

SUMMER 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	Smooth and jumpy music Associating characteristics of people and animals in music Watch and discuss performance art	Use voices to sing songs, chants and rhymes Sing to themselves and make up simple songs Develop an understanding of the ways in which music and dance can express characters of people and animals	Matching the pitch and following the melody Sing in a group or on their own Watch and talk about dance and a performance art expressing their feelings Performing with simple instruments showing a better sense of rhythm Imitate and create movement in response to the style of music (smooth/jumpy)	Smooth Jumpy Character Clumsy Careful Careless Kind Helpful Drums Shakers Tambourines Woodblocks Claves	The children continue developing their voice by matching the pitch and follow the melody better They should be able to identify if the music is smooth or jumpy Express their opinion about music or a dance Show understanding how music can represent characters of people and animals The children should be able to move rhythmically in response to smooth or jumpy music	Singing with a better pitch Building a repertoire of songs and chants Identifying sad and happy tunes Making up simple songs and chants Copying choreographed dances	Kabbalat Shabbat Singing assemblies Reception Graduation
Year 1	Exploring duration (long and short sounds)	Use voices expressively and creatively by singing songs and speaking chants and rhymes	Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture Listen out for different types of sounds in	Duration Long Short Pattern Express Represent Shakers Tambourines	The children continue to use voices expressively and join in singing and chanting While listening to classical music, they should be able to identify long and short sounds and describe the	Better co-ordination skills and better control of simple instruments (creating patterns with long or short sounds) Better participation in singing activities and	Kabbalat Shabbat Singing assemblies

		<p>Listen with concentration and understanding to a range of high-quality music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>classical music</p> <p>Exploring long and short sounds in a story context</p> <p>In composition activities make a sequence of long and short sounds</p>	<p>Claves Drums Maracas Guiro Triangles Castanets</p>	<p>effect</p> <p>The children begin to use simple instruments to create sound pictures for a story using long and short sounds</p>	<p>warm-ups Sing with ever-developing sense of pitch</p> <p>The children can create musical patterns to fit a particular scene in the story or represent different things (ideas, thoughts and feelings)</p>	
Year 2	<p>Exploring visual representation of pulse</p> <p>Weather Sounds</p>	<p>Use voices expressively and creatively by singing songs and speaking chants and rhythms</p> <p>Play tuned and untuned instruments musically</p> <p>Experiment with, create, select and combine sounds using</p>	<p>Sing songs musically with growing confidence</p> <p>Follow instruction of the leader on how and when to sing or play an instrument</p> <p>Use tuned and untuned instruments to accompany songs and compose more structured musical patterns</p> <p>Know that sounds can be made in different ways and represented</p>	<p>Weather Effect Improvise Combine Accurate</p> <p>Shakers Tambourines Claves Drums Maracas Guiro Castanets Glockenspiels Indian bells Triangles Wooden agogo Cabassa</p>	<p>The children use voices expressively and are able to imitate changes in pitch</p> <p>They know when to start/stop singing or playing and take notice of others when performing</p> <p>The children continue to use a wider range of instruments in their compositions and begin recognise basic musical notation</p> <p>The children can improvise when performing</p>	<p>The children can project their voices better and sing with growing confidence</p> <p>They can use voice and instruments to create different effects</p> <p>They are able to rehearse and perform with others following the leader and using a greater variety of sounds</p> <p>The children begin to create more contrasting sounds in compositions,</p>	<p>Kabbalat Shabbat</p> <p>Singing assemblies</p> <p>Composition activities</p>

		pitch, tempo, dynamics and structure	by musical notation			recognise basic musical notation and use simple improvisation	
Year 3	Recorder Program History of music Early music Rehearsing for Summer concert	<p>Have the opportunity to play musical instrument</p> <p>Play in solo and ensemble context</p> <p>Play instruments with increasing accuracy and confidence</p> <p>Develop and understanding of history of music</p>	<p>Rehearse and perform with others</p> <p>Show control when playing tuned instruments so they sound as they should</p> <p>Taking instructions from the leader</p> <p>Continue to read staff notation</p> <p>Learn more notes and musical symbols</p> <p>Develop a basic understanding of History of Music focusing on Early Music</p>	<p>Recorder</p> <p>Staff notation</p> <p>Stave</p> <p>Treble clef</p> <p>Quaver</p> <p>Crotchet</p> <p>Minim</p> <p>Semibreve</p> <p>Dotted notes</p> <p>1,2,3 and 4 beat rests</p> <p>Repeat sign</p>	<p>The children can play simple exercises and tunes with notes B, A, G and high C without whistling.</p> <p>They understand how to rehearse in the group</p> <p>Know how to hold a recorder blow air gently without whistling</p> <p>The children can use wider variety of musical symbols and use them for support in preparation for Summer concert</p> <p>Show some knowledge of Early music and recognise its distinctive style</p>	<p>The children are confident in holding recorder correctly and fully mastered tonguing technique</p> <p>They show better control when playing more complex tunes</p> <p>The children understand a wider variety of musical symbols, read staff notation recognising notes B, A, G and C.</p> <p>They know basic facts about the creation of music, early musical instruments and staff notation</p>	<p>Kabbalat Shabbat</p> <p>Singing assemblies</p> <p>Summer concert</p>
Year 4	Pentatonic scale (accompaniments and composition work)	<p>Sing in solo and ensemble context showing expression and musical phrasing</p> <p>Use voices and instruments with</p>	<p>Sing with clear diction, pitch, phrase and musical expression</p> <p>Can maintain a simple part within a group</p> <p>Perform with control and awareness of what others in the group are singing</p>	<p>Performance</p> <p>Ensemble</p> <p>Musical phrasing</p> <p>Audience</p> <p>Musical expression</p> <p>Solo</p> <p>Accompaniment</p> <p>Pentatonic</p>	<p>The children have learnt the songs for Barnet Music Festival and are able to sing them in tune following the melody well.</p> <p>All the lyrics have been memorised in preparation for the rehearsal in May.</p>	<p>The children are now able to sing more challenging songs with clear diction, accurate pitch and musical expression.</p> <p>They can sing maintain a simple harmony part when performing in a group.</p> <p>The children can sing</p>	<p>Kabbalat Shabbat</p> <p>Singing assemblies</p> <p>Summer concert</p>

		<p>increasing accuracy, fluency and control</p> <p>Perform to audiences Compose music for a range of purposes</p>	<p>Can choose the notes from Pentatonic scale and use them in composition</p>	<p>scale</p>		<p>our own song for BMF with confidence and musical expression They can confidently sing solo parts They can use Pentatonic scale in accompaniments and compositions</p>	
Year 5	<p>Rhythm work and Musical notation</p> <p>Romantic period in Music history</p>	<p>Use and understand staff notation</p> <p>Play musical instruments with increasing accuracy, fluency and control</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</p>	<p>Can read standard musical notation of crotchet, minim, semibreve and indicate how many beats to play Create music which reflects given intentions and uses notations as a support for performance</p> <p>Use ICT to create music</p> <p>Can identify strengths and weaknesses in their compositions</p>	<p>Staff notation Crotchet Minim Semibreve Notes EGBDFAC Dotted notes Silent beats</p>	<p>The children should be able to read a few notes from the stave, identify a number of beat in the bar (time signature)</p> <p>They could play simple tunes and melodies from scratch working out the notes and time signature by themselves</p> <p>Show better control of the instruments and perform with accuracy and fluency</p> <p>They should be able to describe Romantic music and world famous composers from that era</p>	<p>The children can read a more complex staff notation and use it to play tunes and melodies Their compositions are better structured and rehearsed with a variety of rhythmic patterns, melodies and added improvisations.</p> <p>The children can analyse their own work better identifying the necessary steps for improvement.</p> <p>They can name a few famous classical composers from Romantic era and describe their unique style</p>	<p>Kabbalat Shabbat</p> <p>Singing assemblies</p> <p>Summer concert</p>

		<p>range of purposes using the inter-related dimensions of music (pitch, duration, dynamics, tempo, structure and notation)</p> <p>Develop and understanding of history of music</p>	<p>Develop an increasing understanding of History of music in Romantic period</p>				
Year 6	<p>Year 6 Production</p> <p>History of music Modern period</p>	<p>Play and perform in solo and ensemble context, using voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Appreciate and understand a wide range of</p>	<p>Sing or play from memory with confidence</p> <p>Perform alone and in a group, displaying a variety of techniques</p> <p>Sing a harmony part confidently and accurately</p> <p>Maintain their own part with awareness what others are singing/playing</p> <p>Refine and improve</p>	<p>Performance Accuracy Fluency Expression Confidence Solo Rehearsal</p>	<p>They perform their songs from memory with clear diction, pitch, phrase and musical expression</p> <p>The children show confidence in singing or playing solo They can sing harmony parts with confidence</p> <p>They feel confident to perform in front of a large audience</p> <p>The children demonstrate a deeper understanding of History of music. They are</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</p> <p>The children are confident in singing solo and harmony parts</p> <p>They can perform alone and in a group displaying a variety of techniques</p>	<p>Kabbalat Shabbat</p> <p>Singing assemblies</p> <p>Summer concert</p> <p>Year 6 Production</p>

		<p>high quality live and recorded music from different traditions and from great composers and musicians</p> <p>Develop and understanding of history of music</p>	<p>their work</p> <p>Develop a deeper understanding of history of music from Modern period</p>		<p>familiar with various modern styles of composition and can create short modern compositions. They should be able to name a few prominent composers and musicians of Modern period</p>	<p>The children feel confident to perform in front of a large audience</p> <p>They can refine and improve their work</p> <p>The children show better appreciation of Modern music ; they can demonstrate various modern styles of music and able to create short compositions in these styles</p> <p>They can name a few famous composers and performers from Modern period</p>	
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