

Music – Cycle A

Subject	Key vocab.	Declarative knowledge	Procedural knowledge
Autumn 1 (A) Phase: EYFS	pitch pulse rhythm music sound high low pattern copy	<u>Dinosaurs</u> <ul style="list-style-type: none"> I know what pitch is when I sing and play music. <i>[Exploring and Using Media and Materials]</i> I know what pulse is in music. <i>[Exploring and Using Media and Materials]</i> I know what rhythm is in music. <i>[Exploring and Using Media and Materials]</i> 	<u>Dinosaurs</u> <ul style="list-style-type: none"> I can make the pitch of my voice higher or lower when I sing. <i>[Exploring and Using Media and Materials]</i> I can follow the pulse with different body movements. <i>[Exploring and Using Media and Materials]</i> I can copy a rhythm pattern with claps and taps. <i>[Exploring and Using Media and Materials]</i> I can explore different musical sounds in my play <i>[Exploring and Using Media and Materials]</i>
Autumn 2 (A) Phase: EYFS	pitch pulse rhythm music sound high low pattern copy	<u>The Solar System</u> <ul style="list-style-type: none"> I know what pitch is when I sing and play music. <i>[Exploring and Using Media and Materials]</i> I know what pulse is in music. <i>[Exploring and Using Media and Materials]</i> I know what rhythm is in music. <i>[Exploring and Using Media and Materials]</i> I know how to perform to an audience. <i>[Exploring and Using Media and Materials]</i> 	<u>The Solar System</u> <ul style="list-style-type: none"> I can make the pitch of my voice higher or lower when I sing. <i>[Exploring and Using Media and Materials]</i> I can follow the pulse with different body movements. <i>[Exploring and Using Media and Materials]</i> I can copy a rhythm pattern with claps and taps. <i>[Exploring and Using Media and Materials]</i> I can explore different musical sounds in my play <i>[Exploring and Using Media and Materials]</i>
Spring 1 (A) Phase: EYFS	pitch pulse rhythm music sound high low pattern copy	<u>Traditional Tales</u> <ul style="list-style-type: none"> I know what pitch is when I sing and play music. <i>[Exploring and Using Media and Materials]</i> I know what pulse is in music. <i>[Exploring and Using Media and Materials]</i> I know what rhythm is in music. <i>[Exploring and Using Media and Materials]</i> 	<u>Traditional Tales</u> <ul style="list-style-type: none"> I can make the pitch of my voice higher or lower when I sing. <i>[Exploring and Using Media and Materials]</i> I can follow the pulse with different body movements. <i>[Exploring and Using Media and Materials]</i> I can copy a rhythm pattern with claps and taps. <i>[Exploring and Using Media and Materials]</i> I can explore different musical sounds in my play <i>[Exploring and Using Media and Materials]</i>
Spring 2 (A) Phase: EYFS	pitch pulse rhythm music sound high low pattern copy	<u>Spring Into Action</u> <ul style="list-style-type: none"> I know what pitch is when I sing and play music. <i>[Exploring and Using Media and Materials]</i> I know what pulse is in music. <i>[Exploring and Using Media and Materials]</i> I know what rhythm is in music. <i>[Exploring and Using Media and Materials]</i> 	<u>Spring Into Action</u> <ul style="list-style-type: none"> I can make the pitch of my voice higher or lower when I sing. <i>[Exploring and Using Media and Materials]</i> I can follow the pulse with different body movements. <i>[Exploring and Using Media and Materials]</i> I can copy a rhythm pattern with claps and taps. <i>[Exploring and Using Media and Materials]</i> I can explore different musical sounds in my play <i>[Exploring and Using Media and Materials]</i>
Summer 1 (A) Phase: EYFS	pitch pulse rhythm music sound high low pattern copy	<u>Healthy Living</u> <ul style="list-style-type: none"> I know what pitch is when I sing and play music. <i>[Exploring and Using Media and Materials]</i> I know what pulse is in music. <i>[Exploring and Using Media and Materials]</i> I know what rhythm is in music. <i>[Exploring and Using Media and Materials]</i> 	<u>Healthy Living</u> <ul style="list-style-type: none"> I can make the pitch of my voice higher or lower when I sing. <i>[Exploring and Using Media and Materials]</i> I can follow the pulse with different body movements. <i>[Exploring and Using Media and Materials]</i> I can copy a rhythm pattern with claps and taps. <i>[Exploring and Using Media and Materials]</i> I can explore different musical sounds in my play <i>[Exploring and Using Media and Materials]</i>
Summer 2 (A) Phase: EYFS	pitch pulse rhythm music sound high low pattern copy	<u>People Who Help Us</u> <ul style="list-style-type: none"> I know what pitch is when I sing and play music. <i>[Exploring and Using Media and Materials]</i> I know what pulse is in music. <i>[Exploring and Using Media and Materials]</i> I know what rhythm is in music. <i>[Exploring and Using Media and Materials]</i> 	<u>People Who Help Us</u> <ul style="list-style-type: none"> I can make the pitch of my voice higher or lower when I sing. <i>[Exploring and Using Media and Materials]</i> I can follow the pulse with different body movements. <i>[Exploring and Using Media and Materials]</i> I can copy a rhythm pattern with claps and taps. <i>[Exploring and Using Media and Materials]</i> I can explore different musical sounds in my play <i>[Exploring and Using Media and Materials]</i>

Autumn 1 (A) Phase: Y1/2	performing introduction ending	<u>Harvest</u> <ul style="list-style-type: none"> I know that it is important to use expression in my voice when I sing so that the audience enjoy the performance. I know instruments can be used in a music performance. I know that different instruments create different noises and effects. I know that different people enjoy listening to different types of music. 	<u>Harvest</u> <ul style="list-style-type: none"> I can use expression in my voice when I am singing, chanting or saying a rhyme. I can play tuned or untuned instruments musically. I can listen and respond to different types of music. I can explain why I like or dislike a piece of music.
Autumn 2 (A) Phase: Y1/2	melody backing band	<u>Hands, Feet and Heart</u> <ul style="list-style-type: none"> I know that it is important to use expression in my voice when I sing so that the audience enjoy the performance. I know instruments can be used in a music performance. I know that different instruments create different noises and effects. I know that different people enjoy listening to different types of music. 	<u>Hands, Feet and Heart.</u> <ul style="list-style-type: none"> I can use expression in my voice when I am singing. I can use expression in my voice when I am chanting or saying a rhyme. I can play tuned or untuned instruments musically. I can listen and respond to different types of music. I can explain why I like or dislike a piece of music.
Spring 1 (A) Phase: Y1/2	verse chorus lyrics	<u>Disney Concert</u> <ul style="list-style-type: none"> I know that it is important to use expression in my voice when I sing so that the audience enjoy the performance. I know instruments can be used in a music performance. I know that different instruments create different noises and effects. I know that different people enjoy listening to different types of music. 	<u>Disney Concert</u> <ul style="list-style-type: none"> I can use expression in my voice when I am singing. I can use expression in my voice when I am chanting or saying a rhyme. I can play tuned or untuned instruments musically. I can listen and respond to different types of music. I can explain why I like or dislike a piece of music.
Spring 2 (A) Phase: Y1/2	rhythm style solo	<u>Zootime</u> <ul style="list-style-type: none"> I know that it is important to use expression in my voice when I sing so that the audience enjoy the performance. I know instruments can be used in a music performance. I know that different instruments create different noises and effects. I know that different people enjoy listening to different types of music. 	<u>Zootime</u> <ul style="list-style-type: none"> I can use expression in my voice when I am singing. I can use expression in my voice when I am chanting or saying a rhyme. I can play tuned or untuned instruments musically. I can listen and respond to different types of music. I can explain why I like or dislike a piece of music.
Summer 1 (A) Phase: Y1/2	accompaniment round repeat	<u>Round and Round</u> <ul style="list-style-type: none"> I know that it is important to use expression in my voice when I sing so that the audience enjoy the performance. I know instruments can be used in a music performance. I know that different instruments create different noises and effects. I know that different people enjoy listening to different types of music. 	<u>Round and Round</u> <ul style="list-style-type: none"> I can use expression in my voice when I am singing. I can use expression in my voice when I am chanting or saying a rhyme. I can play tuned or untuned instruments musically. I can listen and respond to different types of music. I can explain why I like or dislike a piece of music.
Summer 2 (A) Phase: Y1/2	style scale	<u>Reflect, Rewind and Replay</u> <ul style="list-style-type: none"> I know that it is important to use expression in my voice when I sing so that the audience enjoy the performance. I know instruments can be used in a music performance. I know that different instruments create different noises and effects. I know that different people enjoy listening to different types of music. 	<u>Reflect, Rewind and Replay</u> <ul style="list-style-type: none"> I can use expression in my voice when I am singing. I can use expression in my voice when I am chanting or saying a rhyme. I can play tuned or untuned instruments musically. I can listen and respond to different types of music. I can explain why I like or dislike a piece of music.
Autumn 1 (A) Phase: Y3/4	pulse pitch improvise	<u>Year 3 – Let Your Spirit Fly (RnB)</u> <ul style="list-style-type: none"> I know how to find the pulse and know how the pulse, rhythm and pitch fit together. I know the importance of warming up. I know how to treat my instrument with care. I know how to work together as part of a group to develop the confidence to sing alone. I know that a performance can influence how music is presented. I know that when I improvise you make up your own tune or rhythm. 	<u>Year 3 – Let Your Spirit Fly (RnB)</u> <ul style="list-style-type: none"> I can identify basic musical styles. I can begin to use accurate musical language. I can clap/play a simple rhythm and create my own. I can follow a leader/conductor. I can play a classroom instrument as part of a group and perform to other people. I can discuss other people's performances. I can compose with two notes (and my voice) and record the composition. I can create and perform simple rhythmic patterns.

Autumn 2 (A) Phase: Y3/4	composing balance dynamics	<u>Year 3 – Three Little Birds (Reggae)</u> <ul style="list-style-type: none"> I know how to find the pulse and know how the pulse, rhythm and pitch fit together. I know the importance of warming up my voice. I know how to treat my instrument with respect. I know how to work together as part of a group to develop the confidence to sing alone. I know that a performance can influence how music is presented. 	<u>Year 3 – Three Little Birds (Reggae)</u> <ul style="list-style-type: none"> I can identify basic musical styles. I can begin to use accurate musical language. I can clap/play a simple rhythm and create my own. I can follow a leader/conductor. I can play a classroom instrument as part of a group and perform to other people. I can discuss other people's performances.
Spring 1 (A) Phase: Y3/4	notation tempo chord	<u>Year 3 – The Dragon Song (Music from around the world)</u> <ul style="list-style-type: none"> I know how to find the pulse and know how the pulse, rhythm and pitch fit together. I know the importance of warming up my voice. I know how to treat my instrument with respect. I know how to work together as part of a group to develop the confidence to sing alone. I know that a performance can influence how music is presented. I know that when I improvise you make up your own tune or rhythm. 	<u>Year 3 – The Dragon Song (Music from around the world)</u> <ul style="list-style-type: none"> I can identify basic musical styles. I can begin to use accurate musical language. I can clap/play a simple rhythm and create my own. I can follow a leader/conductor. I can play a classroom instrument as part of a group and perform to other people. I can discuss other people's performances. I can compose with two notes (and my voice) and record the composition. I can create and perform simple rhythmic patterns.
Spring 2 (A) Phase: Y3/4	phrase melodic harmony	<u>Year 3 – Songs that link to the Easter performance</u> <ul style="list-style-type: none"> I know how to find the pulse and know how the pulse, rhythm and pitch fit together. I know the importance of warming up my voice. I know how to treat my instrument with respect. I know how to work together as part of a group to develop the confidence to sing alone. I know that a performance can influence how music is presented. I know that when I improvise you make up your own tune or rhythm. 	<u>Year 3 – Songs that link to the Easter performance</u> <ul style="list-style-type: none"> I can identify basic musical styles. I can begin to use accurate musical language. I can clap/play a simple rhythm and create my own. I can follow a leader/conductor. I can play a classroom instrument as part of a group and perform to other people. I can discuss other people's performances. I can compose with two notes (and my voice) and record the composition. I can create and perform simple rhythmic patterns.
Summer 1 (A) Phase: Y3/4	ensemble cover appraise	<u>Year 3 – Bringing Us Together (Disco music)</u> <ul style="list-style-type: none"> I know how to find the pulse and know how the pulse, rhythm and pitch fit together. I know the importance of warming up my voice. I know how to treat my instrument with respect. I know how to work together as part of a group to develop the confidence to sing alone. I know that a performance can influence how music is presented. I know that when I improvise you make up your own tune or rhythm. 	<u>Year 3 – Bringing Us Together (Disco music)</u> <ul style="list-style-type: none"> I can identify basic musical styles. I can begin to use accurate musical language. I can clap/play a simple rhythm and create my own. I can follow a leader/conductor. I can play a classroom instrument as part of a group and perform to other people. I can discuss other people's performances. I can compose with two notes (and my voice) and record the composition. I can create and perform simple rhythmic patterns.
Summer 2 (A) Phase: Y3/4	instrumentation classical genre style indicators	<u>Year 3 – Reflect, rewind and replay</u> <ul style="list-style-type: none"> I know how to find the pulse and know how the pulse, rhythm and pitch fit together. I know the importance of warming up my voice. I know how to treat my instrument with respect. I know how to work together as part of a group to develop the confidence to sing alone. I know that a performance can influence how music is presented. 	<u>Year 3 – Reflect, rewind and replay</u> <ul style="list-style-type: none"> I can identify basic musical styles. I can begin to use accurate musical language. I can clap/play a simple rhythm and create my own. I can follow a leader/conductor. I can discuss other people's performances. I can compose and record the composition. I can create and perform simple rhythmic patterns.
Autumn 1 (A) Phase: Y5/6	bridge middle 8 hook riff	<u>Living on a Prayer (Rock)</u> <ul style="list-style-type: none"> I know the names of historical and modern composers/ performers. I know the words to Living on a Prayer I know instruments used in most Rock songs. I know actions to accompany the performance of Living on a Prayer. I know the importance of warming up my voice to keep it safe 	<u>Living on a Prayer (Rock)</u> <ul style="list-style-type: none"> I can listen to a variety of music from all over the world, different times and traditions and discuss their place in history. I can confidently recognise/ identify different style indicators and different instruments and their sounds. I can explain that the pulse is the musical heartbeat and that it is the foundation of a piece of music, I can find the pulse and recognise when in or out of time. I can use musical words / language to describe the music we listen to and my feelings towards it. I can demonstrate how pulse, rhythm and pitch work together over a music track and explain how they work together to create a song.

Autumn 2 (A) Phase: Y5/6	fluency secular structure	<u>Whole school Christmas carol concert</u> <ul style="list-style-type: none"> I know the words to a variety of Christmas carols and songs to perform I know how body movements can be combined with vocals to produce a performance 	<u>Whole school Christmas carol concert</u> <ul style="list-style-type: none"> I can listen to a variety of music from all over the world, different times and traditions. I can place them in their historical context. I can confidently recognise/ identify different style indicators and different instruments and their sounds. I understand the importance of warming up my voice to keep it safe I understand that when I sing, I need to know what the song is about and how the melody and words work together. Then we can perform musically.
Spring 1 (A) Phase: Y5/6	form ballad timbre	<u>Make you feel my love (Pop)</u> <ul style="list-style-type: none"> I know the names of historical and modern composers/ performers I know the words to Make You Feel My Love I know instruments used in most Pop songs I know actions to accompany the performance of Make You Feel My Love I know the importance of warming up my voice to keep it safe 	<u>Make you feel my love (Pop)</u> <ul style="list-style-type: none"> I can listen to a variety of music from all over the world, different times and traditions. I can place them in their historical context. I can find the pulse easily on my own when listening. I can use musical words / language to describe the music we listen to and my feelings towards it I can confidently discuss other dimensions of music and how they fit into the music we are listening to. I understand the importance of warming up my voice to keep it safe I understand that when I sing, I need to know what the song is about and how the melody and words work together.
Spring 2 (A) Phase: Y5/6	offbeat backbeat interlude syncopation	<u>The Fresh Prince of Bel Air (Rap)</u> <ul style="list-style-type: none"> I know the names of historical and modern composers/ performers. I know the words to The Fresh Prince Of Bel Air I know instruments used in most Rap songs I know actions to accompany the performance of The Fresh Prince Of Bel Air I know the importance of warming up my voice to keep it safe 	<u>The Fresh Prince of Bel Air (Rap)</u> <ul style="list-style-type: none"> I can listen to a variety of music from all over the world, different times and traditions. I can confidently discuss other dimensions of music and how they fit into the music we are listening to. I can find the pulse of any piece of music with ease and confidence, internally or externally, with body movement. I understand that when I sing, I need to know what the song is about and how the melody and words work together. Then we can perform musically.
Summer 1 (A) Phase: Y5/6	arrangement coda ostinato	<u>Dancing in the Street (Hip-Hop)</u> <ul style="list-style-type: none"> I know the names of historical and modern composers/ performers. I know the words to Dancing In The Street I know instruments used in most Hip-Hop songs I know actions to accompany the performance of Dancing In The Street I know the importance of warming up my voice to keep it safe 	<u>Dancing in the Street (Hip-Hop)</u> <ul style="list-style-type: none"> I can listen to a variety of music from all over the world, different times and traditions. I can place them in their historical context. I can confidently recognise/identify different style indicators and different instruments and their sounds. I can use musical words/language to describe the music we listen to and my feelings towards it I can confidently discuss other dimensions of music and how they fit into the music we are listening to. I understand and can explain that pulse is the foundation upon which all other dimensions are built. I can also keep a strong sense of pulse and recognise when I or others are going out of time. I understand and can demonstrate how pulse, rhythm and pitch work together over a music track and explain how they work together to create a song.
Summer 2 (A) Phase: Y5/6	texture recurring theme a capella	<u>Years 5 and 6 concert</u> <ul style="list-style-type: none"> I know the words to a variety of songs to perform I know how body movements can be combined with vocals to produce a performance. 	<u>Years 5 and 6 concert</u> <ul style="list-style-type: none"> I understand the importance of warming up my voice to keep it safe I understand that when I sing, I need to know what the song is about and how the melody and words work together. Then we can perform musically. I can explain why we work together in an ensemble and what it means to do so.

Music – Cycle B

Subject	Key vocab.	Declarative knowledge	Procedural knowledge
Autumn 1 (B) Phase: EYFS	pitch pulse rhythm music sound high low pattern copy	<u>Fairy Tales</u> <ul style="list-style-type: none"> I know what pitch is when I sing and play music. <i>[Exploring and Using Media and Materials]</i> I know what pulse is in music. <i>[Exploring and Using Media and Materials]</i> I know what rhythm is in music. <i>[Exploring and Using Media and Materials]</i> 	<u>Fairy Tales</u> <ul style="list-style-type: none"> I can make the pitch of my voice higher or lower when I sing. <i>[Exploring and Using Media and Materials]</i> I can follow the pulse with different body movements. <i>[Exploring and Using Media and Materials]</i> I can copy a rhythm pattern with claps and taps. <i>[Exploring and Using Media and Materials]</i> I can explore different musical sounds in my play <i>[Exploring and Using Media and Materials]</i>
Autumn 2 (B) Phase: EYFS	pitch pulse rhythm music sound high low pattern copy	<u>Under The Sea</u> <ul style="list-style-type: none"> I know what pitch is when I sing and play music. <i>[Exploring and Using Media and Materials]</i> I know what pulse is in music. <i>[Exploring and Using Media and Materials]</i> I know what rhythm is in music. <i>[Exploring and Using Media and Materials]</i> <i>[Exploring and Using Media and Materials]</i> 	<u>Under The Sea</u> <ul style="list-style-type: none"> I can make the pitch of my voice higher or lower when I sing. <i>[Exploring and Using Media and Materials]</i> I can follow the pulse with different body movements. <i>[Exploring and Using Media and Materials]</i> I can copy a rhythm pattern with claps and taps. <i>[Exploring and Using Media and Materials]</i> I can explore different musical sounds in my play <i>[Exploring and Using Media and Materials]</i>
Spring 1 (B) Phase: EYFS	pitch pulse rhythm music sound high low pattern copy	<u>Materials That We Use</u> <ul style="list-style-type: none"> I know what pitch is when I sing and play music. <i>[Exploring and Using Media and Materials]</i> I know what pulse is in music. <i>[Exploring and Using Media and Materials]</i> I know what rhythm is in music. <i>[Exploring and Using Media and Materials]</i> 	<u>Materials That We Use</u> <ul style="list-style-type: none"> I can make the pitch of my voice higher or lower when I sing. <i>[Exploring and Using Media and Materials]</i> I can follow the pulse with different body movements. <i>[Exploring and Using Media and Materials]</i> I can copy a rhythm pattern with claps and taps. <i>[Exploring and Using Media and Materials]</i> I can explore different musical sounds in my play <i>[Exploring and Using Media and Materials]</i>
Spring 2 (B) Phase: EYFS	pitch pulse rhythm music sound high low pattern copy	<u>The Gift of Charity</u> <ul style="list-style-type: none"> I know what pitch is when I sing and play music. <i>[Exploring and Using Media and Materials]</i> I know what pulse is in music. <i>[Exploring and Using Media and Materials]</i> I know what rhythm is in music. <i>[Exploring and Using Media and Materials]</i> 	<u>The Gift of Charity</u> <ul style="list-style-type: none"> I can make the pitch of my voice higher or lower when I sing. <i>[Exploring and Using Media and Materials]</i> I can follow the pulse with different body movements. <i>[Exploring and Using Media and Materials]</i> I can copy a rhythm pattern with claps and taps. <i>[Exploring and Using Media and Materials]</i> I can explore different musical sounds in my play <i>[Exploring and Using Media and Materials]</i>
Summer 1 (B) Phase: EYFS	pitch pulse rhythm music sound high low pattern copy	<u>Julia Donaldson vs Eric Carle</u> <ul style="list-style-type: none"> I know what pitch is when I sing and play music. <i>[Exploring and Using Media and Materials]</i> I know what pulse is in music. <i>[Exploring and Using Media and Materials]</i> I know what rhythm is in music. <i>[Exploring and Using Media and Materials]</i> 	<u>Julia Donaldson vs Eric Carle</u> <ul style="list-style-type: none"> I can make the pitch of my voice higher or lower when I sing. <i>[Exploring and Using Media and Materials]</i> I can follow the pulse with different body movements. <i>[Exploring and Using Media and Materials]</i> I can copy a rhythm pattern with claps and taps. <i>[Exploring and Using Media and Materials]</i> I can explore different musical sounds in my play <i>[Exploring and Using Media and Materials]</i>
Summer 2 (B) Phase: EYFS	pitch pulse rhythm music sound high low pattern copy	<u>Healthy Bodies, Healthy Minds</u> <ul style="list-style-type: none"> I know what pitch is when I sing and play music. <i>[Exploring and Using Media and Materials]</i> I know what pulse is in music. <i>[Exploring and Using Media and Materials]</i> I know what rhythm is in music. <i>[Exploring and Using Media and Materials]</i> 	<u>Healthy Bodies, Healthy Minds</u> <ul style="list-style-type: none"> I can make the pitch of my voice higher or lower when I sing. <i>[Exploring and Using Media and Materials]</i> I can follow the pulse with different body movements. <i>[Exploring and Using Media and Materials]</i> I can copy a rhythm pattern with claps and taps. <i>[Exploring and Using Media and Materials]</i> I can explore different musical sounds in my play <i>[Exploring and Using Media and Materials]</i>
Autumn 1 (B) Phase: Y1/2	performing introduction ending	<u>Harvest performance</u> <ul style="list-style-type: none"> I know that it is important to use expression in my voice when I sing so that the audience enjoy the performance. I know instruments can be used in a music performance. I know that different instruments create different noises and effects. 	<u>Harvest performance</u> <ul style="list-style-type: none"> I can use expression in my voice when I am singing, chanting or saying a rhyme. I can play tuned or untuned instruments musically. I can listen and respond to different types of music. I can explain why I like or dislike a piece of music.

		<ul style="list-style-type: none"> I know that different people enjoy listening to different types of music. 	
Autumn 2 (B) Phase: Y1/2	melody backing band	<u>Rhythm In The Way We Walk</u> <ul style="list-style-type: none"> I know that it is important to use expression in my voice when I sing so that the audience enjoy the performance. I know instruments can be used in a music performance. I know that different instruments create different noises and effects. I know that different people enjoy listening to different types of music. 	<u>Rhythm In The Way We Walk</u> <ul style="list-style-type: none"> I can use expression in my voice when I am singing. I can use expression in my voice when I am chanting or saying a rhyme. I can play tuned or untuned instruments musically. I can listen and respond to different types of music. I can explain why I like or dislike a piece of music.
Spring 1 (B) Phase: Y1/2	verse chorus lyrics	<u>Friendship Song</u> <ul style="list-style-type: none"> I know that it is important to use expression in my voice when I sing so that the audience enjoy the performance. I know instruments can be used in a music performance. I know that different instruments create different noises and effects. I know that different people enjoy listening to different types of music. 	<u>Friendship Song</u> <ul style="list-style-type: none"> I can use expression in my voice when I am singing. I can use expression in my voice when I am chanting or saying a rhyme. I can play tuned or untuned instruments musically. I can listen and respond to different types of music. I can explain why I like or dislike a piece of music.
Spring 2 (B) Phase: Y1/2	rhythm style solo	<u>I Wanna Play in a Band</u> <ul style="list-style-type: none"> I know that it is important to use expression in my voice when I sing so that the audience enjoy the performance. I know instruments can be used in a music performance. I know that different instruments create different noises and effects. I know that different people enjoy listening to different types of music. 	<u>I Wanna Play in a Band</u> <ul style="list-style-type: none"> I can use expression in my voice when I am singing. I can use expression in my voice when I am chanting or saying a rhyme. I can play tuned or untuned instruments musically. I can listen and respond to different types of music. I can explain why I like or dislike a piece of music.
Summer 1 (B) Phase: Y1/2	accompaniment round repeat	<u>Your Imagination</u> <ul style="list-style-type: none"> I know that it is important to use expression in my voice when I sing so that the audience enjoy the performance. I know instruments can be used in a music performance. I know that different instruments create different noises and effects. I know that different people enjoy listening to different types of music. 	<u>Your Imagination</u> <ul style="list-style-type: none"> I can use expression in my voice when I am singing. I can use expression in my voice when I am chanting or saying a rhyme. I can play tuned or untuned instruments musically. I can listen and respond to different types of music. I can explain why I like or dislike a piece of music.
Summer 2 (B) Phase: Y1/2	style scale	<u>Reflect, Rewind and Replay</u> <ul style="list-style-type: none"> I know that it is important to use expression in my voice when I sing so that the audience enjoy the performance. I know instruments can be used in a music performance. I know that different instruments create different noises and effects. I know that different people enjoy listening to different types of music. 	<u>Reflect, Rewind and Replay</u> <ul style="list-style-type: none"> I can use expression in my voice when I am singing. I can use expression in my voice when I am chanting or saying a rhyme. I can play tuned or untuned instruments musically. I can listen and respond to different types of music. I can explain why I like or dislike a piece of music.
Autumn 1 (B) Phase: Y3/4	pulse pitch improvise	<u>Year 4 - Glockenspiel</u> <ul style="list-style-type: none"> I know basic musical vocabulary. I know how to hold the beater. 	<u>Year 4 - Glockenspiels – Wider opportunities (Y4)</u> <ul style="list-style-type: none"> I can make a full musical sound on a percussion instrument. I can recognise instruments and know how music creates different moods.
Autumn 2 (B) Phase: Y3/4	composing balance dynamics	<u>Year 4 - Glockenspiel</u> <ul style="list-style-type: none"> I know how to produce notes on an instrument. I know how to play a variety of rhythms on my instrument. I know how to play simple three note melodies. 	<u>Year 4 – Glockenspiel</u> <ul style="list-style-type: none"> I can sing and perform simple patterns and accompaniments keeping to a steady pulse. I can play along, in time, to a backing track. I can produce notes on an instrument and simple rhythms.
Spring 1 (B) Phase: Y3/4	notation tempo chord	<u>Year 4 – Glockenspiel</u> <ul style="list-style-type: none"> I understand accompaniment and am able to sing and play as part of a performance. I know how to play rhythms by call and response. I know how to read basic notation. 	<u>Year 4 – Glockenspiel</u> <ul style="list-style-type: none"> I can perform simple rhythmic patterns on the instruments by ear. I can perform simple rhythmic patterns using crotchets, quaver and minim rhythms. I can read quaver, crotchets and minims.
Spring 2 (B) Phase: Y3/4	phrase melodic harmony	<u>Year 4 – Glockenspiel</u> <ul style="list-style-type: none"> I know that through practice I will continue to develop my instrumental and singing. I know how to improve my individual and class sound. I know how to work in groups to produce a composition. 	<u>Year 4 – Glockenspiel</u> <ul style="list-style-type: none"> I am beginning to appreciate and understand different works and composers. I can carefully choose and order sounds within simple structures such as beginning, middle and end. I can use simple graphical notations. I can take a leading role in a group.

Summer 1 (B) Phase: Y3/4	ensemble cover appraise	<u>Year 4 – Glockenspiel</u> <ul style="list-style-type: none"> I know how to play simple five note melodies. I know how to play with good tone and can show expression (GD). I know how to take a lead in activities. 	<u>Year 4 – Glockenspiel</u> <ul style="list-style-type: none"> I can perform in a group and alone using my voice and an instrument. I can play simple melodies on an instrument. I can play five note melodies producing a reasonable sound showing some expression. (GD) I can play six or seven note melodies with expression and as a soloist.
Summer 2 (B) Phase: Y3/4	instrumentation classical genre style indicators	<u>Year 4 – Glockenspiel</u> <ul style="list-style-type: none"> I know how to play a solo and take a leading role in a performance. I know how to participate musically. 	<u>Year 4 – Glockenspiel</u> <ul style="list-style-type: none"> I can improvise repeated patterns and combine several layers of sound. I can improvise melodic and rhythmic phrases as part of a group performance. I can comment on the successfulness of my group/class performance.
Autumn 1 (B) Phase: Y5/6	bridge middle 8 hook riff	<u>Happy (Pop)</u> <ul style="list-style-type: none"> I know the names of historical and modern composers/ performers I know the words to Happy I know instruments used in most Pop songs I know actions to accompany the performance of Happy I know the importance of warming up my voice to keep it safe 	<u>Happy (Pop)</u> <ul style="list-style-type: none"> I can listen to a variety of music from all over the world, different times and traditions and discuss their place in history. I can confidently recognise/ identify different style indicators and different instruments and their sounds. I can find the pulse and recognise when in or out of time. I can use musical words / language to describe the music we listen to and my feelings towards it. I can demonstrate how pulse, rhythm and pitch work together over a music track and explain how they work together to create a song.
Autumn 2 (B) Phase: Y5/6	fluency secular structure	<u>Whole school Christmas carol concert</u> <ul style="list-style-type: none"> I know the words to a variety of Christmas carols and songs to perform I know how body movements can be combined with vocals to produce a performance 	<u>Whole school Christmas carol concert</u> <ul style="list-style-type: none"> I can listen to a variety of music from all over the world, different times and traditions. I can place them in their historical context. I can confidently recognise/ identify different style indicators and different instruments and their sounds. I understand the importance of warming up my voice to keep it safe I understand that when I sing, I need to know what the song is about and how the melody and words work together. Then we can perform musically.
Spring 1 (B) Phase: Y5/6	form ballad timbre	<u>A New Year Carol (Folk)</u> <ul style="list-style-type: none"> I know the names of historical and modern composers/ performers I know the words to A New Year Carol I know instruments used in most Folk songs I know actions to accompany the performance of A New Year Carol I know the importance of warming up my voice to keep it safe 	<u>A New Year Carol (Folk)</u> <ul style="list-style-type: none"> I can listen to a variety of music from all over the world, different times and traditions and discuss their place in history. I can confidently recognise/ identify different style indicators and different instruments and their sounds. I can find the pulse and recognise when in or out of time. I can use musical words / language to describe the music we listen to and my feelings towards it. I can demonstrate how pulse, rhythm and pitch work together over a music track and explain how they work together to create a song. I can explain why we work together in an ensemble and what it means to do so.
Spring 2 (B) Phase: Y5/6	offbeat backbeat interlude syncopation	<u>You've Got A Friend (Pop Rock/Soft Rock)</u> <ul style="list-style-type: none"> I know the names of historical and modern composers/ performers I know the words to You've Got A Friend I know instruments used in most Pop Rock/Soft Rock songs I know actions to accompany the performance of You've Got A Friend I know the importance of warming up my voice to keep it safe 	<u>You've Got A Friend (Pop Rock/Soft Rock)</u> <ul style="list-style-type: none"> I can listen to a variety of music from all over the world, different times and traditions and discuss their place in history. I can confidently recognise/ identify different style indicators and different instruments and their sounds. I can explain that the pulse is the musical heartbeat and that it is the foundation of a piece of music, I can find the pulse and recognise when in or out of time. I can use musical words / language to describe the music we listen to and my feelings towards it. I can demonstrate how pulse, rhythm and pitch work together over a music track and explain how they work together to create a song. I can explain why we work together in an ensemble and what it means to do so.

<p>Summer 1 (B) Phase: Y5/6</p>	<p>arrangement coda ostinato</p>	<p><u>Music and Me (Women in the music industry)</u></p> <ul style="list-style-type: none"> • I know the names of some inspirational and influential women in the music industry • I know that music has been a catalyst in the development of the identity of female artists • I know that music can help me develop positive self-identity and individual self-expression • I know the importance of warming up my voice to keep it safe 	<p><u>Music and Me (Women in the music industry)</u></p> <ul style="list-style-type: none"> • I can listen to a variety of music from female artists over the past one hundred years, explain why they have been successful and discuss how they have changed the course of musical history. • I can confidently recognise/ identify different style indicators and different instruments and their sounds. • I can find the pulse and recognise when in or out of time. • I can use musical words / language to describe the music we listen to and my feelings towards it. • I can create my own lyrics, raps and melodies and perform them over a beat.
<p>Summer 2 (B) Phase: Y5/6</p>	<p>texture recurring theme a capella</p>	<p><u>Years 5 and 6 concert</u></p> <ul style="list-style-type: none"> • I know the words to a variety of songs to perform • I know how body movements can be combined with vocals to produce a performance. 	<p><u>Years 5 and 6 concert</u></p> <ul style="list-style-type: none"> • I understand the importance of warming up my voice to keep it safe • I understand that when I sing, I need to know what the song is about and how the melody and words work together. Then we can perform musically. • I can explain why we work together in an ensemble and what it means to do so.