



Music – A Progression of Knowledge & Skills				
Year group	term	topic	skills	knowledge
EL2	aut		EL2 Goals Knows and sings familiar nursery rhymes with support from an adult Can focus on an activity of their own choice for a short amount of time.	
			Creating with Materials Joins in singing songs Creates sounds by rubbing, shaking, tapping, striking or blowing Listening, Attention and Understanding Shows interest in play with sounds, songs and rhymes	
	spr		EL2 Goals Knows and sings familiar nursery rhymes with support from an adult Can focus on an activity of their own choice for a short amount of time.	
			Creating with Materials Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow Listening, Attention and Understanding Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus	
	sum		EL2 Goals Knows and sings familiar nursery rhymes with support from an adult Can focus on an activity of their own choice for a short amount of time.	
			Being Expressive and Imaginative Creates rhythmic sounds and movements Beginning to describe sounds and music imaginatively, e.g. scary music	
YN	aut	Me & My Family	Genre knowledge To listen to music across a range of historical periods, genres, styles and traditions Singing To sing a range of well-known nursery rhymes and songs To perform songs and rhymes with others, and – when appropriate – try to move in time with music Able to sit for short, carpet time teaching (like listening to a story)	
			Listening & Appraising To listen with increased attention to sounds To respond to what they have	To build a repertoire of songs





		<p>heard, expressing their thoughts and feelings</p> <p>Listening, Attention and Understanding Listens to others in one-to-one or small groups, when conversation interests them</p> <p>Creating with Materials Explores and learns how sounds and movements can be changed</p> <p>Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home</p> <p>Being Expressive and Imaginative Uses movement and sounds to express experiences, expertise, ideas and feelings</p> <p>Sings to self and makes up simple songs</p> <p>Singing To remember and sing entire songs</p> <p>To sing the pitch of a tone sung by another person ('pitch match')</p> <p>To sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p> <p>Playing Instruments To play instruments with increasing control to express their feelings and ideas</p> <p>To increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</p>	
			<p>Communication and Language To know many rhymes</p> <p>Vocabulary sing, instrument, perform, audience, high, low, volume, bang, crash, noise, quiet, whisper, noisy, loud, shrill, squeaky, boom, shout, tap, voice, shake</p>
			<p>Genre knowledge To listen to music across a range of historical periods, genres, styles and traditions</p> <p>Singing To sing a range of well-known nursery rhymes and songs</p>





spr	Me & My World	To perform songs and rhymes with others, and – when appropriate – try to move in time with music	
		Able to sit for short, carpet time teaching (like listening to a story)	
sum	Me Growing Up	<p>Playing Instruments To increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</p> <p>Listening, Attention and Understanding Focusing attention – can still listen or do, but can change their own focus of attention</p> <p>Creating with Materials Taps out simple repeated rhythms</p> <p>Develops an understanding of how to create and use sounds intentionally</p> <p>Singing To create their own songs, or improvise a song around one they know</p> <p>To remember and sing entire songs</p> <p>To sing the pitch of a tone sung by another person ('pitch match')</p> <p>To sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p> <p>Being Expressive and Imaginative Creates sounds, movements, drawings to accompany stories</p>	To build a repertoire of songs
		<p>Communication and Language Sing a large repertoire of songs</p> <p>Vocabulary sing, instrument, perform, audience, high, low, volume, bang, crash, noise, quiet, whisper, noisy, loud, shrill, squeaky, boom, shout, tap, voice, shake</p>	





			<p>Singing</p> <p>To create their own songs, or improvise a song around one they know</p> <p>To remember and sing entire songs</p> <p>To sing the pitch of a tone sung by another person ('pitch match')</p> <p>To sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p> <p>Listening, Attention and Understanding</p> <p>Is able to follow directions (if not intently focused)</p> <p>Playing Instruments</p> <p>To increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</p> <p>Play instruments with increasing control to express their feelings and ideas</p>	To build a repertoire of songs
			<p>Communication and Language</p> <p>Sing a large repertoire of songs</p> <p>Vocabulary</p> <p>sing, instrument, perform, audience, high, low, volume, bang, crash, noise, quiet, whisper, noisy, loud, shrill, squeaky, boom, shout, tap, voice, shake</p>	

Year group	term	topic	skills	knowledge
YR	aut	Me & My Family	<p>Genre knowledge</p> <p>To listen to music across a range of historical periods, genres, styles and traditions</p> <p>Singing</p> <p>To sing a range of well-known nursery rhymes and songs</p> <p>To perform songs and rhymes with others, and – when appropriate – try to move in time with music</p>	
			<p>Playing Instruments</p> <p>Play instruments with increasing control to express their feelings and ideas</p> <p>Listening, Attention and Understanding</p> <p>Shows variability in listening behaviour; may move around and fiddle but still be</p>	To build a repertoire of songs





		<p>listening or sit still but not absorbed by activity</p> <p>Listening & Appraising Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Singing Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Performing To join in with whole class singing with actions led by an adult in front of an audience</p>	
		<p>Communication and Language Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Vocabulary sing, instrument, perform, audience, high, low, volume, bang, crash, noise, quiet, whisper, noisy, loud, shrill, squeaky, boom, shout, tap, voice, shake</p>	
spr	Me & My World	<p>Genre knowledge To listen to music across a range of historical periods, genres, styles and traditions</p> <p>Singing To sing a range of well-known nursery rhymes and songs</p> <p>To perform songs and rhymes with others, and – when appropriate – try to move in time with music</p>	
		<p>Playing Instruments To explore the sounds of instruments</p> <p>Listening & Appraising Listen attentively, move to and talk about music, expressing their feelings and response (eg. happy or sad)</p> <p>Listening, Attention and Understanding May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span</p> <p>Singing Sing in a group or on their own, increasingly matching the pitch and following the melody</p>	To build a repertoire of songs





		<p>To initiate new combinations of movement and gesture to music in order to express and respond to feelings, ideas and experiences</p>	
		<p>Communication and Language Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Vocabulary sing, instrument, perform, audience, high, low, volume, bang, crash, noise, quiet, whisper, noisy, loud, shrill, squeaky, boom, shout, tap, voice, shake</p>	
sum	Me Growing Up	<p>Genre knowledge To listen to music across a range of historical periods, genres, styles and traditions</p> <p>Singing To sing a range of well-known nursery rhymes and songs</p> <p>To perform songs and rhymes with others, and – when appropriate – try to move in time with music</p> <p>Singing ELG: To sing a range of well-known nursery rhymes and songs</p> <p>ELG: Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music</p> <p>To watch and talk about dance and performance art, expressing their feelings and responses</p> <p>To sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Playing Instruments To explore the sounds of instruments</p> <p>To represent their own ideas, thoughts and feelings through music</p> <p>Performing To join in with whole class singing with actions led by an adult in front of an audience</p> <p>To build a repertoire of songs</p>	





		<p>To explore and engage in music making and dance, performing solo or in groups</p>	
<p>ELG: Being Imaginative and Expressive</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music 			
<p>Communication and Language</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Vocabulary sing, instrument, perform, audience, high, low, volume, bang, crash, noise, quiet, whisper, noisy, loud, shrill, squeaky, boom, shout, tap, voice, shake</p>			





Year group	term	topic	skills	knowledge
Y1	aut	Once Upon a Time	<p><u>Unit composite</u></p> <p>Singing To use their voices by singing songs and speaking chants and rhymes with actions in front of an audience</p> <p>Composing To experiment with and create sounds using the inter-related dimensions of music</p> <p>Genre knowledge Nursery Rhymes focus: To listen to, review and evaluate music across a range of historical periods, genres, styles and traditions</p>	
			<p>Singing To join in, engage and match the pitch with whole class singing with actions led by an adult</p> <p>To speak and sing a chant to a pulse</p> <p>To use rhyme in a song</p> <p>Composing To create musical sounds</p> <p>To copy sounds</p> <p>Performing To join in with whole class singing with actions in front of an audience</p> <p>Listening & appraisal To choose a favourite song from a selection of songs</p>	<p>Inter-related dimensions To understand pulse and rhythm</p> <p>To understand pitch and duration</p> <p>Genre knowledge To know simple nursery rhymes</p>
			<p>Vocabulary</p> <p>nursery rhymes, sing, beat, high, low, rhythm, rhyme, chant, audience, performing, ending, lyrics, carol</p>	
			<p><u>Unit composite</u></p> <p>Singing To use their voices by singing songs and speaking chants and rhymes with actions in front of an audience</p> <p>Composing To experiment with and create sounds using the inter-related dimensions of music</p> <p>Playing Instruments To play untuned instruments musically</p> <p>Genre knowledge Soundtracks and John Williams focus: To listen to, review and evaluate music across</p>	





spr	Animal Kingdom	a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians	
		<p>Singing To sing a song matching the pitch and following a melody with actions led by an adult</p> <p>To speak and sing a chant to a pulse</p> <p>Composing To copy sounds and clap short rhythmic patterns</p> <p>Playing instruments – percussion To hold a percussive instrument correctly</p> <p>To explore different sounds on percussion instruments</p>	<p>Genre knowledge To recognise a well known soundtrack (Jurassic Park/Star Wars)</p> <p>To know what a composer is; focusing on composer John Williams</p> <p>Playing an instrument and music theory To know the names of percussion instruments (tambourine, cowbell, Djembe, shaker, Lummi Sticks, bells, xylophone)</p>
		<p>Vocabulary</p> <p>melody, band, chorus, introduction, pulse, beat, instrument, choir, classical, composer</p>	
sum	We Love London	<p>Unit composite</p> <p>Singing To use their voices by singing songs and speaking chants and rhymes with actions in front of an audience</p> <p>Composing To experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>Playing Instruments To play untuned instruments musically</p> <p>Genre knowledge London based Nursery Rhymes & local London Artists focus: To listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</p>	
		<p>Singing To sing a song and make different sounds with their voice following an adult</p> <p>To speak and sing a chant to a pulse</p> <p>Composing To identify and then create changes in musical sounds</p> <p>To recognise repeated patterns</p> <p>Playing instruments - percussion</p>	<p>Genre knowledge To know London based Nursery Rhymes (London Bridge, Oranges & Lemons, London's Burning & Ring-a-Ring o' Roses)</p> <p>To know a selection of contemporary London based artists and songs</p>





			<p>To incorporate a percussive instrument when singing a song</p> <p>To copy a simple rhythm on a percussive instrument</p>	
			<p>Vocabulary</p> <p>pattern, percussion, groove, style, unison, warm up</p>	

Year group	term	topic	skills	knowledge
Y2	aut	Fire! Fire!	<p>Unit composite</p> <p>Singing To use their voices expressively and creatively by singing songs and speaking chants and rhymes with actions in front of an audience</p> <p>Composing To experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>Playing Instruments To play tuned instruments musically</p> <p>Genre knowledge Music genres and Historic Nursery Rhymes focus: To listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</p> <p>Playing an instrument and music theory – ukulele To play a song with the open strings</p> <p>Listening & Appraising To listen with concentration and understanding to a range of high-quality live and recorded music</p>	
			<p>Singing To sing and follow a melody with instructions from a leader</p> <p>To pitch a tune correctly</p> <p>To sing or clap a pulse increasing or decreasing in tempo</p> <p>To sing in a round with support from a leader (Canon)</p> <p>Listening and appraising To listen to a piece of music and describe what they hear (instrument, dynamics)</p>	<p>Inter-related dimensions To understand pulse, rhythm, pitch and duration</p> <p>Genre knowledge To know there are different genres (types) of music with a focus on simple pop, rock and classical</p> <p>To know a selection of traditional Historic Nursery Rhymes and the stories/traditions behind them</p> <p>Playing an instrument and music theory - ukulele To know the functions and maintenance of the Ukulele, knowing the resting and playing</p>





		<p style="text-align: center;">Playing an instrument and music theory – ukulele</p> <p>To hold the instrument correctly with the appropriate posture</p> <p>To pluck the open strings</p> <p>To play a song with the open strings</p> <p>Composing</p> <p>To experiment with dynamics</p> <p>To compose a sequence of music using pictures to show sounds</p>	<p style="text-align: center;">position</p> <p>To know the names of the open strings</p> <p>To know the functions and maintenance of their instrument</p>
		<p style="text-align: center;">Vocabulary</p> <p>melody, band, chorus, introduction, pulse, beat, instrument, choir, classical, composer</p>	
spr	The Secret Garden	<p>Unit composite</p> <p>Singing</p> <p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes with actions in front of an audience</p> <p>Composing</p> <p>To experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>Playing Instruments</p> <p>To play tuned instruments musically</p> <p>Genre knowledge</p> <p>Pop music focus: To listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</p> <p>Playing an instrument and music theory – ukulele</p> <p>To play a song with the open strings</p> <p>Listening & Appraising</p> <p>To listen with concentration and understanding to a range of high-quality live and recorded music</p>	
		<p>Singing</p> <p>To sing and follow a melody with instructions from a leader</p> <p>To pitch a tune correctly</p> <p>To sing or clap a pulse increasing or decreasing in tempo</p> <p>To sing in a round with support from a leader (Canon)</p> <p>Listening and appraising</p>	<p>Genre knowledge</p> <p>To know the features of the Pop music genre and a selection of contemporary Pop songs</p> <p>Playing an instrument and music theory – ukulele</p> <p>To read simple notation (crotchets and quavers)</p>





		<p>To listen to a piece of music and describe what they hear (instrument, dynamics, mood)</p> <p>Playing instruments - ukulele To hold the instrument correctly with the appropriate posture</p> <p>To pick the open strings using simple rhythmic notation</p> <p>To play a song with the open strings</p> <p>To experiment and create sounds using pitch and dynamics.</p> <p>Composing To use symbols to represent sounds</p> <p>Performing To be confident with whole class singing with actions in front of an audience</p>	
		<p>Vocabulary</p> <p>backing, ensemble, improvise, recurring theme, riff, shape, crochet, quaver, verse, bridge</p>	
sum	Globe Trotters	<p><u>Unit composite</u></p> <p>Singing To use their voices expressively and creatively by singing songs and speaking chants and rhymes with actions in front of an audience</p> <p>Composing To experiment with, create, select and combine sounds using the inter-related dimensions of music</p> <p>Playing Instruments To play tuned instruments musically</p> <p>Genre knowledge Flamenco, Bhangra, Reggae and Celtic focus: To listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</p> <p>Playing an instrument and music theory – ukulele To play a song with the open strings</p> <p>Listening & Appraising To listen with concentration and understanding to a range of high-quality live and recorded music</p>	
		<p>Singing To sing and follow a melody (tune) with instructions from a leader</p>	<p>Inter-related dimensions To know dynamics, tempo, timbre, structure and texture</p>





		<p>To pitch a tune correctly</p> <p>To sing/clap a pulse increasing or decreasing in tempo</p> <p>To sing in a round (Canon)</p> <p>Listening and appraising To listen to a piece of music and describe what they hear (instrument, dynamics, tone, mood)</p> <p>Playing an instrument and music theory – ukulele To play, with control, a tuned instrument</p> <p>To experiment and create sounds using pitch, timbre, dynamics and texture</p> <p>To read notation from a graphic score</p> <p>To read simple notation: crotchets, minims, quavers, dotted minims and rests</p> <p>To learn the C chord</p> <p>Composing To compose with two or three notes</p>	<p>Genre knowledge To know and recognize Flamenco, Bhangra, Reggae and Celtic genres and where they originate from</p>
		<p>Vocabulary</p> <p>structure, local, compose, experiment, tempo, canon, catchy</p>	





Year group	term	topic	skills	knowledge
Y3	aut	Invaders and settlers	<p>Singing & playing instruments To sing and play musically with increasing confidence and control</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To use and understand staff and other musical notations</p> <p>Listening and Appraisal To listen with attention to detail and recall sounds</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Genre knowledge Folk focus: To listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</p>	
			<p>Singing To have basic posture and relaxed shoulders</p> <p>To sing with an awareness of dynamics</p> <p>To sing within the octave of simple steps</p> <p>Listening and appraising To listen and recall sounds with attention with increasing accuracy</p> <p>To respond to different moods in music and to say how a piece of music makes them feel</p> <p>Playing the Ukulele and music theory</p> <p>To read and play notation from a graphic score</p> <p>To learn C and Am chords</p> <p>To learn song using more than one chord</p>	<p>Inter-related dimensions To know pulse, rhythm, pitch, duration, dynamics, tempo, timbre, structure and texture</p> <p>Genre knowledge To know the genre of Folk and how myths and urban legends are told throughout history through song</p> <p>Music Theory To learn notes on the treble clef</p>





		<p style="text-align: center;">Vocabulary</p> <p>compose, composer, treble clef, stave, dynamics, octave, notation</p>	
		<p>Singing & playing instruments To sing and play musically with increasing confidence and control</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To use and understand staff and other musical notations</p> <p>Listening and Appraisal To listen with attention to detail and recall sounds</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Genre knowledge Josephine Baker, Ravi Shankar, Ella Fitzgerald and Ludwig Van Beethoven focus: To listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</p>	
spr	Super humans	<p>Singing To have basic posture and relaxed shoulders</p> <p>To sing with an awareness of dynamics</p> <p>To sing within the octave of simple steps</p> <p>Listening and appraising To listen and recall sounds with attention with increasing accuracy</p> <p>To be able to recognise different genres in music</p> <p>Playing the Ukulele and music theory To make connections between rhythmic notations and musical sounds</p> <p>To learn the F chord</p> <p>To learn a song that uses 2 or more chords</p> <p>Performing To confidently perform as part of a large ensemble in front of an audience experimenting with solo parts</p>	<p>Genre knowledge To know and have a deeper understanding of different musical genres with focus on Josephine Baker, Ravi Shankar, Ella Fitzgerald and Ludwig Van Beethoven</p>





		<p style="text-align: center;">Vocabulary</p> <p>genre, notation, harmony, arrangement, balance, ballad, cover, phrase, solo, blending, break, diaphragm, key, projection</p>	
sum	Rainforest Explorers	<p>Singing & playing instruments To sing and play musically with increasing confidence and control</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To use and understand staff and other musical notations</p> <p>Listening and Appraisal To listen with attention to detail and recall sounds</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Composing To experiment with, create, select and combine sounds using the inter-related dimensions of music with an understanding of structure</p> <p>Genre knowledge Disney focus: To listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</p>	
		<p>Singing To have basic posture and relaxed shoulders</p> <p>To sing with an awareness of dynamics</p> <p>To sing within the octave of simple steps</p> <p>To sing with their instrument</p> <p>To sing with an awareness of pronunciation and diction</p> <p>Listening and appraising To listen and recall sounds with attention and detail with increasing accuracy</p> <p>To be able to recognise different genres in music</p> <p>Playing the Ukulele and music theory To be able to play a range of song with and without the use of backing tracks</p>	<p>Inter-related dimensions To know what simple notation is</p> <p>Genre knowledge To know what makes a good soundscape and where and how soundscapes are used</p> <p>To know a selection of songs from Disney films focusing on storytelling through music</p> <p>Playing the Ukulele and music theory To know the difference and values in crochets, minims, semibreves and dotted minims</p> <p>To learn notes on the treble clef</p>





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		<p>To be able to sing and play a song that has 2 or more chords</p> <p>To learn the G or G7 chord</p> <p>Composing</p> <p>To be able to create a soundscape through picture composition using pitch, rhythm, structure (beginning, middle and end) and dynamics</p> <p>To choose sounds which create an effect</p>	
		<p>Vocabulary</p> <p>scale, minims, semibreves, dotted minims, soundscape, diction, hook, interlude, style indicators, texture</p>	





Year group	term	topic	skills	knowledge
Y4	aut	Rise of the Robots	<p>Unit composite</p> <p>Singing & playing instruments To sing and play musically with increasing confidence and control</p> <p>To use and understand staff and other musical notations</p> <p>Composing To develop an understanding of musical composition within musical structures</p> <p>To improvise and compose music using the inter-related dimensions of music</p> <p>Listening and Appraisal To listen with attention to detail</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Genre knowledge Electronic & Techno music focus: To understand and explore how music is created and produced, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations</p> <p>Genre knowledge Electronic & Techno music focus: To listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</p>	<p>Composing To know simple music editing software</p> <p>Playing an instrument and music theory (recorder) To know what a recorder is; how to look after and clean it and the different parts of the instrument</p> <p>Genre knowledge To know the features of Electronic, Techno genre and its links to modern Pop and technology</p>
			<p>Singing To sing with an open mouth, relaxed jaw and good pronunciation</p> <p>To sing within the range of an octave with simple leaps</p> <p>To sing in tune, change pitch and dynamics with accuracy</p> <p>Playing an instrument and music theory (recorder) To experiment with making sound using the recorder</p> <p>To use the 'ta' method when playing sounds on the recorder</p> <p>To use their tongue to make notes clear and consistent on the recorder</p> <p>To be able to play and recognise the notes B, A and G on the recorder</p>	





		<p>Composing To compose an electronic piece of music using technology creatively</p> <p>To change, organise and control sounds on music editing software</p>	
		<p>Vocabulary</p> <p>recorder, mouthpiece, window (recorder), head joint, finger/tone holes, foot joint, stave, tonguing, cue, instrumental, duration, bar, motif, rest, sight read, electronic, techno, editing, appraising, decks, crossover, drum loops, original, sampling, timbre, flat, sharp, karaoke, reverb</p>	
spr	All the worlds a Stage	<p>Singing & playing instruments To sing musically with increasing confidence and control</p> <p>To perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression</p> <p>To use and understand staff and other musical notations</p> <p>Composing Soundscape focus: To develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory</p> <p>Soundscape focus: To improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listening and Appraisal To listen with attention to detail and recall sounds with increasing aural memory</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Genre knowledge Tudor & Medieval music focus: To listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</p>	
		<p>Singing To sing with an open mouth, relaxed jaw and good pronunciation.</p> <p>To sing within the range of an octave with simple leaps</p> <p>To sing in tune, change pitch and dynamics with accuracy</p> <p>Listening and appraising To describe different purposes of music in history/ performance/other cultures</p> <p>To describe how a piece of music makes them feel, using performance to express this</p>	<p>Inter-related dimensions</p> <p>To know pulse, rhythm, pitch, dynamics, tempo, timbre, duration, structure and texture</p> <p>Genre knowledge</p> <p>To know the Tudor dance and Medieval music genre and its importance within the Tudor court</p> <p>To know how Soundscapes are used in live performance</p>





		<p>Performing To confidently perform as part of a large ensemble in front of an audience with the awareness of voice projection, diction and dynamics</p> <p>To follow musical cues in soundscapes for performances</p> <p>Composing To contribute musical ideas to create a mood when composing performance pieces</p> <p>Playing an instrument and music theory (recorder) To play notes in time with a given rhythm</p> <p>To recognise the notes B, A and G on simple sheet music</p>	
		<p>Vocabulary</p> <p>atmospheric, soundscape, cue, SFX,</p>	
sum	Extreme Earth	<p>Singing & playing instruments To sing and play musically with increasing confidence and control</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To use and understand staff and other musical notations</p> <p>Composing To develop an understanding of musical composition within musical structures and reproducing sounds from aural memory</p> <p>To improvise and compose music using the inter-related dimensions of music</p> <p>Listening and Appraisal To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Genre knowledge Country & Western music focus: To listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</p>	
		<p>Singing</p> <p>To sing with an open mouth, relaxed jaw and good pronunciation</p>	<p>Genre knowledge</p> <p>To know Country and Western and Eastern Asian influences in genre and its links to the pentatonic scale</p>





		<p>To sing within the range of an octave with simple leaps</p> <p>To sing with control and expression</p> <p>To sing in tune, change pitch and dynamics with accuracy</p> <p>Composing</p> <p>To compose a short song on the recorder using four or five notes</p> <p>Playing an instrument and music theory (recorder)</p> <p>To be able to play and recognise the notes B, A, G, D when played and on simple sheet music</p> <p>To begin to correctly play some simple tunes using combinations of the notes B, A, G and E</p>	<p>Playing an instrument and music theory</p> <p>To know the pentatonic scale</p> <p>Inter-related dimensions</p> <p>To know pulse, rhythm, pitch, dynamics, tempo, timbre, duration, structure and texture</p>
		<p>Vocabulary</p> <p>pentatonic scale, influence</p>	





Year group	term	topic	skills	knowledge
Y5	aut	Meet the Greeks!	<p>Singing & playing instruments To sing and play musically with increasing confidence and control</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To use and understand staff and other musical notations</p> <p>Listening and Appraisal To listen with attention to detail and recall sounds with increasing aural memory</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Genre knowledge Gospel & Gustav Holst focus: To listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</p> <p>Genre knowledge African drumming focus: To listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</p>	<p>Inter-related dimensions</p> <p>To know pulse, rhythm, pitch, dynamics, tempo, timbre, duration, structure and texture</p> <p>To know simple rhythmic notation</p> <p>Genre knowledge</p> <p>To know there are three ways to play a djembe; bass, tone and slap</p> <p>To know that pattern, solos, improvising and call and response are key features of West African drumming</p> <p>To know the names of the Dundun drums: Kenkeni, Sangban and Dundun</p> <p>To know the structure of a West African drumming group and the role of the Master Drummer</p> <p>To know the materials used to make a Djembe (wood, leather/skin and rope)</p>
			<p>Singing To sing songs confidently both solo and as part of an ensemble to an audience</p> <p>To show control, phrasing and expression in singing and performance</p> <p>To follow along with sheet music when signing with support/ instructions from a leader</p> <p>To sing in tune, breathe well, pronounce words, change pitch and dynamics with greater accuracy</p> <p>Playing an instrument and music theory (drumming) To develop an understanding of contrast (chorus/verse/bridge) structures and repeat signs in sheet music</p> <p>To be able to play bass, tone and slap sounds correctly on the drum</p> <p>To be able to play rhythms accurately in time on the drums</p> <p>Performing</p>	





		<p>To sing and dance with expression, diction and voice projection as part of a large ensemble with confidence and accuracy in front of an audience</p>	
spr	The Space Race	<p>Vocabulary</p> <p>bass, tone, slap, Kenkeni, Sangban, Dundun, Master Drummer, contrast, Djembe, fills</p>	<p>Singing & playing instruments To sing and play musically with increasing confidence and control</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To use and understand staff and other musical notations</p> <p>Composing To develop an understanding of musical composition within musical structures and reproducing sounds from aural memory</p> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listening and Appraisal To listen with attention to detail and recall sounds with increasing aural memory</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Music Theory To understand and explore how music is created through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations</p> <p>Genre knowledge Gospel & Gustav Holst focus: To listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</p>
		<p>Singing To follow along with sheet music when singing independently</p> <p>To sing a harmony as a group with support</p> <p>Composing To compose music using technology taking influence from Gustav Holst's atmospheric creative choices</p> <p>Playing an instrument and music theory (drumming) To be able to create music that uses different rhythms over a steady pulse</p>	





The LETTA Trust



		<p>To play copy-back rhythms on the drums with accuracy</p> <p>To play musical instruments with increasing accuracy, fluency, control and expression in front of an audience</p>	
		<p>Vocabulary</p> <p>Gospel, hymn, A Capella, back beat, reprise, accompaniment, alto, soprano, duet, finale, interlude, medley</p>	
		<p>Singing & playing instruments</p> <p>To sing and play musically with increasing confidence and control</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To use and understand staff and other musical notations</p> <p>Composing</p> <p>To improvise and compose music using the inter-related dimensions of music</p> <p>Listening and Appraisal</p> <p>To listen with attention to detail and recall sounds with increasing aural memory</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Genre knowledge</p> <p>Rock'n'roll focus: To listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</p>	
sum	Eco-Warriors	<p>Singing</p> <p>To show control, phrasing and expression in singing and performance</p> <p>To sing in tune, breathe well, pronounce words, change pitch and dynamics with greater accuracy</p> <p>Listening and appraising</p> <p>To be able to recognize popular genres from western culture (Jazz, Blues, Funk, Rock)</p> <p>Playing an instrument and music theory (drumming)</p> <p>To be able to improvise for a required duration with accuracy on the drums</p> <p>Composing</p> <p>To perform from memory a composed rhythm on percussion</p>	<p>Genre knowledge</p> <p>To know the features and historical background of Rock'n'Roll music</p> <p>Inter-related dimensions</p> <p>To know pulse, rhythm, pitch, dynamics, tempo, timbre, duration, structure and texture</p>





			Vocabulary R'n'B, chord, ostinato, pre-chorus, scat

Year group	term	topic	skills	knowledge
Y6	aut	Blitz & Blackouts	Singing & playing instruments To sing musically with increasing confidence and control To use and understand staff and other musical notations Composing To improvise using the inter-related dimensions of music Listening and Appraisal To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Genre knowledge 20th Century Focus: To listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians Music during World War 2 (with a focus on The Andrew Sisters, Vera Lynn and Glenn Miller focus: To listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians	
			Singing To sing beyond an octave with leaps To sing within an awareness of mood and tone To sing in tune, breathe well, pronounce words, change pitch and dynamics accurately Listening and appraising To describe and give opinion of music heard with confidence and use of an extended range of musical terminology Composing To improvise a solo on my instrument	Genre knowledge To know well known songs from the 20th Century and the role of music during World War 2 (with a focus on The Andrew Sisters, Vera Lynn and Glenn Miller) Inter-related dimensions To know pulse, rhythm, pitch, dynamics, tempo, timbre, duration, structure and texture
			Vocabulary tone	





			<p>Singing & playing instruments To sing musically with increasing confidence and control</p> <p>To use and understand staff and other musical notations</p> <p>Composing To develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory</p> <p>To improvise and compose music using the inter-related dimensions of music</p> <p>Listening and Appraisal To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Music Theory To understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations</p> <p>Genre knowledge The Beatles focus: To listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</p>		
	spr	Rivers of Time	<table border="1"> <tr> <td data-bbox="464 958 948 1850"> <p>Singing To sing beyond an octave with leaps</p> <p>To sing with expression to engage the audience</p> <p>To sing in tune, breathe well, pronounce words, change pitch and dynamics accurately</p> <p>Playing an instrument and music theory To learn C, F and Am chords</p> <p>To be able to change chords in order to play songs that use C, F and Am chords</p> <p>To be able to playing different strumming patterns</p> <p>Listening and appraising To describe and give opinion of music heard with confidence and use of an extended range of musical terminology</p> </td> <td data-bbox="948 958 1482 1850"> <p>Genre knowledge To know the history and a selection of songs from the band The Beatles</p> <p>Inter-related dimensions To know pulse, rhythm, pitch, dynamics, tempo, timbre, duration, structure and texture</p> </td> </tr> </table>	<p>Singing To sing beyond an octave with leaps</p> <p>To sing with expression to engage the audience</p> <p>To sing in tune, breathe well, pronounce words, change pitch and dynamics accurately</p> <p>Playing an instrument and music theory To learn C, F and Am chords</p> <p>To be able to change chords in order to play songs that use C, F and Am chords</p> <p>To be able to playing different strumming patterns</p> <p>Listening and appraising To describe and give opinion of music heard with confidence and use of an extended range of musical terminology</p>	<p>Genre knowledge To know the history and a selection of songs from the band The Beatles</p> <p>Inter-related dimensions To know pulse, rhythm, pitch, dynamics, tempo, timbre, duration, structure and texture</p>
<p>Singing To sing beyond an octave with leaps</p> <p>To sing with expression to engage the audience</p> <p>To sing in tune, breathe well, pronounce words, change pitch and dynamics accurately</p> <p>Playing an instrument and music theory To learn C, F and Am chords</p> <p>To be able to change chords in order to play songs that use C, F and Am chords</p> <p>To be able to playing different strumming patterns</p> <p>Listening and appraising To describe and give opinion of music heard with confidence and use of an extended range of musical terminology</p>	<p>Genre knowledge To know the history and a selection of songs from the band The Beatles</p> <p>Inter-related dimensions To know pulse, rhythm, pitch, dynamics, tempo, timbre, duration, structure and texture</p>				
			<p>Vocabulary syncopation, tag, Urban Contemporary</p>		





		<p style="text-align: center;">Singing & playing instruments</p> <p>To sing musically with increasing confidence and control</p> <p>To perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression</p> <p>To use and understand staff and other musical notations</p> <p>Composing</p> <p>To develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory</p> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listening and Appraisal</p> <p>To listen with attention to detail and recall sounds with increasing aural memory</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Music Theory</p> <p>To understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations</p> <p>Genre knowledge</p> <p>Musicals focus: To listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</p>
	sum	<p>Who am I?</p> <p>Singing</p> <p>To sing beyond an octave with leaps</p> <p>To sing with expression to engage the audience</p> <p>To sing in tune, breathe well, pronounce words, change pitch and dynamics with accuracy</p> <p>To sing a harmony accurately with awareness of different parts</p> <p>To sing songs confidently both solo and as part of an ensemble</p> <p>To show control, phrasing and expression in singing and performance</p> <p>Listening and appraising</p> <p>To compare and contrast different musicals</p> <p>To describe and give opinion of music heard with confidence and use of an extended range of musical terminology</p> <p>Genre knowledge</p> <p>To know the features of a Musical with focus on their selected end of year Musical</p> <p>To know music is played for different traditions and can give an example</p> <p>To know a famous musician and to know what they are renowned for</p> <p>Inter-related dimensions</p> <p>To know pulse, rhythm, pitch, dynamics, tempo, timbre, duration, structure and texture</p>





		<p>Playing an instrument and music theory To take the lead in a performance and give creative suggestions to others</p> <p>To be able to improvise for a required duration with accuracy and confidence on the drums</p> <p>Composing</p> <p>To learn the C major scale on the Ukulele</p> <p>To compose a melody on the Ukulele using more than 5 notes</p> <p>To compose a song with lyrics as a class with support from an adult on the Ukulele</p> <p>Performing To sing and dance with expression, diction and voice projection as part of a large ensemble and by themselves with accuracy and confidence in front of an audience</p>	
		<p>Vocabulary</p> <p>secular, libretto (the book: musical theatre), belt, charm show(song that gets the audience to root for the character), company, overture, patter song</p>	

