



Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing songs with control and using the voice expressively	<p>Learn about voices, singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</p> <p>Learn to start and stop singing when following a leader.</p>	<p>Learn about voices singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</p> <p>Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.</p>	<p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To have an awareness of the pulse internally when singing.</p>	<p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To rejoin the song if lost.</p> <p>To listen to the group when singing.</p>	<p>To sing in unison and to sing backing vocals.</p> <p>To enjoy exploring singing solo.</p> <p>To listen to the group when singing.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p>	<p>To sing in unison and to sing backing vocals.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p>

<p>Listen with concentration and understanding to a range of high-quality live and recorded music, drawn from different traditions and from great composers and musicians.</p>	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>To learn how songs can tell a story or describe an idea.</p>	<p>To confidently identify and move to the pulse. To think about what the words of a song mean.</p> <p>To take it in turn to discuss how the song makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p>	<p>To confidently identify and move to the pulse.</p> <p>To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).</p> <p>Talk about the music and how it makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p>	<p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>When you talk try to use musical words.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p>	<p>To identify and move to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>Use musical words when talking about the songs.</p> <p>To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel,</p>
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					Talk about the music and how it makes you feel.	using musical language to describe the music.
Controlling rhythm and pulse	<p>Recognise that music has a steady pulse, like a heartbeat.</p> <p>Create rhythms from words, our names, favourite food, colours and animals.</p>	<p>Recognise that music has a steady pulse, like a heartbeat.</p> <p>Create rhythms from words, our names, favourite food, colours and animals.</p> <p>Rhythms are different from the steady pulse</p> <p>Know the difference between a musical question and an answer.</p>	<p>Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm.</p> <p>Recall and perform rhythmic patterns to a steady pulse.</p> <p>Know how pulse, rhythm and pitch work together to create a song.</p>	<p>How pulse, rhythm and pitch work together</p> <p>Pulse: Finding the pulse – the heartbeat of the music</p> <p>Rhythm: the long and short patterns over the pulse</p> <p>Know the difference between pulse and rhythm</p> <p>Pitch: High and low sounds that create melodies.</p> <p>How to keep the internal pulse.</p> <p>Musical Leadership: creating musical ideas for the group to copy or respond to.</p>	<p>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.</p> <p>How to keep the internal pulse</p> <p>Musical Leadership: creating musical ideas for the group to copy or respond to e.g. improvising a rhythmic pattern.</p>	<p>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music.</p> <p>How to keep the internal pulse.</p> <p>Musical Leadership: creating musical ideas for the group to copy or respond to.</p>

<p>Notation</p>	<p>Use and follow symbols to represent sounds.</p>	<p>Use and follow symbols to represent sounds.</p>	<p>Understand that music is written down on a staff and that notes have different positions on the staff.</p> <p>Recognise and name a note on the staff.</p>	<p>Understand the staff and other musical notations.</p>	<p>Recognise some notation on the staff and follow on musical instruments.</p>	<p>Recognise some notation on the staff and follow on musical instruments.</p>
<p>Playing tuned and untuned instruments</p>	<p>Treat instruments carefully and with respect.</p> <p>Play a tuned instrumental part with the song they perform.</p> <p>Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</p> <p>Listen to and follow musical instructions from a leader.</p>	<p>Treat instruments carefully and with respect.</p> <p>Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</p> <p>Play the part in time with the steady pulse.</p> <p>Listen to and follow musical instructions from a leader</p>	<p>To treat instruments carefully and with respect.</p> <p>Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p>	<p>To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To experience leading the playing by making sure</p>	<p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p>	<p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p>

				everyone plays in the playing section of the song.	To listen to and follow musical instructions from a leader. To lead a rehearsal session.	To listen to and follow musical instructions from a leader. To lead a rehearsal session.
Composition	<p>Help to create a simple melody using one, two or three notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary</p>	<p>Help create three simple melodies with the Units using one, three or five different notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>Help create at least one simple melody using one, three or five different notes.</p> <p>Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created.</p>	<p>Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song.</p> <p>Talk about how it was created. Listen</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Explain the keynote or home note and the</p>

			<p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>
Improvisation	<p>Recognise that improvisation is about making up your own tunes on the spot.</p> <p>Make up their own tune that has never been heard before and which is not written down.</p>	<p>Recognise that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</p> <p>Use one or two notes confidently To recognise that if</p>	<p>To know that you can use some of the riffs you have heard in the Challenges in your improvisations</p>	<p>To know that you can use some of the riffs you have heard in the Challenges in your improvisations.</p> <p>Recognise improvisation when listening to pieces of music.</p>	<p>To know that you can use some of the riffs you have heard in the Challenges in your improvisations</p> <p>Recognise improvisation when listening to pieces of music.</p>	

			you improvise using the notes you are given, you cannot make a mistake			
Performance skills	<p>Choose a song they have learnt from the Scheme and perform it.</p> <p>They can add their ideas to the performance.</p> <p>Record the performance and say how they were feeling about it.</p>	<p>Choose a song they have learnt from the Scheme and perform it.</p> <p>They can add their ideas to the performance.</p> <p>Record the performance and say how they were feeling about it.</p>	<p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>To choose what to perform and create a programme.</p> <p>Present a musical performance designed to capture the audience.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>	<p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>