</u></p> <ul style="list-style-type: none"> <li>• I know the names of some instruments.</li> <li>• I know what a melody is.</li> <li>• I know how to hold the glockenspiel sticks correctly.</li> </ul>	<p><u>Friendship Song</u></p> <ul style="list-style-type: none"> <li>• I can play in time to the music, using the following notes: E and G.</li> <li>• I can improvise, using the note C.</li> <li>• I can compose a simple melody, using the notes E and G.</li> </ul>
Spring 2 (B) Phase: Y1/2	rock pattern glockenspiel melody	<p><u>I Wanna Play in a Band</u></p> <ul style="list-style-type: none"> <li>• I know what rock music is.</li> <li>• I know that the pulse is the heartbeat of the music.</li> <li>• I know that the rhythm is sound pattern.</li> <li>• I know how to hold the glockenspiel sticks correctly.</li> </ul>	<p><u>I Wanna Play in a Band</u></p> <ul style="list-style-type: none"> <li>• I can play in time to the music, using the following notes: D and C.</li> <li>• I can improvise, using the note F.</li> <li>• I can compose a simple melody, using the notes F, G and A.</li> </ul>
Summer 1 (B) Phase: Y1/2	pulse rhythm pattern in time	<p><u>Your Imagination</u></p> <ul style="list-style-type: none"> <li>• I know that the pulse is the heartbeat of the music.</li> <li>• I know that the rhythm is sound pattern.</li> <li>• I know how to hold the glockenspiel sticks correctly.</li> </ul>	<p><u>Your Imagination</u></p> <ul style="list-style-type: none"> <li>• I can sing in unison, and in two parts.</li> <li>• I can play accurately in time to the music, using the note: C.</li> </ul>
Summer 2 (B) Phase: Y1/2	genres pitch pulse rhythm chorus	<p><u>Reflect, Rewind and Replay</u></p> <ul style="list-style-type: none"> <li>• I know that there are different genres of music.</li> <li>• I know that the pitch is high or low sounds.</li> <li>• I know that the pulse is the heartbeat of the music.</li> <li>• I know that the rhythm is different from the pulse.</li> <li>• I know what a chorus is.</li> <li>• I know how to hold the glockenspiel sticks correctly.</li> </ul>	<p><u>Reflect, Rewind and Replay</u></p> <ul style="list-style-type: none"> <li>• I can sing in unison with my friends.</li> <li>• I can improvise on the glockenspiel.</li> <li>• I can play in time to music, using a range of notes.</li> </ul>
Autumn 1 (B) Phase: Y3/4	notes structure compose improvise	<p><u>Year 3 - Let Your Spirit Fly (RnB)</u></p> <ul style="list-style-type: none"> <li>• I know how to find the notes on a glockenspiel.</li> </ul> <p>Year 4 – Wider Opportunities Glockenspiel Lessons</p>	<p><u>Year 3 - Let Your Spirit Fly (RnB)</u></p> <ul style="list-style-type: none"> <li>• I can identify the structure of a song: introductions, verse and chorus.</li> <li>• I can sing in two parts.</li> <li>• I can play the notes F, G and C accurately and in time as part of a performance.</li> <li>• I can improvise when playing along to music, using the notes C and D.</li> <li>• I can compose a simple melody, using the notes C, D and E.</li> </ul> <p>Year 4 – Wider Opportunities Glockenspiel Lessons</p>
Autumn 2 (B) Phase: Y3/4	notes structure introduction verse	<p><u>Year 3 - Three Little Birds (Reggae)</u></p> <ul style="list-style-type: none"> <li>• I know how to find the notes on a glockenspiel.</li> </ul> <p>Year 4 – Wider Opportunities Glockenspiel Lessons</p>	<p><u>Year 3 - Three Little Birds (Reggae)</u></p> <ul style="list-style-type: none"> <li>• I can identify the structure of a song: introductions, verse and chorus.</li> <li>• I can sing in two parts.</li> <li>• I can play the notes G and A accurately and in time as part of a performance.</li> <li>• I can improvise when playing along to music, using the notes C and D.</li> <li>• I can compose a simple melody, using the notes C, D and E.</li> </ul> <p>Year 4 – Wider Opportunities Glockenspiel Lessons</p>
Spring 1 (B) Phase: Y3/4	themes vocal bass organ	<p><u>Year 3 - The Dragon Song (Music from around the world)</u></p> <ul style="list-style-type: none"> <li>• I know that different themes can be portrayed through music, including: kindness, respect, friendship, acceptance and happiness.</li> <li>• I know the names of the following musical instruments or types of vocal: bass, drums, electric guitar, keyboard, organ, male or female vocals and backing vocals.</li> </ul> <p>Year 4 – Wider Opportunities Glockenspiel Lessons</p>	<p><u>Year 3 - The Dragon Song (Music from around the world)</u></p> <ul style="list-style-type: none"> <li>• I can identify the theme of a song.</li> <li>• I can identify the instruments and voices that I can hear in a piece of music.</li> <li>• I can sing in two parts.</li> <li>• I can play the note G by ear.</li> <li>• I can improvise when playing along to music, using the notes C and D.</li> <li>• I can compose a simple melody, using the notes G, A and B.</li> </ul> <p>Year 4 – Wider Opportunities Glockenspiel Lessons</p>

Termly Progression Document



Spring 2 (B) Phase: Y3/4	performance audience unison	<p><u>Year 3 - Songs that Link to the Easter Performance</u></p> <ul style="list-style-type: none"> <li>I know what a performance is.</li> <li>I know what an audience is.</li> </ul> <p>Year 4 – Wider Opportunities Glockenspiel Lessons</p>	<p><u>Year 3 - Songs that Link to the Easter Performance</u></p> <ul style="list-style-type: none"> <li>I can contribute to a performance by singing.</li> <li>I can discuss my thoughts and feelings about my performance.</li> <li>I can sing in 2 parts.</li> <li>I can sing in unison with my friends.</li> </ul> <p>Year 4 – Wider Opportunities Glockenspiel Lessons</p>
Summer 1 (B) Phase: Y3/4	themes tempo dynamics notes	<p><u>Year 3 – Bringing Us Together (Disco music)</u></p> <ul style="list-style-type: none"> <li>I know that different themes can be portrayed through music.</li> <li>I know that a change in the pulse can result in a change in the tempo of the music.</li> <li>I know what dynamics are.</li> </ul> <p>Year 4 – Wider Opportunities Glockenspiel Lessons</p>	<p><u>Year 3 – Bringing Us Together (Disco music)</u></p> <ul style="list-style-type: none"> <li>I can sing in two parts.</li> <li>I can play the notes C and A accurately and in time as part of a performance.</li> <li>I can improvise when playing along to music, using the notes C, A and G.</li> <li>I can compose a simple melody, using the notes G, A and G.</li> </ul> <p>Year 4 – Wider Opportunities Glockenspiel Lessons</p>
Summer 2 (B) Phase: Y3/4	tempo dynamics theme improvise compose	<p><u>Year 3 – Reflect, rewind and replay</u></p> <ul style="list-style-type: none"> <li>I know different themes that can be portrayed through music.</li> <li>I know that a change in the pulse can result in a change in the tempo of the music.</li> <li>I know what dynamics are.</li> </ul> <p>Year 4 – Wider Opportunities Glockenspiel Lessons</p>	<p><u>Year 3 – Reflect, rewind and replay</u></p> <ul style="list-style-type: none"> <li>I can play a glockenspiel accurately and in time to the music.</li> <li>I can improvise along to a backing track.</li> <li>I can compose simple melodies.</li> <li>I can sing in two parts.</li> </ul> <p>Year 4 – Wider Opportunities Glockenspiel Lessons</p>
Autumn 1 (B) Phase: Y5/6	bridge dimensions style indicators texture	<p><u>Happy (Pop)</u></p> <ul style="list-style-type: none"> <li>I know what the bridge of a song is.</li> </ul>	<p><u>Happy (Pop)</u></p> <ul style="list-style-type: none"> <li>I can talk about the musical dimensions in a piece of music.</li> <li>I can describe the style indicators in piece of music.</li> <li>I can describe the pulse of the music, analysing the tempo, dynamics and texture.</li> <li>I can play the notes A, G and B by ear and from musical notation.</li> <li>I can read the notes A and G.</li> <li>I can improvise within a performance, using the notes A and G.</li> <li>I can compose a melody using simple rhythms, using the notes A, G and B.</li> </ul>
Autumn 2 (B) Phase: Y5/6	composition rounds	<p><u>Whole School Christmas Concert</u></p> <ul style="list-style-type: none"> <li>I know that I am performing for an audience, and must plan my performance to suit the audience</li> </ul>	<p><u>Whole School Christmas Concert</u></p> <ul style="list-style-type: none"> <li>I can contribute to a performance by singing, play an instrumental part, improvising or by performing my composition.</li> <li>I can reflect on my performance.</li> <li>I can join in with singing in rounds.</li> </ul>
Spring 1 (B) Phase: Y5/6	bridge texture dimensions musical notation crotchet	<p><u>A New Year Carol (Folk)</u></p> <ul style="list-style-type: none"> <li>I know what instrumentals of a song are.</li> <li>I know what a bridge of a song is.</li> <li>I know that musical notes can be represented on paper (musical notation).</li> </ul>	<p><u>A New Year Carol (Folk)</u></p> <ul style="list-style-type: none"> <li>I can talk about the musical dimensions in a piece of music.</li> <li>I can describe the style indicators in piece of music.</li> <li>I can describe the pulse of the music, analysing the tempo, dynamics and texture.</li> <li>I can reflect on my performance.</li> </ul>
Spring 2 (B) Phase: Y5/6	bridge dimensions texture by ear mimim	<p><u>You’ve Got A Friend (Pop Rock/Soft Rock)</u></p> <ul style="list-style-type: none"> <li>I know what instrumentals of a song are.</li> <li>I know what a bridge of a song is.</li> <li>I know that musical notes can be represented on paper (musical notation).</li> </ul>	<p><u>You’ve Got A Friend (Pop Rock/Soft Rock)</u></p> <ul style="list-style-type: none"> <li>I can talk about the musical dimensions in a piece of music.</li> <li>I can describe the style indicators in piece of music.</li> <li>I can describe the pulse of the music, analysing the tempo, dynamics and texture.</li> <li>I can play the notes G, A and B by ear and from musical notation.</li> <li>I can read the notes A and G.</li> <li>I can improvise within a performance, using the notes A and G.</li> <li>I can compose a melody using simple rhythms, using the notes A, G and E.</li> </ul>
Summer 1 (B) Phase: Y5/6	artist composition quaver	<p><u>Music and Me (Women in the Music Industry)</u></p> <ul style="list-style-type: none"> <li>I know about the music of different artists.</li> <li>I know that musical notes can be represented on paper (musical notation).</li> </ul>	<p><u>Music and Me (Women in the Music Industry)</u></p> <ul style="list-style-type: none"> <li>I can plan a composition.</li> <li>I can explain the key themes I have used when creating lyrics for a song.</li> </ul>
Summer 2 (B) Phase: Y5/6	instrumental part rounds	<p><u>Years 5 and 6 Concert</u></p> <ul style="list-style-type: none"> <li>I know that I am performing for an audience, and must plan my performance to suit the audience</li> </ul>	<p><u>Years 5 and 6 Concert</u></p> <ul style="list-style-type: none"> <li>I can contribute to a performance by singing, play an instrumental part, improvising or by performing my composition.</li> <li>I can reflect on my performance.</li> <li>I can join in with singing in rounds.</li> </ul>