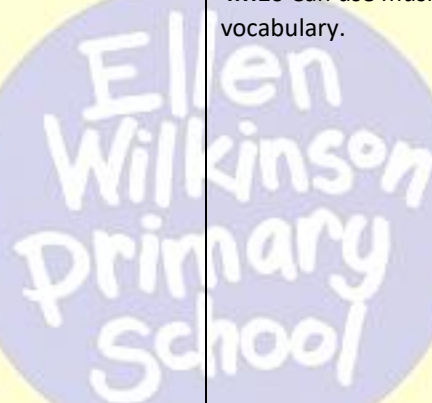


MUSIC

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and Appraise						
Knowledge	<p><b>1M1</b> knows 5 songs off by heart</p> <p><b>1M2</b> knows what the songs are about.</p> <p><b>1M3</b> knows and recognise the sound and names of some of the instruments they use.</p>	<p><b>2M1</b> knows 5 songs off by heart</p> <p><b>2M2</b> knows some songs have a chorus or a response/answer part.</p> <p><b>2M3</b> knows that songs have a musical style</p>	<p><b>3M1</b> knows five songs from memory and who sang them or wrote them.</p> <p><b>3M2</b> knows the style of the five songs.</p> <p><b>3M3</b> Can choose one song and be able to talk about: Its lyrics: what the song is about</p> <p><b>3M4</b> Can talk about any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p><b>3M4a</b> Can identify the main sections of the song (introduction, verse, chorus etc.)</p> <p><b>3M5</b> Can name some of the instruments they heard in the song.</p>	<p><b>4M1</b> knows five songs from memory and who sang them or wrote them.</p> <p><b>4M2</b> knows the style of the five songs.</p> <p><b>4M3</b> Can choose a song and talk about: Some of the style indicators of that song (musical characteristics that give the song its style).</p> <p><b>4M4</b> Can choose a song and discuss the lyrics: what the song is about.</p> <p><b>4M5</b> Can identify any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</p> <p><b>4M5a</b> Can identify the main sections of a song (introduction, verse, chorus etc).</p> <p><b>4M6</b> Can name some of the instruments they hear in a song.</p>	<p><b>5M1</b> knows five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p><b>5M2</b> knows the style of the five songs and to name other songs in those styles.</p> <p><b>5M3</b> Can talk about the style indicators of 2 or 3 songs</p> <p><b>5M4</b> Can talk about the lyrics of 2 or 3 songs.</p> <p><b>5M5</b> Knows the musical dimensions featured in the songs and where they are used</p> <p><b>5M6</b> Can name some of the instruments they heard in the songs</p> <p><b>5M7</b> Knows the historical context of the songs. What else was going on at this time?</p>	<p><b>6M1</b> Knows five songs from memory, who sang or wrote them, when they were written and why?</p> <p><b>6M2</b> knows the style of the songs and to name other songs in those styles.</p> <p><b>6M3</b> Can choose three or four songs and discuss the style indicators of the songs.</p> <p><b>6M4</b> Can choose 3 or 4 songs and discuss the lyrics.</p> <p><b>6M5</b> Can choose 3 or 4 songs and discuss any musical dimensions. featured in the songs and where they are used.</p> <p><b>6M6</b> Can name some of the instruments used in the songs.</p> <p><b>6M7</b> Knows historical context of the songs. What else was going on at this time, musically and historically?</p> <p><b>6M8</b> Knows and talks about the fact that we each have a musical identity</p>

Skills	<p><b>1M4</b> know how to enjoy music by dancing, marching or through role play.</p>	<p><b>2M4</b> knows how they can enjoy moving to music by dancing, marching or role play</p> <p><b>2M5</b> knows how songs can tell a story or describe an idea.</p>	<p><b>3M6</b> Can confidently identify and move to the pulse.</p> <p><b>3M7</b> Can think about what the words of a song mean.</p> <p><b>3M8</b> Can take it in turns to discuss how the song makes them feel.</p> <p><b>3M9</b> Listen carefully and respectfully to other people's thoughts about the music.</p>	<p><b>4M7</b> Can confidently identify and move to the pulse.</p> <p><b>4M8</b> Can talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics). Can talk about the music and how it makes them feel.</p> <p><b>4M9</b> Can listen carefully and respectfully to other people's thoughts about the music.</p> <p><b>4M10</b> Can use musical vocabulary.</p>	<p><b>5M8</b> Can identify and move to the pulse with ease.</p> <p><b>5M9</b> Can think about the message of songs.</p> <p><b>5M10</b> Can compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p><b>5M11</b> Can listen carefully and respectfully to other people's thoughts about the music.</p> <p><b>5M12</b> Can use music vocabulary</p> <p><b>5M13</b> Can talk about the musical dimensions working together in songs.</p> <p><b>5M14</b> Can talk about the music and how it makes you feel.</p>	<p><b>6M9</b> Can identify and move to the pulse with ease. think about the message of songs.</p> <p><b>6M10</b> Can compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p><b>6M11</b> Can listen carefully and respectfully to other people's thoughts about the music.</p> <p><b>6M12</b> Can use musical words when talking about the songs.</p> <p><b>6M13</b> Can talk about the musical dimensions working together in the Unit songs.</p> <p><b>6M14</b> Can talk about the music and how it makes them feel, using musical language to describe the music.</p>
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Music dimensions (games)						
Knowledge	<p><b>1M5</b> knows music has a steady pulse like a heartbeat,</p> <p><b>1M6</b> knows that we can create rhythms from words, our names, favourite food, colours and animals.</p>	<p><b>2M6</b> knows that music has a steady pulse, like a heartbeat.</p> <p><b>2M7</b> knows that we can create rhythms from words, our names, favourite food, colours and animals</p> <p><b>2M8</b> knows rhythms are different from a steady pulse</p> <p><b>2M9</b> knows we add pitch when we sing and play instruments</p>	<p><b>3M10</b> Knows how to find and demonstrate the pulse. Knows the difference between pulse and rhythm.</p> <p><b>3M11</b> knows how pulse, rhythm and pitch work together to create a song.</p> <p><b>3M12</b> Knows that every piece of music has a pulse/steady beat.</p> <p><b>3M13</b> Knows the difference between a musical question and an answer.</p>	<p>Know and be able to talk about:</p> <p><b>4M11</b> How pulse, rhythm and pitch work together</p> <p><b>4M12</b> Pulse: Finding the pulse – the heartbeat of the music</p> <p><b>4M13</b> Rhythm: the long and short patterns over the pulse</p> <p><b>4M14</b> Know the difference between pulse and rhythm</p> <p><b>4M15</b> Pitch: High and low sounds that create melodies</p> <p><b>4M16</b> How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to.</p>	<p>Know and be able to talk about:</p> <p><b>5M15</b> How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</p> <p><b>5M16</b> How to keep the internal pulse.</p> <p><b>5M17</b> Musical Leadership: creating musical ideas for the group to copy or respond to.</p>	<p>Know and be able to talk about:</p> <p><b>6M15</b> How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</p> <p><b>6M16</b> How to keep the internal pulse</p> <p><b>6M17</b> Musical Leadership: creating musical ideas for the group to copy or respond to</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	<p><b>1M7</b> can find a pulse in a song</p> <p><b>1M8</b> Can listen to rhythm and clap back</p> <p><b>1M9</b> creates rhythms for others to copy</p> <p><b>1M10</b> Can listen and sing back whilst marching to a steady beat</p>	<p><b>2M10</b> Children are able to find a pulse in song</p> <p><b>2M11</b> They can listen to a rhythm and clap back</p> <p><b>2M12</b> They can create rhythms for others to copy</p> <p><b>2M13</b> They can listen and sign back, whilst marching in at a steady pace.</p>	<p><b>3M14</b> Find the Pulse</p> <p><b>3M15</b> Can lap and say back</p> <p><b>3M16</b> Create their own simple rhythm patterns</p> <p><b>3M17</b> Can perhaps lead the class using their simple rhythms</p> <p><b>3M18</b> Can copy back – ‘Listen and sing back’ (no notation)</p> <p><b>3M19</b> Copy back with instruments, without and then with notation</p>	<p><b>4M17</b> Can find the Pulse in a song</p> <p><b>4M18</b> Can clap and say back rhythms</p> <p><b>4M19</b> Can create their own simple rhythm patterns</p> <p><b>4M20</b> Can perhaps lead the class using their simple rhythms</p> <p><b>4M21</b> Can copy back – ‘Listen and sing back’ (no notation)</p> <p><b>4M22</b> Can copy back with instruments, without then with notation</p>	<p><b>5M18</b> Can find the pulse</p> <p><b>5M19</b> Can copy back rhythms based on the words of the main song, that include syncopation/off beat</p> <p><b>5M20</b> Can copy back one-note, two-note or three-notes riffs using simple and syncopated rhythm patterns</p> <p><b>5M21</b> Can perhaps lead the class by inventing rhythms for copy back</p>	<p><b>6M18</b> Find the pulse</p> <p><b>6M19</b> Lead the class by inventing rhythms for others to copy back</p> <p><b>6M20</b> Copy back two-note or three-note riffs by ear and with notation</p> <p><b>6M21</b> Question and answer using two different notes</p>

Singing

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<p><b>1M11</b>To confidently sing or rap five songs from memory and sing them in unison.</p>	<p><b>2M14</b> can confidently know and sing five songs from memory.</p> <p><b>2M15</b> Understands unison is when everyone sings together.</p> <p><b>2M16</b> knows songs include other ways of using voice e.g. rapping (spoken word)</p> <p><b>2M17</b> know why we need to warm up our voices.</p>	<p>To know and talk about</p> <p><b>3M20</b> Singing in a group can be called a choir</p> <p><b>3M21</b> The role of a leader or conductor: A person who the choir or group follow</p> <p><b>3M22</b> Songs can make you feel different things e.g. happy, energetic or sad</p> <p><b>3M23</b> Singing as part of an ensemble or large group is fun, but that you must listen to each other</p> <p><b>3M24</b> knows why you must warm up your voice</p>	<p>To know and be able to talk about:</p> <p><b>4M23</b> Singing in a group can be called a choir</p> <p><b>4M24</b> The role of leader or conductor: A person who the choir or group follow.</p> <p><b>4M25</b> Songs can make you feel different things e.g. happy, energetic or sad</p> <p><b>4M26</b> Singing as part of an ensemble or large group is fun, but that you must listen to each other</p> <p><b>4M27</b> Texture: How a solo singer makes a thinner texture than a large group</p> <p><b>4M28</b> To know why you must warm up your voice</p>	<p><b>5M22</b> knows and confidently sings five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p><b>5M23</b> Can choose a song and to talk about its main features e.g. singing in unison, the solo, lead vocal, backing vocals or rapping</p> <p><b>5M24</b> knows what the song is about and the meaning of the lyrics</p> <p><b>5M25</b> knows and explains the importance of warming up your voice</p>	<p><b>6M22</b> knows and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p><b>6M23</b> knows about the style of the songs so they can represent the feeling and context to your audience.</p> <p><b>6M24</b> Can choose a song and be able to talk about its main features e.g. singing in unison, the solo, lead vocal, backing vocals or rapping.</p> <p><b>6M25</b> knows what the song is about and the meaning of the lyrics.</p> <p><b>6M26</b> knows and explains the importance of warming up your voice.</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	<p>1M12 Learn about voices, singing notes of different pitches (high and low)</p> <p>1M13 Learn that they can make a different type of sounds with their voices – they can rap or say words in rhythm.</p> <p>1M14 Learn to start and stop singing when following a leader</p>	<p>2M18 Can use their voices to sing notes of different pitches (high and low)</p> <p>2M19 Can make different types of sounds with their voices – rap (spoken word with a rhythm)</p> <p>2M20 Can find a comfortable singing position</p> <p>2M21 Knows how to start and stop singing when following a leader</p>	<p>3M25 can sing in unison and in simple two-parts.</p> <p>3M26 can demonstrate a good singing posture.</p> <p>3M27 can follow a leader when singing.</p> <p>3M28 can enjoy exploring singing solo.</p> <p>3M29 can sing with awareness of being 'in tune'.</p> <p>3M30 has an awareness of the pulse internally when singing</p>	<p>4M29 Can sing in unison and in simple two-parts.</p> <p>4M30 Can demonstrate a good singing posture.</p> <p>4M31 Can follow a leader when singing.</p> <p>4M32 Can enjoy exploring singing solo.</p> <p>4M33 Can sing with awareness of being 'in tune'.</p> <p>4M34 Can re-join the song if lost.</p> <p>4M35 Can listen to the group when singing.</p>	<p>5M26 Can sing in unison and to sing backing vocals.</p> <p>5M27 Can enjoy exploring singing solo.</p> <p>5M28 Can listen to the group when singing.</p> <p>5M29 Can demonstrate a good singing posture.</p> <p>5M30 Can follow a leader when singing.</p> <p>5M31 Can experience rapping and solo singing.</p> <p>5M32 Can listen to each other and be aware of how you fit into the group.</p> <p>5M33 Can sing with awareness of being 'in tune'.</p>	<p>6M27 Can sing in unison and to sing backing vocals.</p> <p>6M28 Can demonstrate a good singing posture.</p> <p>6M29 Can follow a leader when singing.</p> <p>6M30 Can experience rapping and solo singing.</p> <p>6M31 Can listen to each other and be aware of how you fit into the group.</p> <p>6M32 Can sing with awareness of being 'in tune'.</p>
Playing						
Knowledge	<p>1M15 To learn the names of the notes in their instrumental part from memory or when written down.</p> <p>1M16 Learn the names of the instruments they are playing.</p>	<p>2M22 To know the names of notes in their instrumental part from memory or when written down.</p> <p>2M23 Knows the names of untuned percussion instruments played in class.</p>	<p>To know and be able to talk about:</p> <p>3M31 the instruments used in class (a glockenspiel, a recorder)</p>	<p>To know and be able to talk about:</p> <p>4M36 The instruments used in class (a glockenspiel, recorder or xylophone).</p> <p>4M37 Other instruments they might play or be played in a band or orchestra or by their friends.</p>	<p>To know and be able to talk about:</p> <p>5M34 Different ways of writing music down – e.g. staff notation, symbols</p> <p>5M35 The notes C,D,E,F,G,A,B+C on the treble stave</p> <p>5M36 The instruments they might play or be played in a band or orchestra or by their friends</p>	<p>To know and be able to talk about:</p> <p>6M33 Different ways of writing music down – e.g. staff notation, symbols</p> <p>6M34 The notes C,D,E,F,G,A,B+C on the treble stave</p> <p>6M35 The instruments they might play or be played in a band or orchestra or by their friends</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	<p>LM17 Treats instruments carefully and with respect</p> <p>1M18 Learns to play a tuned instrument part with the song they perform.</p> <p>1M19 Learn to play an instrument part that matches their musical challenge, using either a one note part, a simple part or medium part</p> <p>1M20 Listen to and follow the musical instructions from a leader</p>	<p>2M24 Treats instruments carefully and with respect</p> <p>2M25 Can play an instrumental part that matches their musical challenge using either a one-note, simple or medium part.</p> <p>2M26 Can play the part in time to a steady pulse.</p> <p>2M27 Listen to and follow musical instructions from a leader.</p>	<p>3M32 handles instruments carefully and with respect.</p> <p>3M33 can play anyone, 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>3M34 can rehearse and perform their part within the context of the Unit song.</p> <p>3M35 Can listen to and follow musical instructions from a leader.</p>	<p>4M38 Treats instruments carefully and with respect.</p> <p>4M39 Can 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>4M40 Can rehearse and perform their part within the context of the Unit song.</p> <p>4M41 Can listen to and follow musical instructions from a leader.</p> <p>4M42 Can experience leading the playing by making sure everyone plays in the playing section of the song.</p>	<p>5M37 Can play a musical instrument with the correct technique within the context of the song.</p> <p>5M38 Can 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>5M39 Can rehearse and perform their part within the context of the Unit song.</p> <p>5M40 Can listen to and follow musical instructions from a leader.</p> <p>5M41 Can lead a rehearsal session.</p>	<p>6M34 Can play a musical instrument with the correct technique within the context of a song.</p> <p>6M35 Can 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>6M36 Can rehearse and perform their part within the context of the Unit song.</p> <p>6M37 Can listen to and follow musical instructions from a leader.</p> <p>6M38 Can lead a rehearsal session.</p>

Improvisation

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>1M21 Understands improvisation is about making up your own musical tunes on the spot.</p> <p>LM16 understands everyone can improvise</p>	<p>2M28 understands improvisation is making up your own musical tunes on the spot.</p> <p>2M29 understands everyone can improvise and you can use one or two notes.</p>	<p>To know and be able to talk about</p> <p>3M36 Improvisation and how it is making up your own musical tunes on the spot.</p> <p>3M37 knows 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>3M38 knows that using one or two notes confidently is better than using five.</p> <p>3M39 knows that if you improvise using the notes you are given, you cannot make a mistake</p>	<p>To know and be able to talk about improvisation:</p> <p>4M43 Improvisation is making up your own tunes on the spot.</p> <p>4M44 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>4M45 knows that using one or two notes confidently is better than using five.</p> <p>4M46 knows that if you improvise using the notes you are given, you cannot make a mistake</p> <p>4M47 To know that you can use some of the riffs you have heard in your improvisations</p>	<p>To know and be able to talk about improvisation:</p> <p>5M42 Improvisation is making up your own tunes on the spot</p> <p>5M43 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>5M44 To know that using one or two notes confidently is better than using five</p> <p>5M45 To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p>5M46 To know that you can use some of the riffs you have heard in the Challenges in your improvisations</p> <p>5M47 To know three well-known improvising musicians</p>	<p>To know and be able to talk about improvisation:</p> <p>6M39 Improvisation is making up your own tunes on the spot</p> <p>6M40 Knows 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>6M41 knows that using one, two or three notes confidently is better than using five</p> <p>6M42 knows that if you improvise using the notes you are given, you cannot make a mistake</p> <p>6M43 know that they can use some of the riffs and licks they have learnt in lessons to improvise</p> <p>6M44 knows three well-known improvising musicians</p>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	<p>1M22 Can clap and improvise - by listening, clapping back, listening and clap back their own answer.</p> <p>1M23 Can sing, play and improvise. The children are able use their voices and instruments to listen, sing back, then listen and play their own answer using one or two notes.</p> <p>1M24 Can improvise – they are able to improvise using one or two notes.</p>	<p>2M30 Can clap and improvise - by listening, clapping back, listening and clap back their own answer.</p> <p>2M31 Can sing, play and improvise. The children are able use their voices and instruments to listen, sing back, then listen and play their own answer using one or two notes.</p> <p>2M32 Can improvise – they are able to improvise using one or two notes.</p>	<p>3M40 Children can improvise using instruments in the context of the song they are learning to perform.</p> <p>3M41 Can copy Back – Listen and sing back</p> <p>3M41 Play and Improvise – Using instruments, listen and play your own answer using one note or two.</p> <p>3M43 Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes.</p> <p>3M45 Improvise! – Take it in turns to improvise using one note.</p>	<p>4M48 Children can improvise using instruments in the context of the song they are learning to perform.</p> <p>4M49 Can copy Back – Listen and sing back melodic patterns</p> <p>4M50 Can play and Improvise – Using instruments, they can listen and play their own answer using one note or two notes</p> <p>4M51 Improvise! – They can take it in turns to improvise using one note or two.</p>	<p>5M48 Improvise using instruments in the context of a song to be performed.</p> <p>5M49 Can copy back instruments using one, two or three notes</p> <p>5M50 Can question and answer using one, two or three notes. Whilst always starting on G.</p> <p>5M51 Can improvise using one, two of three notes.</p>	<p>6M45 Can copy back using instruments. Use one, two or three notes.</p> <p>6M46 Can question and Answer using instruments. Use two or three notes in their answer. They Always start on a G.</p> <p>6M47 Improvise using up to 3 notes.</p>

Composition

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	<p>1M25 Knows that composing is like writing a story with music</p> <p>1M26 Understands everyone can compose</p>	<p>2M33 Knows that composing is like writing a story with music</p> <p>2M34 Understands everyone can compose</p>	<p>To know and be able to talk about:</p> <p>3M46 A composition: music that is created by you and kept in some way. It can be played or performed again to your friends.</p> <p>3M47 Different ways of recording compositions (letter names, symbols, audio etc.)</p>	<p>To know and be able to talk about:</p> <p>4M52 A composition: music that is created by you and kept in some way. It can be played or performed again to your friends.</p> <p>4M53 Different ways of recording compositions (letter names, symbols, audio etc.)</p>	<p>To know and be able to talk about:</p> <p>5M52 A composition: music that is created by you and kept in some way. It can be played or performed again to your friends.</p> <p>5M53 A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</p> <p>5M54 Notation: recognise the connection between sound and symbol</p>	<p>To know and be able to talk about:</p> <p>6M48 A composition: music that is created by you and kept in some way. It can be played or performed again to your friends.</p> <p>6M49 A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</p> <p>6M50 Notation: recognise the connection between sound and symbol</p>

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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	<p>1M27 helps to create a simple melody using one, two or three notes.</p> <p>1M28 they have learnt how the notes of composition can be written down and changed if necessary</p>	<p>2M35 can create three simple melodies with the Units using one, three or five different notes.</p> <p>2M36 knows how the notes of the composition can be written down and changed if necessary.</p>	<p>3M48 Can help create at least one simple melody using one, three or five different notes.</p> <p>3M49 Can plan and create a section of music that can be performed within the context of the unit song.</p> <p>3M50 Can talk about how it was created.</p> <p>3M51 Can listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>3M52 Can record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/ pictorial notation).</p>	<p>4M54 Can help create at least one simple melody using one, three or all five different notes.</p> <p>4M55 Can plan and create a section of music that can be performed within the context of the song.</p> <p>4M56 Can talk about how it was created.</p> <p>4M57 Can listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>4M58 Can record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>5M55 Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song.</p> <p>5M55 Explain the keynote or home note and the structure of the melody.</p> <p>5M56 Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>5M57 Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>6M51 Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>6M52 Explain the keynote or home note and the structure of the melody.</p> <p>6M53 Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>6M54 Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>
Performance						

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowledge	1M29 understand performance is sharing music with other people called an audience	2M37 knows a performance is sharing music with an audience. 2M38 A performance can be a special occasion and involve a class, a year group or a whole school. 2M39 knows an audience can include your parents and friends.	To know and be able to talk about: 3M53 Performing is sharing music with other people, whether it is one person or to each other. 3M54 involves communicating feelings, thoughts and ideas about the song/ music. 3M55 Must know and have planned everything that will be performed. 3M56 Must sing or rap the words clearly and play with confidence. 3M57 A performance can be a special occasion and involves an audience and it is planned and different for each occasion.	To know and be able to talk about: 4M59 Performing is sharing music with other people, whether it is one person or to each other. 4M60 involves communicating feelings, thoughts and ideas about the song/ music. 4M61 Must know and have planned everything that will be performed. 4M62 Must sing or rap the words clearly and play with confidence. 4M63 A performance can be a special occasion and involves an audience and it is planned and different for each occasion.	To know and be able to talk about: 5M58 Performing is sharing music with other people, whether it is one person or to each other. 5M59 Everything that will be performed must be planned and learned 5M60 Must sing or rap the words clearly and play with confidence 5M61 A performance can be a special occasion and involve an audience including of people you don't know 5M61It is planned and different for each occasion 5M62 A performance involves communicating ideas, thoughts and feelings about the song/music	To know and be able to talk about: 6M55 Performing is sharing music with other people, whether it is one person or to each other. 6M56 Everything that will be performed must be planned and learned 6M57 Must sing or rap the words clearly and play with confidence 6M58 A performance can be a special occasion and involve an audience including of people you don't know 6M59 It is planned and different for each occasion 6M60 A performance involves communicating ideas, thoughts and feelings about the song/music

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills	<p>1M30 choose a song they have learnt and perform it</p> <p>1M31 They can add their ideas to a performance</p> <p>1M32 Record the performance and they are able give feedback on it</p>	<p>2M40 choose a song they have learnt and perform it</p> <p>2M41 They can add their ideas to a performance</p> <p>2M42 Record the performance and they are able to give feedback on it.</p>	<p>3M58 Can choose what to perform and create a programme.</p> <p>3M59 Can communicate the meaning of the words and clearly articulate them.</p> <p>3M60 Can talk about the best place to be when performing and how to stand or sit.</p> <p>3M61 Can record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>4M64 Can choose what to perform and create a programme.</p> <p>4M65 Can present a musical performance designed to capture the audience.</p> <p>4M66 Can communicate the meaning of the words and clearly articulate them.</p> <p>4M67 Can talk about the best place to be when performing and how to stand or sit.</p> <p>4M68 Can record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>5M63 Can choose what to perform and create a programme.</p> <p>5M64 Can communicate the meaning of the words and clearly articulate them.</p> <p>5M65 Can talk about the venue and how to use it to best effect.</p> <p>5M66 Can record the performance and compare it to a previous performance.</p> <p>5M67 Can discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>	<p>6M61 Can choose what to perform and create a programme.</p> <p>6M62 Can communicate the meaning of the words and clearly articulate them.</p> <p>6M63 Can talk about the venue and how to use it to best effect.</p> <p>6M64 Can record the performance and compare it to a previous performance.</p> <p>6M65 Can discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>

Vocabulary

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.	bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.	style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.

This progression grid is based on the Charanga scheme of work which is used for music

\*Inter-related dimensions of music (dynamics)

- Pulse – the regular heartbeat of the music; its steady beat.
- Rhythm – long and short sounds or patterns that happen over the pulse.
- Pitch – high and low sounds.
- Tempo – the speed of the music; fast or slow or in-between.
- Dynamics – how loud or quiet the music is.
- Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.
- Texture – layers of sound. Layers of sound working together make music very interesting to listen to.
- Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.
- Notation – the link between sound and symbol.