



Skills	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Ongoing - see knowledge table below
	Focus and skills	Focus and skills	Focus and skills	Focus and skills	Focus and skills	Focus and skills	Listening/appraising from Charanga and in Arts Wow
Nursery	Beat/no beat - body percussion Listen with increased attention to sounds	Christmas songs and rhymes Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs	Beat/no beat - claves, castanets, tambors Play instruments with increasing control	Pitch Triangles, chime bars, tambourines Recognise the melodic shape (moving pitch, such as high and low, low and high)	Playing instruments Move to music Play instruments with increasing control to express their feelings and ideas	Singing Remember and sing entire songs	Listen to a range of songs and music linked to themes covered in class
Reception	Beat/no beat - body percussion Listen attentively to rhymes and songs, paying attention to how they sound	Christmas songs and rhymes Sing in a group or on their own	Beat/pace - claves, castanets, tambors Explore and use different instruments to create different sounds, and changing the beat/pace	Pitch/pace and tempo Triangles, chime bars, tambourines Explore and use pace and tempo	Playing instruments Move to music Explore and engage in music making and dance, performing solo or in groups Understand the term rhythm in relation to movement	Singing Sing in a group or on their own, increasingly matching the pitch and following the melody	Listen to a range of songs and music linked to themes covered in class
Year 1	Beat/pulse Claves, castanets Hear the pulse in music Follow instructions on how and when to play an instrument	Singing Christmas songs Take notice of others when performing Use voice to speak, sing and chant	Rhythm and beat Clap and play short rhythmic patterns Clap longer rhythms with help.	Pitch/Tempo Chime bars Make different sounds (high/low - pitch, fast/slow - tempo) Imitate changes in pitch Choose sounds to represent things eg animals, vehicles	Timbre Experiment with, create , select and combine sounds - explore the quality of sound (smooth, crisp, scratchy, rattling, tinkling etc.)	Singing Sing songs from KS1 song list and a simple 2 part round (London's Burning) Sing songs in a group following the tune (melody) well	listen with concentration and understanding to a range of high-quality live and recorded music Use musical vocabulary to appraise their own work and that of others including recorded music

Year 2	<p>Beat/pulse Claves, castanets, wood blocks Identify the pulse in music Control playing instruments so they sound as they should.</p> <p>Start to recognise different instruments</p>	<p>Singing Christmas songs Sing songs in ensemble following the tune (melody) well. Perform in a group with instructions from the leader.</p>	<p>Rhythm, timbre, dynamics Create sequences of long and short sounds- rhythmic patterns (duration). Recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet)</p>	<p>Pitch/Tempo Chime bars/glockenspiels Recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low).</p>	<p>Music notation Chime bars Make connections between notation and musical sounds (symbols, not music notation)</p> <p>Start to compose with 2 or 3 notes Choose sounds to create an effect</p>	<p>Singing Sing songs from KS1 song list and a 2 part round (Row, row, row your boat) Use voice to good effect, understanding the importance of warming up first. Make and control long and short sounds using voices, including simple improvisation (duration).</p>	<p>Know music can be played or listened to for a variety of purposes (in history/ different cultures). listen with concentration and understanding to a range of high-quality live and recorded music Use musical vocabulary to appraise their own work and that of others including recorded music</p>
Year 3	<p>Beat/pulse/tempo Internalise the pulse in music</p>	<p>Singing Christmas songs and simple 4 part round (Brother John) Sing songs from memory with accurate pitch and in tune. Maintain a simple part within an ensemble.</p>	<p>Rhythm, timbre, dynamics Know the difference between pulse and rhythm. Create/ improvise repeated patterns (ostinati) with a range of instruments.</p>	<p>Pitch/Tempo Chime bars /glockenspiels Play notes on instruments clearly and including steps/ leaps in pitch Improvise (including call and response) within a group using 1 or 2 notes.(3) Compose and perform melodies using two or three notes.</p>	<p>Music notation Chime Bars/glockenspiels Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration) Use silence for effect and know symbol for a rest (duration)</p>	<p>Singing Show control in voice and pronounce the words in a song clearly (diction).</p>	<p>Describe different purposes of music in history/ other cultures. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Use musical vocabulary to appraise their own work and that of others including recorded music</p>
Year 4	<p>Beat/pulse/tempo Know how pulse stays the same but rhythm changes in a piece of music. Identify orchestral family timbres.</p>	<p>Singing Christmas songs and 4 part round (Frere Jacques) Sing in tune, breathe well, pronounce words, change pitch and dynamics.</p>	<p>Rhythm and dynamics Perform with control and awareness of what others are singing/ playing. Create rhythmic patterns with awareness of timbre and duration.</p>	<p>Pitch/Tempo/music notation Glockenspiels Compose and perform melodies using three or four notes Make creative use of the way sounds can be changed, organised and controlled</p>	<p>Music notation Glockenspiels Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests). Improvise within a group using more than 2 notes.</p>	<p>Singing Sing songs from memory with accurate pitch Perform with control and awareness of what others are singing</p>	<p>Describe different purposes of music in history/ other cultures. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians . Use musical vocabulary to appraise their own work and that of others including recorded music</p>

Year 5	Beat/pulse/tempo Know how pulse, rhythm and pitch fit together.	Singing Christmas songs with percussion accompaniment and 4 part round Show control, phrasing and expression in singing. (5) Hold part in a round (Shalom, shalom) (pitch/structure).	Rhythm, dynamics and timbre Use a variety of different musical devices including melody, rhythms and chords Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/structure)	Pitch/Tempo/music notation Glockenspiels Compose and perform melodies using four or five notes Record own compositions.	Music notation Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune. (5)	Singing Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it. Improvise on own with increasing aural memory. (5) Create own songs (raps- structure).(5) Identify where to place emphasis and accents in a song to create effects (duration)	appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. Use musical vocabulary to appraise their own work and that of others including recorded music
Year 6	Beat/pulse/tempo Identify how the beat/pulse and tempo change across a range of songs and music (popular and classical)	Singing Christmas songs with percussion accompaniment and 4 part round Show control, phrasing and expression in singing. (6) Hold part in a round (Kookaburra)(pitch/structure).	Rhythm, dynamics and timbre Take the lead in a performance Use a variety of different musical devices in a composition (melody, rhythm ,chords)	Tempo/timbre/music notation Glockenspiels Compose and perform melodies using five or more notes. Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea	Music notation Create music reflecting given intentions and record using standard notation	Singing Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune.(6) Improvise on own with increasing aural memory. (6)	Know how the other dimensions of music are sprinkled through songs and pieces of music appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. Use musical vocabulary to appraise their own work and that of others including recorded music

Knowledge

Each week we listen to and appraise different styles of music and discuss what we hear. We use Charanga to support this which ensures that a full range of music is listened to over time.

Listening/Charanga/ Genres	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Y1	Old School Hip Hop	Reggae, Hip Hop	Blues, Latin, Folk, Funk, Baroque, Bhangra	Latin Bossa Nova, Film music, Big Band Jazz, Mashup, Latin fusion	Film,Pop, Musicals	Western Classical Music
Y2	South African styles	Christmas, Big Band, Motown, Elvis, Freedom Songs	Rock	Reggae	Pop, Soul, Film, Musicals	Western Classical Music
Y3	R&B, Western Classical, Musicals, Motown, Soul		Reggae	Music from around the world	Disco/Anthem	Western Classical Music
Y4	ABBA		Grime, Classical, Bhangra, Tango, Latin Fusion	Gospel	The Beatles	Western Classical Music
Y5	Rock	Jazz	Pop Ballads	Hip Hop	Motown	Western Classical Music
Y6	Pop/Motown	Jazz, Latin, Blues	Benjamin Britten (Western Classical Music), Gospel, Bhangra.		The music of Carole King	Western Classical Music