

Autumn 1 and 2	Topic	NC OBJECTIVES	SKILLS USED	VOCAB EXPLORED	ANTICIPATED IMPACT	PROGRESSION OF SKILLS AND KNOWLEDGE FROM YEAR GROUP	EXTENDED ACTIVITIES (Implementation music lessons +)
Reception	Minibeasts Friends Chanukah Songs	Use voices to sing songs, chants and rhymes  Develop an understanding high and low sounds; also getting higher/getting lower	Join in with singing, dancing and ring games  Explore and engage in music making and dance, performing solo or in groups  Performing with simple instruments  Play a steady beat  Take notice of others when performing	High Low Getting higher Getting lower Instruments Shake Scrape Tap	The children begin developing their voice trying to match the pitch and follow the melody  The children can keep a steady beat by tapping their knees, dancing to music, or making their own music with instruments  They should be able to identify if the music is getting higher/lower  Attend a live performance of Hanukah concert		Kabbalat Shabbat  Singing assemblies  Chanukah concert
Year 1	One instrument-many sounds	Use voices expressively by singing songs and speaking chants  Listen with concentration and understanding to a range of high-quality music	Develop the singing voice through listening skills, aural memory and physical skills  Listen out for different types of sounds in classical music  Know how some sounds are made and changed	Long Short Loud /Soft Represent Compare  Shakers Tambourines Claves Maracas Guiro Castanets	The children use voices expressively and join in singing and chanting  Show understanding that one instrument can be played in different ways  While listening to classical music, they should be able to compare different sounds, such as sounds	The children keep developing their voices  The children are getting better at choosing the right instruments for their composition  The children can create musical patterns to fit	Kabbalat Shabbat  Singing assemblies

		Experiment with, create, select and combine sounds using the inter-related dimensions of music	Choose sounds to represent different things in order to create a sound picture for a story		made by a passing train or a Cuckoo bird  The children begin to use untuned percussion instruments to create sound pictures for a story	a particular scene in the story or represent different things, such as footsteps, squeaky door, alarm bell ringing, knocking on the door etc.	
Year 2	<b>Exploring Pitch</b> Composition work <b>The story “The Three Bears”</b>	Use voices expressively and creatively by singing songs and speaking chants and rhymes  Play tuned and untuned instruments musically  Experiment with, create, select and combine sounds using pitch, tempo, dynamics and structure	Sing songs musically with growing confidence  Use tuned and untuned instruments to accompany songs and create simple rhythmic patterns  Make sounds that are very different (high/low, loud/soft)	Effect Pitch Timbre  Shakers Tambourines Claves Drums Maracas Guiro Castanets Glockenspiels Indian bells Triangles Wooden agogo Cabassa	The children use voices expressively and are able to follow simple the melodies  They begin to use structure in their composition and follow the leader  Choose instruments and create a variety of sounds to accompany a story about the three growly bears	The children can project their voices better and sing with growing confidence They can use voice and instruments to create different effects  They are able to rehearse and perform with others following the leader and using a greater variety of sounds  The children begin to use a wider range of sounds in their composition to represent different characters in a story	Kabbalat Shabbat  Barnet Music Festival  Singing assemblies  Composition activities
Year 3	<b>Animal magic “Peter and the Wolf” by Sergey Prokofiev</b>	Play and perform in solo and ensemble context, playing musical instruments	Sing songs with confidence  Find pulse within the context of different songs with ease	Represent Analysis Musical elements Pitch Dynamics	The children use voices expressively and are able to follow melody well  They can listen and analyse a classical piece of	Sing in tune with confidence and expression  Begin to learn how to listen and analyse a	Kabbalat Shabbat  Singing assemblies  Chanukah concert

		<p>accurately showing control Appreciate and understand a wide range of high-quality music drawn from different traditions and from great composers</p> <p>Compose music for different purposes using inter-related dimensions of music</p>	<p>Know how musical elements can be used to represent characters in a story</p> <p>Listen with direction to a range of high- quality music</p> <p>Confidently recognise a range of musical instruments from a modern orchestra</p>	<p>Tempo Structure Timbre Duration</p>	<p>music using musical vocabulary</p> <p>They can compose their own music to represent a particular animal</p>	<p>classical piece of music using ever-growing musical vocabulary</p> <p>The children use a wider range of sounds in their compositions, use tuned percussion instruments and structure their compositions better</p>	
Year 4	<b>Recorder program Feelings and moods in music</b>	<p>Play solo and ensemble context showing expression and musical phrasing</p> <p>Use voices and play instruments with increasing accuracy, fluency and control</p> <p>Compose music for a range of purposes</p>	<p>Perform to audiences with control, accuracy and awareness of what others are singing or playing</p> <p>Play notes on instruments with care so they sound clear</p> <p>Can read musical notation, know the number of beats in a minim, crotchet and semibreve</p>	<p>Crotchet Minim Semibreve Dotted notes 1,2,3and 4 beat rests Repeat sign Performance Ensemble Audience Musical expression Solo Musical elements Staff notation</p>	<p>The children can play more complex exercises and tunes with notes B, A, G, E, F and high C without whistling.</p> <p>They understand how to rehearse in the group and take turns to lead a group</p> <p>The children can use wider variety of musical symbols and use them for their own accompaniments and compositions.</p>	<p>The children are confident in performing to audiences demonstrating control and accuracy. They can use their knowledge of recorder playing to create songs/melodies, accompaniments and improvise within a group.</p> <p>The children now have an extended knowledge of musical</p>	<p>Kabbalat Shabbat</p> <p>Singing assemblies</p> <p>Chanukah concert</p>

		<p>Use and understand staff notation</p> <p>Appreciate and understand a wide range of high-quality music drawn from different traditions and from great composers</p>	<p>Talk about ideas and feelings in relation to music using musical vocabulary</p> <p>Listen to several layers of sound and talk about the effect on the mood and feelings.</p>	<p>Accurate Mood Feeling Image</p>	<p>Know how the combined musical elements of pitch, duration, dynamics, tempo, timbre and silence can be used by composers to create specific moods and feelings</p>	<p>symbols, read staff notation recognising notes B, A, G, E, F and high C.</p> <p>They can listen to several layers of sound and talk about the effect on the mood and feelings.</p>	
Year 5	<b>Planetary Moods</b> <b>Gustav Holst</b> <b>“The Planets”</b>	<p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Appreciate and understand a wide range of high-quality music drawn from different traditions and from great composers</p> <p>Compose music for a range of purposes</p>	<p>Talk about ideas and feelings in relation to music using musical vocabulary</p> <p>Listen to several layers of sound and talk about the effect on the mood and feelings.</p> <p>Know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture, structure and silence can be organised and used</p> <p>Use ICT to create Music</p>	<p>Mood Space Travel Planets Eerie Spooky Dangerous Dreamy</p>	<p>The children can listen and analyse classical pieces of music using ever-growing musical vocabulary.</p> <p>They show understanding of how music can be used to create abstract images.</p> <p>The children understand how the combined musical elements can be used by composers to create specific moods, feelings and atmosphere.</p> <p>They can create compositions reflecting the given intentions and use notation as support.</p>	<p>The children are able to provide more in-depth musical analysis using more complex musical vocabulary.</p> <p>They create compositions using complex melodic and rhythmic patterns with awareness of timbre and duration.</p> <p>They use ICT with more confidence.</p> <p>The children can use staff notation to record their compositions</p>	<p>Kabbalat Shabbat</p> <p>Singing assemblies</p> <p>Chanukah concert</p>

		<p>Sing as a part of an ensemble with increasing confidence and precision</p> <p>Use and understand staff notation</p>	<p>Take turns to lead a group</p> <p>Compose complex rhythms from an increasing aural memory</p> <p>Can identify strengths and weaknesses in their compositions</p>			<p>The children can analyse their own work better identifying the necessary steps for improvement.</p>	
Year 6	<b>Ensemble performance and composition</b>	<p>Play and perform in solo and ensemble context, using voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using inter-related dimensions of music</p> <p>Use and understand staff notation</p>	<p>Sing with clear diction, pitch, phrase and musical expression</p> <p>Perform alone and in a group, displaying a variety of techniques</p> <p>Take turns to lead a group</p> <p>Maintain their own part with awareness what others are singing/playing</p> <p>Use ICT to organise musical ideas</p> <p>When composing, demonstrate imagination and confidence in a use of sound</p>	<p>Staff notation</p> <p>Rehearsal</p> <p>Accuracy</p> <p>Fluency</p> <p>Expression</p> <p>Confidence</p> <p>Solo</p> <p>Group performance</p> <p>Structure</p> <p>Ensemble</p> <p>Rehearsal</p>	<p>The children can sing or play from memory with confidence</p> <p>They perform their songs with clear diction, pitch, phrase and musical expression</p> <p>The children know how to add subtle changes to their compositions in order to create an effect. They can use improvisation when performing.</p> <p>They feel confident to perform in front of a class</p>	<p>The children perform songs from memory with clear diction, pitch, phrase and musical expression</p> <p>They are well organised during their rehearsals and now are able to lead a group.</p> <p>They can perform alone and, in a group, displaying a variety of techniques</p> <p>They use ICT with more confidence using a wider range of instruments and more complex chords.</p> <p>The children can more extended staff</p>	<p>Kabbalat Shabbat</p> <p>Singing assemblies</p> <p>Chanukah concert</p>

			Improvise, developing rhythmic material  Refine and improve their work			notation to record their compositions  They can refine and improve their work	
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