

Subject: Music						
Y1	Pitch- <b>High/Low</b> . Duration- <b>Long/ short</b> Keeping a steady beat. Dynamics- <b>Loud/quiet</b> . Tempo- <b>Fast/ slow</b> Timbre- <b>exploring</b> . Texture- <b>one sound/ several sounds</b> . Structure- Beginnings/ endings.					
Focus	COMPOSING (KEY STAGE) use body to make sounds: use my voice to do: humming, whispers, whistles. make patterns with sounds make sounds that reflect a topic short given patterns in my compositions use given symbols to record long and short sounds. say what they like and do not like about others' performances.	PERFORMING (KEY STAGE) Use: high voice, middle voice, low voice. sing in tune. Sing in unison with a group. Make and change sound on an instrument both tuned and untuned creating both long and short sounds. Perform to an audience and improve my performance by practising.	LISTENING + CONTEXT (KEY STAGE) Identify a beat and join in. Identify the mood of a piece of music. Explain to another which of two sounds is higher or lower.	An introduction to playing xylophones	An introduction to playing the keyboards	An introduction to playing the Recorder
Skills	Charanga - Hey You! Hum sing clap cards Use high/low voices so and do Explain difference with 2 notes- higher or lower. Sing in unison and in time with beat and rhythm. This old man he played one with cards and drums *Identify a beat and join in. *Can sing unison *Copy a scale. Learning to improvise. *Use his/her body to make sounds: Making patterns with sounds long/short loud/ quiet fast/slow use body to make sounds: use my voice to do: humming, whispers, whistles.	*Identify a beat and join in. *Can sing in unison ( Sani Bonani in two parts with echo) - *sing in tune Sing Christmas songs with movement. *Perform to an audience and improve my performance by practising.	Charanga- In the Groove (Baroque) Use given symbols on sound cards to record long, short and quiet, loud. Make and <b>change a sound</b> using tuned instruments. Identify the <b>mood</b> of a piece of music. Say what they do / do not like about another's performance(What can they hear?) Use short given patterns in composition. <b>Slidey and jumpy</b> patterns- Music Connections Page 119	I can use a high voice, middle voice, low voice -Banana Rap I can compose using short patterns. Musical syllables I can compose patterns using symbols. Find the high notes/ Find the low notes Listening- Can identify the mood of a piece of music. Key words given with ideas coming from the children Can sing in tune -Assessing each other	Perform to an audience and improve my performance by practising. Posture Voice projection. Confidence.	Find the high notes/ Find the low notes Make and change sound on an instrument both tuned and untuned creating both long and short sounds. (Play the recorder simple tunes using B and A).
Y2	Pitch- <b>High/Low</b> . Duration- <b>Rhythmic patterns</b> Dynamics- <b>graduation</b> Tempo- <b>graduation</b> Timbre- <b>wood, metal, strings</b> . Texture- <b>Layers</b> . Structure- <b>Simple repeated patterns</b> .					
Focus		Music from Africa	Mood and performance	Improvisation and Composition	Performance Keyboards	
Skills	Sing in unison with a group. Use high voice, low voice. Identify a beat and join in. Drum in unison-copy me Charanga- Sing Hands, Feet Heart and Assembly songs in unison -Songs for younger children. Improvise a repeated pattern using 2 notes. Use body to make sounds: 4 part spoken round. Perform given song from memory. Simple rhythmic and melodic patterns accompanying a song -Charanga Improve by practising. Listen and appraise African click song	Charanga Listen and appraise ( Sani Bonani in two parts with echo) and the African click song. Join in with the Click Song and listen to the African Children's Choir CD. Identify a beat and join in. Sing in tune. Learn Christmas songs	Glockenspiel stage 1 D and E Use given symbols on sound cards to record long, short and quiet, loud. Make and change a sound using tuned and untuned instruments. Identify the mood of a piece of music.-Saint Saens Swan v Beethoven's Fifth. Take our pencils for a walk to the music.	Can say what they do and do not like about another's performance Use short given patterns in composition. Learning to find keys on a keyboard.	Sing in tune. Sing in unison with a group. Play tunes using C, D and E on the keyboards.	
Y3	Pitch- <b>Steps/ leaps</b> . Duration- <b>Rhythmic patterns</b> Dynamics- <b>strong beats/ weak beats</b> . Tempo- <b>graduation</b> Timbre- <b>wood, metal, strings</b> . Texture- <b>Melody/ accompaniment</b> . Structure- <b>Question/ answer</b> .					

Subject: Music						
Focus across the year	<p>COMPOSING (KEY STAGE) Use voice and copy a given scale. Compose three note patterns. Compose simple tunes using a pentatonic scale (a scale with 5 notes). Improvise repeated patterns (ostinato) Create own symbols to represent different sounds and instruments in compositions. Reflect on, and improve own work</p>		<p>PERFORMING (KEY STAGE) Sing expressively in time to the beat and rhythm. Perform given compositions/songs from memory Take part in two-part songs. Take part in two-part harmonies. Perform simple rhythmic and melodic patterns on an instrument to accompany a song. Perform as part of a group and individually to an audience</p>		<p>LISTENING + CONTEXT (KEY STAGE) Begin to identify how many beats are in a bar when listening to pieces of music. Explain what they think a piece of music's purpose could be. Compare pieces, thinking about pitch, mood, rhythm and tempo. Evaluate others work, thinking about pitch, mood, rhythm and tempo. Find similarities and differences in the work of a great composer/musician from history. Express my opinions about music from the past.</p>	
Skills	<p>Use voice and copy a given scale.- Charanga. Merry Dance Notation ABRSM Aural Test grade 1. Sing in unison Take part in rounds.- Lots of Little light Bulbs. Identify the mood of a piece of music. Begin to identify how many beats are in a bar.- clap along - feel the pulse Express an opinion about music from the past. Drum in unison - copy me. Read and write Gypsy Dance Notation Begin to evaluate others' work with regard to pitch, rhythm and tempo</p>	<p>Wider opportunities -violin -Perform as part of a group and individually to an audience Learn Christmas songs -sing expressively in time to beat and rhythm. Compose three note patterns. Perform simple rhythmic and melodic patterns on an instrument to accompany a song</p>	<p>Explain what they think a piece of music's purpose could be Find similarities and differences in the work of a great composer/musician from history Take part in two-part harmonies. Evaluate others work, thinking about pitch, mood, rhythm and tempo.</p>	<p>Compose simple tunes using a pentatonic scale (a scale with 5 notes). Create own symbols to represent different sounds and instruments in compositions. Perform given compositions/songs from memory Reflect on, and improve own work</p>	<p>Sing expressively in time to the beat and rhythm. Compare pieces, thinking about pitch, mood, rhythm and tempo. Find similarities and differences in the work of a great composer/musician from history. Express my opinions about music from the past.</p>	<p>Improvise repeated patterns (ostinato) Take part in two-part songs. Reflect on, and improve own work. Know the meaning of pitch, tempo, rhythm, pulse</p>
Y4	Pitch- <b>pentatonic patterns</b> . Duration- <b>metre, crotchets, quavers</b> . Dynamics- <b>strong contrasts</b> . Tempo- <b>comparing tempi</b> . Timbre- <b>orchestral family timbres</b> . Texture- <b>Melody/ accompaniment</b> . Structure- <b>Ostinato</b>					
Focus across the year	<p>COMPOSING (KEY STAGE) Understand when to use varying volumes, pitch and expression in my voice to portray an idea or mood. Layer sounds to create effects. Compose a soundscape (a performance that creates the experience of an acoustic environment e.g. Weather) Compose melodic and rhythmic phrases. starting to interpret musical notation. e.g. Crochet = 1 beat, minim = 2 beats. Reflect on my compositions dynamics, tempo and timbre</p>		<p>PERFORMING (KEY STAGE) Sing expressively in time to the beat and rhythm. Perform given compositions/songs from memory Take part in two-part songs. Take part in two-part harmonies. Perform simple rhythmic and melodic patterns on an instrument to accompany a song. Perform as part of a group and individually to an audience</p>		<p>LISTENING + CONTEXT (KEY STAGE) Begin to identify how many beats are in a bar when listening to pieces of music. Explain what they think a piece of music's purpose could be. Compare pieces, thinking about pitch, mood, rhythm and tempo. Evaluate others work, thinking about pitch, mood, rhythm and tempo. Find similarities and differences in the work of a great composer/musician from history. Express my opinions about music from the past.</p>	
Skills	<p>Sing expressively in time to music. Take part in 2 part songs- Frere Jacques, London's Burning and other songs as a round. ABRSM Grade 1 Aural test -Begin to identify how many beats are in a bar. Drum and compose using tahn and ta te-copy follow the composer. Create simple rhythm patterns Charanga. Perform simple rhythmic and melodic patterns on an instrument to accompany a song. Compose three note patterns. Compare pieces, thinking about pitch, mood, rhythm and tempo. Express my opinions about music from the past.</p>	<p>Use voice and copy a given scale. Take part in two-part harmonies. Compose three note patterns.. Reflect on, and improve own work Perform as part of a group and individually to an audience</p>	<p>Improvise repeated patterns (ostinato) Create own symbols to represent different sounds and instruments in compositions. Express my opinions about music from the past. Reflect on, and improve own work</p>	<p>Learn about Ostinato. Compare pieces, thinking about pitch, mood, rhythm and tempo. Express my opinions about music from the past. Begin to identify how many beats are in a bar when listening to pieces of music.</p>	<p>Evaluate others work, thinking about pitch, mood, rhythm and tempo. Find similarities and differences in the work of a great composer/musician from history</p>	<p>Perform as part of a group and individually to an audience. Evaluate others work, thinking about pitch, mood, rhythm and tempo.</p>

Subject: Music						
Y5	Pitch- <b>pentatonic patterns</b> . Duration- <b>2,3,4</b> . Dynamics- <b>strong contrasts</b> . Tempo- <b>comparing tempi</b> . Timbre- <b>orchestral family timbres</b> . Texture- <b>weaving parts</b> . Structure- <b>Rounds</b>					
Focus across the year	COMPOSING (KEY STAGE) Understand when to use varying volumes, pitch and expression in my voice to portray an idea or mood. Layer sounds to create effects. Compose a soundscape (a performance that creates the experience of an acoustic environment e.g. Weather) Compose melodic and rhythmic phrases. starting to interpret musical notation. e.g. Crochet = 1 beat, minim = 2 beats. Reflect on my compositions dynamics,tempo and timbre		PERFORMING (KEY STAGE) Sing expressively combining dynamics, tempo and pitch. Perform own compositions from memory. Take part in rounds. Take part in three part harmonies and descants perform own rhythmic and melodic patterns on an instrument Lead a group in performance.		LISTENING + CONTEXT (KEY STAGE) Begin to explore reasons for composers' tempo choices. Pick out details within a piece and recall these details from memory. Compare pieces thinking about texture, structure, timbre and dynamics. Evaluate others work thinking about texture, structure, timbre and dynamics. Find similarities and differences between different Historical composers and musicians. Explain how the music of the past reflected the society of the time. Explain how music has changed over time.	
Skills	Using ABRSM Aural Test grade 3-, pick out details and recall them from memory. Identifying time signatures.- Identifying musical styles and period. Investigate a music timeline. Listen to music from different periods. Sing expressively using dynamics. Understand when to use varying volumes, pitch and expression in the voice to portray an idea or mood. Take part in rounds. Interpret musical language throughout all music lessons. (interrelated dimensions of music) . Perform own rhythmic patterns on an instrument. Lead a group performance. Investigate and create syncopated rhythms.starting to interpret musical notation. e.g. Crochet = 1 beat, minim = 2 beats.	Explain how the music of the past reflected the society of the time. Explain how music has changed over time. Using ABRSM Aural Test grade 2, pick out details and recall them from memory. Improvisation using Charanga music scheme. Perform own rhythmic and melodic patterns on an instrument. Lead a group performance. Reflect on my compositions dynamics,tempo and timbre	Learn a song in 3 part harmony -3 part chords progressing to Small Part of the World Lead a group performance Evaluate pieces on Jazz Charanga thinking about texture, timbre and dynamics ABRSM Aural test D pick out details in a piece. Glockenspiels- Charanga Jazz 2	Compose a soundscape (a performance that creates the experience of an acoustic environment e.g. Weather) Compose melodic and rhythmic phrases. Layer sounds to create effects. Evaluate others work thinking about texture, structure, timbre and dynamics. Compare pieces thinking about texture, structure, timbre and dynamics.	Playing the keyboard-reading musical notation Perform own rhythmic patterns on an instrument. Pick out details within a piece and recall these details from memory. Begin to explore reasons for composers' tempo choices. Lok at film music of John Williams.	Perform in a group. Consider all the interrelated dimensions of music. Find similarities and differences between different Historical composers and musicians Lead a group performance.

Subject: Music						
Y6	Pitch- <b>major/ minor</b> Duration- <b>6/8 syncopated and dotted rhythms</b> . Dynamics- <b>accent and articulation</b> Tempo- <b>comparing tempo for mood effects</b> . Timbre- <b>electronic sounds</b> Texture- <b>chords</b> Structure- <b>Ternary forms</b>					
Focus across the year	LISTENING + CONTEXT (KEY STAGE) Begin to explore reasons for composers' tempo choices. Pick out details within a piece and recall these details from memory. Compare pieces thinking about texture, structure, timbre and dynamics. Evaluate others work thinking about texture, structure, timbre and dynamics. Find similarities and differences between different Historical composers and musicians. Explain how the music of the past reflected the society of the time. Explain how music has changed over time.		PERFORMING (KEY STAGE) Sing expressively combining dynamics, tempo and pitch. Perform own compositions from memory. take part in rounds. Take part in three part harmonies and descants perform own rhythmic and melodic patterns on an instrument Lead a group in performance.		COMPOSING (KEY STAGE) Understand when to use varying volumes, pitch and expression in my voice to portray an idea or mood. Layer sounds to create effects. Compose a soundscape (a performance that creates the experience of an acoustic environment e.g. Weather) Compose melodic and rhythmic phrases. starting to interpret musical notation. e.g. Crochet = 1 beat, minim = 2 beats. Reflect on my compositions dynamics,tempo and timbre	
Skills	Using ABRSM Aural Test grade 3-, pick out details and recall them from memory. Identifying time signatures.- Identifying musical styles and period. Investigate a music timeline. Listen to music from different periods. Sing expressively using dynamics. Understand when to use varying volumes, pitch and expression in the voice to portray an idea or mood. Take part in rounds. Interpret musical language throughout all music lessons. (interrelated dimensions of music) . Perform own rhythmic patterns on an instrument. Lead a group performance. Investigate and create syncopated rhythms.starting to interpret musical notation. e.g. Crochet = 1 beat, minim = 2 beats.	Explain how the music of the past reflected the society of the time. Explain how music has changed over time. Using ABRSM Aural Test grade 5, pick out details and recall them from memory. Improvisation using Charanga music scheme. Perform own rhythmic and melodic patterns on an instrument. Lead a group performance. Reflect on my compositions dynamics,tempo and timbre	Learn a song in 3 part harmony -3 part chords progressing to Small Part of the World Lead a group performance Evaluate pieces on Jazz Charanga, thinking about texture, timbre and dynamics ABRSM Aural test D pick out details in a piece. Glockenspiels- Charanga Jazz 2	Compose a soundscape (a performance that creates the experience of an acoustic environment e.g. Weather) Compose melodic and rhythmic phrases. Layer sounds to create effects. Evaluate others work thinking about texture, structure, timbre and dynamics. Compare pieces thinking about texture, structure, timbre and dynamics.	Playing the keyboard-reading musical notation Perform own rhythmic patterns on an instrument. Pick out details within a piece and recall these details from memory. Begin to explore reasons for composers' tempo choices. Rehearse a hand clap skit for performance. Sing This is the Moment	Perform in a group. Consider all the interrelated dimensions of music. Find similarities and differences between different Historical composers and musicians Lead a group performance.