

MUSIC – Cycle A			
Subject	Key vocab.	Declarative knowledge	Procedural knowledge
Autumn 1 (A) Phase: EYFS	pitch pulse rhythm sound high low perform listen	<u>Me!</u> <ul style="list-style-type: none"> I know how to find the pulse. [Expressive Arts & Design: Being Imaginative and Expressive] I know what a high pitched sound is. [Expressive Arts & Design: Being Imaginative and Expressive] I know what a low pitched sound is. [Expressive Arts & Design: Being Imaginative and Expressive] I know how to find the rhythm. [Expressive Arts & Design: Being Imaginative and Expressive] 	<u>Me!</u> <ul style="list-style-type: none"> I can enjoy listening to music and respond through dance or other movement. [Expressive Arts & Design: Being Imaginative and Expressive] I can recognise and names some of the characters and stories in songs. [Expressive Arts & Design: Being Imaginative and Expressive] I can find the pulse and show this by marching, jumping, moving or moving like a character from the song. [Expressive Arts & Design: Being Imaginative and Expressive] I can sing a song in time with a grown up. [Expressive Arts & Design: Being Imaginative and Expressive] I can add actions or substitute a word in some sections of a song. [Expressive Arts & Design: Being Imaginative and Expressive] I can copy back the rhythm of my name. [Expressive Arts & Design: Being Imaginative and Expressive] I can perform a song with actions. [Expressive Arts & Design: Being Imaginative and Expressive] I can copy sounds and distinguish between high and low pitched. [Expressive Arts & Design: Being Imaginative and Expressive] I can perform a song with actions. [Expressive Arts & Design: Being Imaginative and Expressive]
Autumn 2 (A) Phase: EYFS	pitch pulse rhythm sound high low perform listen boogie	<u>My Stories</u> <ul style="list-style-type: none"> I know how to find the pulse. [Expressive Arts & Design: Being Imaginative and Expressive] I know what a high pitched sound is. [Expressive Arts & Design: Being Imaginative and Expressive] I know what a low pitched sound is. [Expressive Arts & Design: Being Imaginative and Expressive] I know how to find the rhythm. [Expressive Arts & Design: Being Imaginative and Expressive] 	<u>My Stories</u> <ul style="list-style-type: none"> I can enjoy listening to music and respond through dance or other movement. [Expressive Arts & Design: Being Imaginative and Expressive] I can recognise and names some of the characters and stories in songs. [Expressive Arts & Design: Being Imaginative and Expressive] I can find the pulse and show this by marching, jumping, moving or moving like a character from the song. [Expressive Arts & Design: Being Imaginative and Expressive] I can sing a song in time with a grown up. [Expressive Arts & Design: Being Imaginative and Expressive] I can add actions or substitute a word in some sections of a song. [Expressive Arts & Design: Being Imaginative and Expressive] I can copy back the rhythm of my name. [Expressive Arts & Design: Being Imaginative and Expressive] I can perform a song with actions. [Expressive Arts & Design: Being Imaginative and Expressive] I can copy sounds and distinguish between high and low pitched. [Expressive Arts & Design: Being Imaginative and Expressive] I can perform a song with actions. [Expressive Arts & Design: Being Imaginative and Expressive]

<p>Spring 1 (A) Phase: EYFS</p>	<p>tempo rap like dislike instrument</p>	<p><u>Everyone!</u></p> <ul style="list-style-type: none"> • I know how to find the pulse. [Expressive Arts & Design: Being Imaginative and Expressive] • I know how to find the rhythm. [Expressive Arts & Design: Being Imaginative and Expressive] • I know what a high pitched sound is. [Expressive Arts & Design: Being Imaginative and Expressive] • I know what a low pitched sound is. [Expressive Arts & Design: Being Imaginative and Expressive] • I know the name of an un-tuned instruments. [Expressive Arts & Design: Being Imaginative and Expressive] 	<p><u>Everyone!</u></p> <ul style="list-style-type: none"> • I can enjoy listening to music and respond through dance or other movement. [Expressive Arts & Design: Being Imaginative and Expressive] • I can enjoy listening to music and respond to speeds through dance or other movement. [Expressive Arts & Design: Being Imaginative and Expressive] • I can find the pulse and show this by marching, jumping, moving or moving like a character from the song. [Expressive Arts & Design: Being Imaginative and Expressive] • I can copy back the rhythms of phrases in a song. [Expressive Arts & Design: Being Imaginative and Expressive] • I can play a 1-note pattern in time with the pulse using an un-tuned instrument. [Expressive Arts & Design: Being Imaginative and Expressive] • I can sing or rap in time with a grown up. [Expressive Arts & Design: Being Imaginative and Expressive] • I can add actions or substitute a word in some sections of a song. [Expressive Arts & Design: Being Imaginative and Expressive] • I can listen back to my own performance and talk about whether I was happy with my performance. [Communication and Language: Speaking] • I can copy sounds and distinguish between high and low pitched. [Expressive Arts & Design: Being Imaginative and Expressive] • I can perform a song with actions. [Expressive Arts & Design: Being Imaginative and Expressive]
<p>Spring 2 (A) Phase: EYFS</p>	<p>tempo rap like dislike instrument</p>	<p><u>Our World</u></p> <ul style="list-style-type: none"> • I know how to find the pulse. [Expressive Arts & Design: Being Imaginative and Expressive] • I know how to find the rhythm. [Expressive Arts & Design: Being Imaginative and Expressive] • I know what a high pitched sound is. [Expressive Arts & Design: Being Imaginative and Expressive] • I know what a low pitched sound is. [Expressive Arts & Design: Being Imaginative and Expressive] • I know the name of an un-tuned instruments. [Expressive Arts & Design: Being Imaginative and Expressive] 	<p><u>Our World</u></p> <ul style="list-style-type: none"> • I can enjoy listening to music and respond through dance or other movement. [Expressive Arts & Design: Being Imaginative and Expressive] • I can find the pulse and show this by marching, jumping, moving or moving like a character from the song. [Expressive Arts & Design: Being Imaginative and Expressive] • I can copy back the rhythms of phrases in a song. [Expressive Arts & Design: Being Imaginative and Expressive] • I can copy sounds and distinguish between high and low pitched. [Expressive Arts & Design: Being Imaginative and Expressive] • I can play a 1-note pattern in time with the pulse using an un-tuned instrument. [Expressive Arts & Design: Being Imaginative and Expressive] • I can sing a song in time with a grown up. [Expressive Arts & Design: Being Imaginative and Expressive] • I can listen back to my own performance and talk about whether I was happy with my performance. [Communication and Language: Speaking] • I can add actions or substitute a word in some sections of a song. [Expressive Arts & Design: Being Imaginative and Expressive] • I can perform a song with actions. [Expressive Arts & Design: Being Imaginative and Expressive]

<p>Summer 1 (A) Phase: EYFS</p>	<p>funk un-tuned pitched note</p>	<p><u>Big Bear Funk</u></p> <ul style="list-style-type: none"> I know the names of some un-tuned percussion instruments. [Expressive Arts & Design: Being Imaginative and Expressive] I know how to play a pitched sound on a glockenspiel. [Expressive Arts & Design: Being Imaginative and Expressive] 	<p><u>Big Bear Funk</u></p> <ul style="list-style-type: none"> I can enjoy listening and dancing to funk music. [Expressive Arts & Design: Being Imaginative and Expressive] I can find the pulse and show this through actions eg. funky monkey, funky chicken or funky bear. [Expressive Arts & Design: Being Imaginative and Expressive] I can copy back the rhythm of words from the video. [Expressive Arts & Design: Being Imaginative and Expressive] I can clap the rhythm of words from the song. [Expressive Arts & Design: Being Imaginative and Expressive] I can play the pulse on an un-tuned percussion instrument. [Expressive Arts & Design: Being Imaginative and Expressive] I can add a pitched sound to the rhythm of words and short phrases from a song. [Expressive Arts & Design: Being Imaginative and Expressive] I can sing songs in time with my teacher. [Expressive Arts & Design: Being Imaginative and Expressive] I can perform a song with actions. [Expressive Arts & Design: Being Imaginative and Expressive] I can listen back to my own performance and talk about whether I was happy with my performance. [Communication and Language: Speaking]
<p>Summer 2 (A) Phase: EYFS</p>	<p>pitch pulse rhythm sound high low perform listen boogie tempo rap like dislike instrument funk un-tuned pitched note</p>	<p><u>Reflect, Rewind and Replay</u></p> <ul style="list-style-type: none"> I know the names of some un-tuned percussion instruments. [Expressive Arts & Design: Being Imaginative and Expressive] I know how to play a pitched sound on a glockenspiel. [Expressive Arts & Design: Being Imaginative and Expressive] 	<p><u>Reflect, Rewind and Replay</u></p> <ul style="list-style-type: none"> I can enjoy listening and dancing to different types of music. [Expressive Arts & Design: Being Imaginative and Expressive] I can find the pulse and show this through actions eg. funky monkey, funky chicken or funky bear. [Expressive Arts & Design: Being Imaginative and Expressive] I can copy back the rhythm of words from the video. [Expressive Arts & Design: Being Imaginative and Expressive] I can clap the rhythm of words from the song. [Expressive Arts & Design: Being Imaginative and Expressive] I can play the pulse on an un-tuned percussion instrument. [Expressive Arts & Design: Being Imaginative and Expressive] I can add a pitched sound to the rhythm of words and short phrases from a song. [Expressive Arts & Design: Being Imaginative and Expressive] I can sing songs in time with my teacher. [Expressive Arts & Design: Being Imaginative and Expressive] I can perform a song with actions. [Expressive Arts & Design: Being Imaginative and Expressive] I can listen back to my own performance and talk about whether I was happy with my performance. [Communication and Language: Speaking]
<p>Autumn 1 (A) Phase: Y1/2</p>	<p>pulse rhythm pitch rap improvise compose melody</p>	<p><u>Harvest</u></p> <ul style="list-style-type: none"> I know that the pulse is the heartbeat of the music. I know the names of the following instruments: vocals, guitar, bass guitar, drums and piano. I know that the rhythm is sound pattern. I know that a melody is a sequence of notes. 	<p><u>Harvest</u></p> <ul style="list-style-type: none"> I can march in time to the pulse of a song that I am listening to. I can name two instruments in a song that I am listening to. I can copy back the rhythm that I hear. I can clap the rhythm of my name over a backing track. I can rap or sing in time to music. I can play the note C on the glockenspiel in time as part of a performance. I can play the note C on the glockenspiel when I improvise along to a backing track. I can compose a simple melody on a glockenspiel, using the notes C and D. I can compose a simple melody on a glockenspiel, using the notes C and D.

Autumn 2 (A) Phase: Y1/2	question and answer melody dynamics tempo compose	<u>Hands, Feet and Heart</u> <ul style="list-style-type: none"> I know that the pulse is the heartbeat of the music. I know the names of the following instruments: keyboard, bass, drums, electric guitars, saxophone and trumpet. I know that the rhythm is different from the pulse. I know what a chorus is. I know that some songs have a question and answer section. I know how to find the notes on a glockenspiel. 	<u>Hands, Feet and Heart.</u> <ul style="list-style-type: none"> I can march in time to the pulse of a song that I am listening to. I can name two instruments in a song that I am listening to. I can copy back the rhythm that I hear. I can clap the rhythm of my name over a backing track. I can identify the chorus in a song. I can play in time to the music, using the following notes: G, A and C. I can improvise when playing the note C. I can compose a simple melody on a glockenspiel, using the notes C and D.
Spring 1 (A) Phase: Y1/2	perform unison sing pitch	<u>Disney Concert</u> <ul style="list-style-type: none"> I know the names of the following styles of music: Blues, Baroque, Latin, Folk and Funk. I know how to find the notes on a glockenspiel. 	<u>Disney Concert</u> <ul style="list-style-type: none"> I can use dancing to show the pulse in different styles of music. I can copy back the rhythms that I hear. I can clap the rhythm of my name and my favourite food. I can sing in unison with my friends. I can play in time to the music, using the following notes: G, A and C. I can say what I liked or disliked about my performance.
Spring 2 (A) Phase: Y1/2	melody perform compose Reggae style	<u>Zootime</u> <ul style="list-style-type: none"> I know what Reggae music is. I know that the pitch is high or low sounds that we add to the pulse and the rhythm when we sing or play an instrument. 	<u>Zootime</u> <ul style="list-style-type: none"> I can sing and dance in unison with my friends, using actions. I can play in time to the music, using the following notes: C and D. I can compose a simple melody, using the notes C, D and E.
Summer 1 (A) Phase: Y1/2	percussion shake bang hit tap	<u>Round and Round</u> <ul style="list-style-type: none"> I know what a percussion instrument is. 	<u>Round and Round</u> <ul style="list-style-type: none"> I can clap the rhythm of the name of my favourite animal. I can identify the sound of a percussion instrument in a song. I can sing and dance in unison with my friends, using actions. I can play in time to the music, using the following notes: D, F and C.
Summer 2 (A) Phase: Y1/2	improvise unison style chorus pitch pulse rhythm	<u>Reflect, Rewind and Replay</u> <ul style="list-style-type: none"> I know the names of different styles of music, including: Reggae, Blues, Baroque, Latin, Folk and Funk. I know that the pitch is high or low sounds that we add to the pulse and the rhythm when we sing or play an instrument. I know that the pulse is the heartbeat of the music. I know that the rhythm is different from the pulse. I know what a chorus is. 	<u>Reflect, Rewind and Replay</u> <ul style="list-style-type: none"> I can clap the rhythm of different words. I can identify different instruments in the songs that I am listening to. I can sing and dance in unison with my friends. I can improvise on the glockenspiel. I can play in time to music, using a range of notes.
Autumn 1 (A) Phase: Y3/4	structure introduction verse chorus improvise compose tempo	<u>Year 3 - Let Your Spirit Fly (RnB)</u> <ul style="list-style-type: none"> I know that the structure of a piece of music can consist of an introduction, verses and the chorus. <p>Year 4 – Wider Opportunities Glockenspiel Lessons</p>	<u>Year 3 - Let Your Spirit Fly (RnB)</u> <ul style="list-style-type: none"> I can identify the structure of a song. I can identify the instruments and voices that I can hear in a piece of music. I can sing in two parts. I can play the notes F, G and C accurately and in time as part of a performance. I can improvise when playing along to music, using the notes C and D. I can compose a simple melody, using the notes C, D and E. <p>Year 4 – Wider Opportunities Glockenspiel Lessons</p>

<p>Autumn 2 (A) Phase: Y3/4</p>	<p>organ backing vocals female vocals male vocals hook riff pentatonic scale</p>	<p><u>Year 3 - Three Little Birds (Reggae)</u></p> <ul style="list-style-type: none"> I know that the structure of a piece of music can consist of an introduction, chorus, verse, chorus, verse, chorus, chorus, chorus. 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. <p>Year 4 – Wider Opportunities Glockenspiel Lessons</p>	<p><u>Year 3 - Three Little Birds (Reggae)</u></p> <ul style="list-style-type: none"> I can identify the structure of a song. I can identify the instruments and voices that I can hear in a piece of music. I can sing in two parts. I can play the notes G and A accurately and in time as part of a performance. I can improvise when playing along to music, using the notes C and D. I can compose a simple melody, using the notes C, D and E. <p>Year 4 – Wider Opportunities Glockenspiel Lessons</p>
<p>Spring 1 (A) Phase: Y3/4</p>	<p>by ear pentatonic scale tempo dynamics texture</p>	<p><u>Year 3 - The Dragon Song (Music from around the world)</u></p> <ul style="list-style-type: none"> I know that different themes can be portrayed through music, including: kindness, respect, friendship, acceptance and happiness. 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. <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"> I can identify the theme of a song. I can identify the instruments and voices that I can hear in a piece of music. I can explain how the words of a song tell a story. I can sing in two parts. I can play the note G by ear. . I can improvise when playing along to music, using the notes C and D. I can compose a simple melody, using the notes G, A and B. <p>Year 4 – Wider Opportunities Glockenspiel Lessons</p>
<p>Spring 2 (A) Phase: Y3/4</p>	<p>audience performance</p>	<p><u>Year 3 - Songs that Link to the Easter Performance</u></p> <ul style="list-style-type: none"> I know what a performance is. I know what an audience is. <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"> I can contribute to a performance by singing. I can watch my performance back and discuss my thoughts and feelings towards it. I can sing in two parts. I can sing in unison with my friends. <p>Year 4 – Wider Opportunities Glockenspiel Lessons</p>
<p>Summer 1 (A) Phase: Y3/4</p>	<p>Disco tempo dynamics hook riff melody theme</p>	<p><u>Year 3 – Bringing Us Together (Disco music)</u></p> <ul style="list-style-type: none"> I know that different themes can be portrayed through music, including: kindness, respect, friendship, acceptance and happiness. I know that a change in the pulse can result in a change in the tempo of the music. I know what dynamics are. <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"> I can discuss the tempo changes and dynamics in a song. I can explain how the words of a song tell a story. I can sing in two parts. I can play the notes C and A accurately and in time as part of a performance. I can improvise when playing along to music, using the notes C, A and G. I can compose a simple melody, using the notes G, A and G. <p>Year 4 – Wider Opportunities Glockenspiel Lessons</p>
<p>Summer 2 (A) Phase: Y3/4</p>	<p>themes pule tempo dynamics hook riff melody unison improvise compose</p>	<p><u>Year 3 – Reflect, rewind and replay</u></p> <ul style="list-style-type: none"> I know different themes that can be represented through music. I know that a change in the pulse can result in a change in the tempo of the music. I know what dynamics are. <p>Year 4 – Wider Opportunities Glockenspiel Lessons</p>	<p><u>Year 3 – Reflect, rewind and replay</u></p> <ul style="list-style-type: none"> I can play a glockenspiel accurately and in time to the music. I can improvise along to a backing track. I can compose simple melodies. I can sing in two parts. <p>Year 4 – Wider Opportunities Glockenspiel Lessons</p>
<p>Autumn 1 (A) Phase: Y5/6</p>	<p>Rock structure bridge backbeat amplifier notation</p>	<p><u>Living on a Prayer (Rock)</u></p> <ul style="list-style-type: none"> I know that the structure of a piece of music can consist of an intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus. I know the names of the following musical instruments or types of vocal: lead vocal, electric guitar, bass guitar, drums and keyboard. I know that musical notes can be represented on paper (musical notation). 	<p><u>Living on a Prayer (Rock)</u></p> <ul style="list-style-type: none"> I can play the notes G, A and B from notation. I can sing in unison. I can compose a melody and use this as part of a performance.

<p>Autumn 2 (A) Phase: Y5/6</p>	<p>audience planning communicate ideas improve instrumental</p>	<p><u>Whole School Christmas Carol Concert</u></p> <ul style="list-style-type: none"> I know that I am performing for an audience, and must plan my performance to suit the audience. 	<p><u>Whole School Christmas Carol Concert</u></p> <ul style="list-style-type: none"> I can contribute to a performance by singing, play an instrumental part, improvising or by performing my composition. I can watch a recording of my performance and discuss my thoughts and feelings towards it. I can analyse whether my performance was planned to suit the audience, whether it communicated my ideas, thoughts and feelings about the songs, and discuss what went well and what could have gone better.
<p>Spring 1 (A) Phase: Y5/6</p>	<p>interlude tag ending tempo dynamics texture</p>	<p><u>Make you Feel my Love (Pop)</u></p> <ul style="list-style-type: none"> I know that the structure of a piece of music can consist of a piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with a tag ending. I know the names of the following musical instruments or types of vocal: strings, piano, bass and drums. 	<p><u>Make you Feel my Love (Pop)</u></p> <ul style="list-style-type: none"> I can describe the pulse of the music, analysing the tempo, dynamics and texture. I can play the glockenspiel in unison with my peers. I can play the notes C, D and E by ear and from musical notation. I can improvise within a performance, using the notes C and D. I can compose a melody using simple rhythms, using the notes C, D and E.
<p>Spring 2 (A) Phase: Y5/6</p>	<p>old-school Hip Hop Rap riff synthesizer deck backing loops scratching cover timbre texture</p>	<p><u>The Fresh Prince of Bel Air (Rap)</u></p> <ul style="list-style-type: none"> I know that the structure of a piece of music can consist of a piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with a tag ending. I know the names of the following musical instruments or types of vocal: loops, samples, decks, scratching, drums, bass, synthesiser and rapper. 	<p><u>The Fresh Prince of Bel Air (Rap)</u></p> <ul style="list-style-type: none"> I can describe the pulse of the music, analysing the tempo, dynamics and texture. I can play the notes G and A by ear and from musical notation. I can improvise within a performance, using the notes D and E. I can compose a melody using simple rhythms, using the notes D, E and F. I can read the notes D and E.
<p>Summer 1 (A) Phase: Y5/6</p>	<p>Soul groove riff bass line backbeat brass section harmony hook</p>	<p><u>Dancing in the Street (Hip-Hop)</u></p> <ul style="list-style-type: none"> I know that the structure of a piece of music can consist of an intro, verse 1, chorus, bridge, verse 2, chorus, bridge and verse 3. I know the names of the following musical instruments or types of vocal: female voice, female backing vocals, keyboard, drums, bass, rhythm, section and brass section. 	<p><u>Dancing in the Street (Hip-Hop)</u></p> <ul style="list-style-type: none"> I can describe the pulse of the music, analysing the tempo, dynamics and texture. I can play the notes G and A by ear and from musical notation. I can read the notes F and G. I can improvise within a performance, using the notes D and E. I can compose a melody using simple rhythms, using the notes C, D and E.
<p>Summer 2 (A) Phase: Y5/6</p>	<p>singing rounds perform audience engage</p>	<p><u>Years 5 and 6 Concert</u></p> <ul style="list-style-type: none"> I know that I am performing for an audience, and must plan my performance to suit the audience 	<p><u>Years 5 and 6 Concert</u></p> <ul style="list-style-type: none"> I can contribute to a performance by singing, play an instrumental part, improvising or by performing my composition. I can watch a recording of my performance and discuss my thoughts and feelings towards it. I can analyse whether my performance was planned to suit the audience, whether it communicated my ideas, thoughts and feelings about the songs, and discuss what went well and what could have gone better. I can join in with singing in rounds.

MUSIC – Cycle B			
Subject	Key vocab.	Declarative knowledge	Procedural knowledge
Autumn 1 (B) Phase: EYFS	pitch pulse rhythm sound high low perform listen	<u>Me!</u> <ul style="list-style-type: none"> I know how to find the pulse. [Expressive Arts & Design: Being Imaginative and Expressive] I know what a high pitched sound is. [Expressive Arts & Design: Being Imaginative and Expressive] I know what a low pitched sound is. [Expressive Arts & Design: Being Imaginative and Expressive] I know how to find the rhythm. [Expressive Arts & Design: Being Imaginative and Expressive] 	<u>Me!</u> <ul style="list-style-type: none"> I can enjoy listening to music and respond through dance or other movement. [Expressive Arts & Design: Being Imaginative and Expressive] I can recognise and names some of the characters and stories in songs. [Expressive Arts & Design: Being Imaginative and Expressive] I can find the pulse and show this by marching, jumping, moving or moving like a character from the song. [Expressive Arts & Design: Being Imaginative and Expressive] I can sing a song in time with a grown up. [Expressive Arts & Design: Being Imaginative and Expressive] I can add actions or substitute a word in some sections of a song. [Expressive Arts & Design: Being Imaginative and Expressive] I can copy back the rhythm of my name. [Expressive Arts & Design: Being Imaginative and Expressive] I can perform a song with actions. [Expressive Arts & Design: Being Imaginative and Expressive] I can copy sounds and distinguish between high and low pitched. [Expressive Arts & Design: Being Imaginative and Expressive] I can perform a song with actions. [Expressive Arts & Design: Being Imaginative and Expressive]
Autumn 2 (B) Phase: EYFS	pitch pulse rhythm sound high low perform listen boogie	<u>My Stories</u> <ul style="list-style-type: none"> I know how to find the pulse. [Expressive Arts & Design: Being Imaginative and Expressive] I know what a high pitched sound is. [Expressive Arts & Design: Being Imaginative and Expressive] I know what a low pitched sound is. [Expressive Arts & Design: Being Imaginative and Expressive] I know how to find the rhythm. [Expressive Arts & Design: Being Imaginative and Expressive] 	<u>My Stories</u> <ul style="list-style-type: none"> I can enjoy listening to music and respond through dance or other movement. [Expressive Arts & Design: Being Imaginative and Expressive] I can recognise and names some of the characters and stories in songs. [Expressive Arts & Design: Being Imaginative and Expressive] I can find the pulse and show this by marching, jumping, moving or moving like a character from the song. [Expressive Arts & Design: Being Imaginative and Expressive] I can sing a song in time with a grown up. [Expressive Arts & Design: Being Imaginative and Expressive] I can add actions or substitute a word in some sections of a song. [Expressive Arts & Design: Being Imaginative and Expressive] I can copy back the rhythm of my name. [Expressive Arts & Design: Being Imaginative and Expressive] I can perform a song with actions. [Expressive Arts & Design: Being Imaginative and Expressive] I can copy sounds and distinguish between high and low pitched. [Expressive Arts & Design: Being Imaginative and Expressive] I can perform a song with actions. [Expressive Arts & Design: Being Imaginative and Expressive]
Spring 1 (B) Phase: EYFS	tempo rap like dislike instrument	<u>Everyone!</u> <ul style="list-style-type: none"> I know how to find the pulse. [Expressive Arts & Design: Being Imaginative and Expressive] I know how to find the rhythm. [Expressive Arts & Design: Being Imaginative and Expressive] I know what a high pitched sound is. [Expressive Arts & Design: Being Imaginative and Expressive] I know what a low pitched sound is. [Expressive Arts & Design: Being Imaginative and Expressive] I know the name of an un-tuned instruments. [Expressive Arts & Design: Being Imaginative and Expressive] 	<u>Everyone!</u> <ul style="list-style-type: none"> I can enjoy listening to music and respond through dance or other movement. [Expressive Arts & Design: Being Imaginative and Expressive] I can enjoy listening to music and respond to speeds through dance or other movement. [Expressive Arts & Design: Being Imaginative and Expressive] I can find the pulse and show this by marching, jumping, moving or moving like a character from the song. [Expressive Arts & Design: Being Imaginative and Expressive] I can copy back the rhythms of phrases in a song. [Expressive Arts & Design: Being Imaginative and Expressive] I can play a 1-note pattern in time with the pulse using an un-tuned instrument. [Expressive Arts & Design: Being Imaginative and Expressive]

			<ul style="list-style-type: none"> I can sing or rap in time with a grown up. [Expressive Arts & Design: Being Imaginative and Expressive] I can add actions or substitute a word in some sections of a song. [Expressive Arts & Design: Being Imaginative and Expressive] I can listen back to my own performance and talk about whether I was happy with my performance. [communication and Language: Speaking] I can copy sounds and distinguish between high and low pitched. [Expressive Arts & Design: Being Imaginative and Expressive] I can perform a song with actions. [Expressive Arts & Design: Being Imaginative and Expressive]
Spring 2 (B) Phase: EYFS	tempo rap like dislike instrument	<u>Our World</u> <ul style="list-style-type: none"> I know how to find the pulse. [Expressive Arts & Design: Being Imaginative and Expressive] I know how to find the rhythm. [Expressive Arts & Design: Being Imaginative and Expressive] I know what a high pitched sound is. [Expressive Arts & Design: Being Imaginative and Expressive] I know what a low pitched sound is. [Expressive Arts & Design: Being Imaginative and Expressive] I know the name of an un-tuned instruments. [Expressive Arts & Design: Being Imaginative and Expressive] 	<u>Our World</u> <ul style="list-style-type: none"> I can enjoy listening to music and respond through dance or other movement. [Expressive Arts & Design: Being Imaginative and Expressive] I can find the pulse and show this by marching, jumping, moving or moving like a character from the song. [Expressive Arts & Design: Being Imaginative and Expressive] I can copy back the rhythms of phrases in a song. [Expressive Arts & Design: Being Imaginative and Expressive] I can copy sounds and distinguish between high and low pitched. [Expressive Arts & Design: Being Imaginative and Expressive] I can play a 1-note pattern in time with the pulse using an un-tuned instrument. [Expressive Arts & Design: Being Imaginative and Expressive] I can sing a song in time with a grown up. [Expressive Arts & Design: Being Imaginative and Expressive] I can listen back to my own performance and talk about whether I was happy with my performance. [communication and Language: Speaking] I can add actions or substitute a word in some sections of a song. [Expressive Arts & Design: Being Imaginative and Expressive] I can perform a song with actions. [Expressive Arts & Design: Being Imaginative and Expressive]
Summer 1 (B) Phase: EYFS	funk un-tuned pitched note	<u>Big Bear Funk</u> <ul style="list-style-type: none"> I know the names of some un-tuned percussion instruments. [Expressive Arts & Design: Being Imaginative and Expressive] I know how to play a pitched sound on a glockenspiel. [Expressive Arts & Design: Being Imaginative and Expressive] 	<u>Big Bear Funk</u> <ul style="list-style-type: none"> I can enjoy listening and dancing to funk music. [Expressive Arts & Design: Being Imaginative and Expressive] I can find the pulse and show this through actions eg. funky monkey, funky chicken or funky bear. [Expressive Arts & Design: Being Imaginative and Expressive] I can copy back the rhythm of words from the video. [Expressive Arts & Design: Being Imaginative and Expressive] I can clap the rhythm of words from the song. [Expressive Arts & Design: Being Imaginative and Expressive] I can play the pulse on an un-tuned percussion instrument. [Expressive Arts & Design: Being Imaginative and Expressive] I can add a pitched sound to the rhythm of words and short phrases from a song. [Expressive Arts & Design: Being Imaginative and Expressive] I can sing songs in time with my teacher. [Expressive Arts & Design: Being Imaginative and Expressive] I can perform a song with actions. [Expressive Arts & Design: Being Imaginative and Expressive] I can listen back to my own performance and talk about whether I was happy with my performance. [communication and Language: Speaking]

Summer 2 (B) Phase: EYFS	pitch pulse rhythm sound high low perform listen boogie tempo rap like dislike instrument funk un-tuned pitched note	<u>Reflect, Rewind and Replay</u> <ul style="list-style-type: none"> I know the names of some un-tuned percussion instruments. [Expressive Arts & Design: Being Imaginative and Expressive] I know how to play a pitched sound on a glockenspiel. [Expressive Arts & Design: Being Imaginative and Expressive] 	<u>Reflect, Rewind and Replay</u> <ul style="list-style-type: none"> I can enjoy listening and dancing to different types of music. [Expressive Arts & Design: Being Imaginative and Expressive] I can find the pulse and show this through actions eg. funky monkey, funky chicken or funky bear. [Expressive Arts & Design: Being Imaginative and Expressive] I can copy back the rhythm of words from the video. [Expressive Arts & Design: Being Imaginative and Expressive] I can clap the rhythm of words from the song. [Expressive Arts & Design: Being Imaginative and Expressive] I can play the pulse on an un-tuned percussion instrument. [Expressive Arts & Design: Being Imaginative and Expressive] I can add a pitched sound to the rhythm of words and short phrases from a song. [Expressive Arts & Design: Being Imaginative and Expressive] I can sing songs in time with my teacher. [Expressive Arts & Design: Being Imaginative and Expressive] I can perform a song with actions. [Expressive Arts & Design: Being Imaginative and Expressive] I can listen back to my own performance and talk about whether I was happy with my performance. [communication and Language: Speaking]
Autumn 1 (B) Phase: Y1/2	rap style pulse rhythm pitch	<u>Harvest Performance</u> <ul style="list-style-type: none"> I know that rap is spoken word. I know that different pieces of music have different styles. I know that the pulse is the heartbeat of the music. I know that the rhythm is sound pattern. 	<u>Harvest Performance</u> <ul style="list-style-type: none"> I can march in time to the pulse. I can clap back rhythms. I can create my own rhythms for the class to clap back. I can create high and low sounds (different pitches) when I sing. I can play in time to the music, using the following notes: C and D.
Autumn 2 (B) Phase: Y1/2	pitch rhythm instruments percussion	<u>Rhythm In The Way We Walk</u> <ul style="list-style-type: none"> I know that the pulse is the heartbeat of the music. I know that the rhythm is sound pattern. I know the names of these instruments: vocals, keyboards, bass, guitars, percussion, trumpets and saxophones. 	<u>Rhythm In The Way We Walk</u> <ul style="list-style-type: none"> I can march in time to the pulse. I can clap back rhythms. I can clap the rhythm of my name. I can sing in time to the music. I can use my voice to show different pitches of sound.
Spring 1 (B) Phase: Y1/2	melody compose perform audience	<u>Friendship Song</u> <ul style="list-style-type: none"> I know the names of the following instruments: keyboard, drums, bass, vocals and glockenspiels. I know what a melody is. 	<u>Friendship Song</u> <ul style="list-style-type: none"> I can identify different instruments in the songs that I am listening to. I can decide how to show the pulse in a piece of music that I am listening to. I can clap the rhythm of different words. I can play in time to the music, using the following notes: E and G. I can improvise, using the note C. I can compose a simple melody, using the notes E and G.
Spring 2 (B) Phase: Y1/2	compose improvise Rock style in time	<u>I Wanna Play in a Band</u> <ul style="list-style-type: none"> I know that there are different styles of music, including Rock music. I know that the pulse is the heartbeat of the music. I know that the rhythm is sound pattern. 	<u>I Wanna Play in a Band</u> <ul style="list-style-type: none"> I can sing and dance in time to the music. I can play in time to the music, using the following notes: D and C. I can improvise, using the note F. I can compose a simple melody, using the notes F, G and A.

<p>Summer 1 (B) Phase: Y1/2</p>	<p>play hold glockenspiel in time unison parts</p>	<p><u>Your Imagination</u></p> <ul style="list-style-type: none"> I know that the pulse is the heartbeat of the music. I know that the rhythm is sound pattern. I know how to hold the glockenspiel sticks correctly. 	<p><u>Your Imagination</u></p> <ul style="list-style-type: none"> I can clap the rhythm to different words. I can sing in unison, and in two parts. I can play accurately in time to the music, using the note: C.
<p>Summer 2 (B) Phase: Y1/2</p>	<p>improvise unison style chorus pitch pulse rhythm</p>	<p><u>Reflect, Rewind and Replay</u></p> <ul style="list-style-type: none"> I know the names of different styles of music, including: Reggae, Blues, Baroque, Latin, Folk and Funk. I know that the pitch is high or low sounds that we add to the pulse and the rhythm when we sing or play an instrument. I know that the pulse is the heartbeat of the music. I know that the rhythm is different from the pulse. I know what a chorus is. 	<p><u>Reflect, Rewind and Replay</u></p> <ul style="list-style-type: none"> I can clap the rhythm of different words. I can identify different instruments in the songs that I am listening to. I can sing and dance in unison with my friends. I can improvise on the glockenspiel. I can play in time to music, using a range of notes.
<p>Autumn 1 (B) Phase: Y3/4</p>	<p>structure introduction verse chorus improvise compose tempo</p>	<p><u>Year 3 - Let Your Spirit Fly (RnB)</u></p> <ul style="list-style-type: none"> I know that the structure of a piece of music can consist of an introduction, verses and the chorus. <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"> I can identify the structure of a song. I can identify the instruments and voices that I can hear in a piece of music. I can sing in two parts. I can play the notes F, G and C accurately and in time as part of a performance. I can improvise when playing along to music, using the notes C and D. I can compose a simple melody, using the notes C, D and E. <p>Year 4 – Wider Opportunities Glockenspiel Lessons</p>
<p>Autumn 2 (B) Phase: Y3/4</p>	<p>organ backing vocals female vocals male vocals hook riff pentatonic scale</p>	<p><u>Year 3 - Three Little Birds (Reggae)</u></p> <ul style="list-style-type: none"> I know that the structure of a piece of music can consist of an introduction, chorus, verse, chorus, verse, chorus, chorus, chorus. 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. <p>Year 4 – Wider Opportunities Glockenspiel Lessons</p>	<p><u>Year 3 - Three Little Birds (Reggae)</u></p> <ul style="list-style-type: none"> I can identify the structure of a song. I can identify the instruments and voices that I can hear in a piece of music. I can sing in two parts. I can play the notes G and A accurately and in time as part of a performance. I can improvise when playing along to music, using the notes C and D. I can compose a simple melody, using the notes C, D and E. <p>Year 4 – Wider Opportunities Glockenspiel Lessons</p>
<p>Spring 1 (B) Phase: Y3/4</p>	<p>by ear pentatonic scale tempo dynamics texture</p>	<p><u>Year 3 - The Dragon Song (Music from around the world)</u></p> <ul style="list-style-type: none"> I know that different themes can be portrayed through music, including: kindness, respect, friendship, acceptance and happiness. 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. <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"> I can identify the theme of a song. I can identify the instruments and voices that I can hear in a piece of music. I can explain how the words of a song tell a story. I can sing in two parts. I can play the note G by ear. . I can improvise when playing along to music, using the notes C and D. I can compose a simple melody, using the notes G, A and B. <p>Year 4 – Wider Opportunities Glockenspiel Lessons</p>

<p>Spring 2 (B) Phase: Y3/4</p>	<p>audience performance</p>	<p><u>Year 3 - Songs that Link to the Easter Performance</u></p> <ul style="list-style-type: none"> I know what a performance is. I know what an audience is. <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"> I can contribute to a performance by singing. I can watch my performance back and discuss my thoughts and feelings towards it. I can sing in two parts. I can sing in unison with my friends. <p>Year 4 – Wider Opportunities Glockenspiel Lessons</p>
<p>Summer 1 (B) Phase: Y3/4</p>	<p>Disco tempo dynamics hook riff melody theme</p>	<p><u>Year 3 – Bringing Us Together (Disco music)</u></p> <ul style="list-style-type: none"> I know that different themes can be portrayed through music, including: kindness, respect, friendship, acceptance and happiness. I know that a change in the pulse can result in a change in the tempo of the music. I know what dynamics are. <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"> I can discuss the tempo changes and dynamics in a song. I can explain how the words of a song tell a story. I can sing in two parts. I can play the notes C and A accurately and in time as part of a performance. I can improvise when playing along to music, using the notes C, A and G. I can compose a simple melody, using the notes G, A and G. <p>Year 4 – Wider Opportunities Glockenspiel Lessons</p>
<p>Summer 2 (B) Phase: Y3/4</p>	<p>themes pulse tempo dynamics hook riff melody unison improvise compose</p>	<p><u>Year 3 – Reflect, rewind and replay</u></p> <ul style="list-style-type: none"> I know different themes that can be represented through music. I know that a change in the pulse can result in a change in the tempo of the music. I know what dynamics are. <p>Year 4 – Wider Opportunities Glockenspiel Lessons</p>	<p><u>Year 3 – Reflect, rewind and replay</u></p> <ul style="list-style-type: none"> I can play a glockenspiel accurately and in time to the music. I can improvise along to a backing track. I can compose simple melodies. I can sing in two parts. <p>Year 4 – Wider Opportunities Glockenspiel Lessons</p>
<p>Autumn 1 (B) Phase: Y5/6</p>	<p>style indicators melody compose dynamics timbre Neo Soul Motown</p>	<p><u>Happy (Pop)</u></p> <ul style="list-style-type: none"> I know that the structure of a piece of music can consist of verses, choruses, the intro, instrumentals and a bridge. I know the names of the following musical instruments or types of vocal: female voice, female backing vocals, keyboard, drums, bass, rhythm, section and brass section. 	<p><u>Happy (Pop)</u></p> <ul style="list-style-type: none"> I can talk about the musical dimensions in a piece of music. I can describe the style indicators in piece of music. I can describe the pulse of the music, analysing the tempo, dynamics and texture. I can talk about the music instruments used in a song. I can play the notes A, G and B by ear and from musical notation. I can read the notes A and G. I can improvise within a performance, using the notes A and G. I can compose a melody using simple rhythms, using the notes A, G and B.
<p>Autumn 2 (B) Phase: Y5/6</p>	<p>singing rounds perform audience engage</p>	<p><u>Whole School Christmas Concert</u></p> <ul style="list-style-type: none"> I know that I am performing for an audience, and must plan my performance to suit the audience 	<p><u>Whole School Christmas Concert</u></p> <ul style="list-style-type: none"> I can contribute to a performance by singing, play an instrumental part, improvising or by performing my composition. I can watch a recording of my performance and discuss my thoughts and feelings towards it. I can analyse whether my performance was planned to suit the audience, whether it communicated my ideas, thoughts and feelings about the songs, and discuss what went well and what could have gone better. I can join in with singing in rounds.
<p>Spring 1 (B) Phase: Y5/6</p>	<p>folk solo civil rights gender equality unison harmony</p>	<p><u>A New Year Carol (Folk)</u></p> <ul style="list-style-type: none"> I know that the structure of a piece of music can consist of verses, choruses, the intro, instrumentals and a bridge. I know the names of different musical instruments or types of vocal. 	<p><u>A New Year Carol (Folk)</u></p> <ul style="list-style-type: none"> I can sing in unison in its original style and the Urban Gospel version. I can talk about the musical dimensions in a piece of music. I can describe the style indicators in piece of music.

	folk Urban Gospel		<ul style="list-style-type: none"> I can describe the pulse of the music, analysing the tempo, dynamics and texture. I can talk about the music instruments used in a song. I can watch a recording of my performance and discuss my thoughts and feelings towards it. I can analyse whether my performance was planned to suit the audience, whether it communicated my ideas, thoughts and feelings about the songs, and discuss what went well and what could have gone better.
Spring 2 (B) Phase: Y5/6	folk solo civil rights gender equality unison harmony	<u>You've Got A Friend (Pop Rock/Soft Rock)</u> <ul style="list-style-type: none"> I know that the structure of a piece of music can consist of verses, choruses, the intro, instrumentals and a bridge. I know the names of different musical instruments or types of vocal. 	<u>You've Got A Friend (Pop Rock/Soft Rock)</u> <ul style="list-style-type: none"> I can talk about the musical dimensions in a piece of music. I can describe the style indicators in piece of music. I can describe the pulse of the music, analysing the tempo, dynamics and texture. I can talk about the music instruments used in a song. I can play the notes G, A and B by ear and from musical notation. I can read the notes A and G. I can improvise within a performance, using the notes A and G. I can compose a melody using simple rhythms, using the notes A, G and E.
Summer 1 (B) Phase: Y5/6	gender racism rap lyrics turntablist DJing producer Electronic and Acoustic music culture identity inspirational	<u>Music and Me (Women in the Music Industry)</u> <ul style="list-style-type: none"> I know about the music of different artists. I know that musical performance can be used to celebrate identity. 	<u>Music and Me (Women in the Music Industry)</u> <ul style="list-style-type: none"> I can plan a composition. I can explain the key themes I have used when creating lyrics for a song. I can analyse which sections of my song I particularly like and dislike. I can present a performance in an interesting and engaging way. I can talk about my identity in the music and the performance.
Summer 2 (B) Phase: Y5/6	singing rounds perform audience engage	<u>Years 5 and 6 Concert</u> <ul style="list-style-type: none"> I know that I am performing for an audience, and must plan my performance to suit the audience 	<u>Years 5 and 6 Concert</u> <ul style="list-style-type: none"> I can contribute to a performance by singing, play an instrumental part, improvising or by performing my composition. I can watch a recording of my performance and discuss my thoughts and feelings towards it. I can analyse whether my performance was planned to suit the audience, whether it communicated my ideas, thoughts and feelings about the songs, and discuss what went well and what could have gone better. I can join in with singing in rounds.