	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and	Introduction	Know 20	Know 5	Know 5 songs	Know 5 songs from	Know 5 songs from	Know 5 songs from memory and	Know 5 songs from memory and recall
appraise	to Charanga	nursery	songs off by	from memory and	memory and recall	memory and recall who	recall who sang or wrote them	who sang or wrote them when they
	listen and	rhymes off	heart.	know that songs	who sang or wrote	sang or wrote them.	when they were written and, if	were written and, if possible, why.
	appraise	by heart.		have a musical	them.		possible, why.	
	approach		To know	style.		Know the style of 5		Know the style of 5 songs and name
		Know the	what the		To know the style	songs.	Know the style of 5 songs and	other songs in those styles.
		stories of	songs are	To know that	of 5 songs.		name other songs in those	
		some of	about.	some songs have		Choose two or three	styles.	Choose two or three songs and talk
		the nursery		a chorus or a	To be able to talk	songs and talk about		about the style indicators, meaning of
		rhymes.	Recognise	response/answer	about the lyrics,	the style indicators,	Choose two or three songs and	the lyrics, musical dimensions (texture,
			the sound of	part.	musical dimension	meaning of the lyrics,	talk about the style indicators,	dynamics, tempo, rhythm and pitch),
		Learn	and name		(texture, dynamics,	musical dimensions	meaning of the lyrics, musical	identify the main sections (intro, verse,
		music can	some	To enjoy moving	tempo, rhythm and	(texture, dynamics,	dimensions (texture, dynamics,	chorus), name instruments they can
		touch your	instruments.	to music.	pitch).	tempo, rhythm and	tempo, rhythm and pitch),	hear and talk about the historical and
		feelings.	E. t.	T- 1	I dentificant in a set	pitch), identify the	identify the main sections (intro,	musical context of the song.
		Fnio.	Enjoy	To learn how	Identify main parts	main sections (intro, verse, chorus), name	verse, chorus), name	Know and talk about the fact we all
		Enjoy	moving to music.	songs can tell a story or describe	of the song (introduction,	instruments they can	instruments they can hear and talk about the historical context	
		moving to music.	music.	an idea.	verse, chorus).	hear.	of the song.	have a musical identity.
		music.		an idea.	verse, chorus).	ileai.	of the song.	Identify and move to the pulse with
					Name instruments	Identify and move to	Identify and move to the pulse	ease.
					they can hear in a	the pulse.	with ease.	case.
					song.	the pulse.	With case.	Think about the message of the songs.
					30118.	Talk about musical	Think about the message of the	Think about the message of the songs.
					Identify and move	dimensions working	songs.	Compare two songs in the same style,
					to the pulse.	together.		talk about their musical similarities and
					·		Compare two songs in the same	differences.
					Interpret the words	Begin to use some	style, talk about their musical	
					of a song.	musical terms and	similarities and differences.	Use some musical terms and
						vocabulary.	Use some musical terms and	vocabulary.
					Discuss how a song		vocabulary.	
					makes them feel.	Talk about how music		Talk about how music makes them feel
						makes them feel.	Talk about how music makes	using musical vocab to describe the
					Listen carefully and		them feel.	music.
					respectfully to	Listen carefully and		
					other people's	respectfully to other	Talk about how the musical	Talk about how the musical dimensions
					thoughts about	people's thoughts	dimensions work together.	work together.
					music	about music	Listen carefully and respectfully	
							to other people's thoughts	Listen carefully and respectfully to
							about music	other people's thoughts about music

	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Interrelated	Start	To know they	To know	To know music	Find and	Know and talk about	Know and talk about how pulse,	Know and talk about how pulse,
dimensions	moving to	can move to	music has a	has a steady	demonstrate the	how pulse, rhythm,	rhythm, pitch, dynamics, texture	rhythm, pitch, dynamics, texture and
of music	music and	the pulse of	steady	pulse.	pulse.	pitch.	and structure work together in a	structure work together in a song.
	showing	the music.	pulse.				song.	
	recognition			To know	Know the	Know pulse is the		Know how to keep the internal pulse.
	of pulse.	To know	To know	rhythms can be	difference	heartbeat of the music,	Know how to keep the internal	
		words of	rhythms can	created from	between pulse	rhythm: the long and	pulse.	Demonstrate musical leadership,
	Copy basic	songs can tell	be created	names and	and rhythm.	short patterns over the		creating musical ideas for a group to
	rhythms.	stories and	from names	other words.		pulse and know the	Demonstrate musical leadership,	copy or respond to.
		create	and other		Know how pulse,	difference between	creating musical ideas for a group	
		images.	words.	To know	rhythm and pitch	them.	to copy or respond to.	Find the pulse.
				rhythms are	work together to			
		Find the pulse	Find the	different from a	create a song.	Know pitch: high and	Find the pulse.	Copy back and create own rhythms
		of the music.	pulse of the	steady pulse.		low sounds that create		including syncopation/off beat, two
			music.		Know that every	melodies.	Copy back and create own	note riffs by ear and with notation.
		Copy basic	_	Find the pulse.	piece of music has		rhythms including	
		rhythms of	Сору		a pulse/steady	Know how to keep the	syncopation/off beat, two note	Lead the class inventing rhythms for
		single words	rhythms	Clap back a	beat	internal pulse.	riffs by ear and with notation.	others to copy back.
		building to	through	rhythm.	Karamatha	Daniel de la constant	Land the sales of the control of the sales of	Outstiers and annual state to
		short phrases.	clapping.	To lunguu Alask	Know the difference	Demonstrate musical	Lead the class inventing rhythms	Question and answer using two
		Evalore and	Create own	To know that	between a	leadership, creating musical ideas for a	for others to copy back.	different notes
		Explore and listen to high	rhythms to	we use pitch, high and low	musical question	group to copy or	Question and answer using two	
		and low	copy.	sounds, when	and answer.	respond to.	different notes	
		sounds.	сору.	we sing and	and answer.	respond to.	different flotes	
		Journas.	Listen and	play	Copy back and	Clap and say back		
		Create own	sing back.	instruments.	create own	rhythms, create own		
		sounds to	Sirig back.	instruments.	rhythms.	simple rhythm patterns.		
		accompany		Create own	,			
		songs.		rhythms to	Listen and sing	Listen and sing back (no		
				сору.	back.	notation), copy back		
				',		with instruments		
				Listen and sing	Copy back with	(starting to use		
				back.	instruments,	notation)		
					beginning to use			
					notation.	Warm up voice.		

	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
S	Joining	Sing	То	To confidently	To know singing in a group	Know singing in a group can	Know and confidently sing five songs	Know and confidently sing
i	in	simple	confidently	know and sing 5	can be called a choir.	be called a choir.	and their parts from memory and to	five songs and their parts
n	familiar	songs	sing/rap five	songs from			sing them with a strong internal pulse.	from memory and to sing
g i	songs	from	songs and	memory.	To know that a leader or	That the leader or conductor		them with a strong internal
l n		memory.	sing in		conductor leads a choir or	is the person the group	Choose a song and talk about its main	pulse.
g			unison.	To know that	group.	follows.	features, singing in	
		Know		unison is			unison/solo/lead/backing/rapping, to	Choose a song and talk
		songs	Sing notes	everyone singing	Know that songs can make	Know singing can make you	know what the song is about and the	about its main features,
		have	of different	at the same time.	you feel different things.	feel different emotions.	meaning of the lyrics, to know and	singing in
		sections.	pitch.				explain the importance of warming up	unison/solo/lead/backing/r
				That songs can	To know when singing in a	Listen to the group when	your voice.	apping, to know what the
		Sing along	Make	include different	group you need to listen to	singing.		song is about and the
		and add	different	ways of using the	each other.		Sing in unison and backing vocals.	meaning of the lyrics, to
		actions.	sounds with	voice (eg rapping)		Know how a solo singer		know and explain the
			their voice.	T- 1000	To know why you need to	makes the texture thinner	Explore singing/rapping solo.	importance of warming up
				To know why we	warm up your voice.	than a large groups.		your voice.
				need to warm up our voices.	To sing in unison and	Know why you need to warm	Listen to the group when singing.	Sing in unison and backing
				our voices.	simple two parts.	up your voice.	Demonstrate good singing posture.	vocals.
				Sing notes of	simple two parts.	up your voice.	Demonstrate good singing posture.	vocais.
				different pitch.	Demonstrate good singing	Demonstrate good singing	Follow a leader when singing.	Explore singing/rapping
				different piten.	posture.	posture.	Tollow a leader when singing.	solo.
				Make different	postare.	postare.	Listen to the group and be aware of	36.6.
				sounds with their	Follow a leader when	Follow a leader when singing.	how they fit.	Listen to the group when
				voice.	singing.			singing.
						Sing in unison and in simple	Know why you need to warm up your	5 5
				Learn to find a	To explore singing solo.	two parts.	voice.	Demonstrate good singing
				comfortable		Explore singing solo.		posture.
				singing position.	Sing with an awareness of		Sing with an awareness of being in	
					being in tune.	Sing with an awareness of	tune.	Follow a leader when
						being in tune.		singing.
					To have an awareness of			
					the pulse internally when	Be able to rejoin a song if		Listen to the group and be
					singing.	lost.		aware of how they fit.
								Know why you need to
								warm up your voice.

				Sing with an awareness of
				being in tune.

	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Instruments	Introduction to	Explore and	Learn names of	Learn names of	Know and talk	To treat instruments	Know and be able to talk	Know and be able to talk about
	simple	name	notes in their	notes in their	about the	carefully and with	about different ways of	different ways of writing music
	percussion	instruments	instrumental	instrumental	instruments they	respect.	writing music down.	down.
	within a group.		part.	part.	have played.			
						Play any one, or all	Notes C,D,E,F,G,A,B + C on the	Notes C,D,E,F,G,A,B + C on the
			Learn the	Learn the	Treat	four, differentiated	treble stave.	treble stave.
			names of the	names of	instruments with	parts on a tuned		
			instruments	percussion	respect.	instrument – a one-	Know and talk about	Know and talk about instruments
			they are	instruments.		note, simple or	instruments that may be	that may be played by a band or
			playing.		Play different	medium part or the	played by a band or orchestra.	orchestra.
				Treat	parts on a tuned	melody of the song		
			Treat	instruments	instrument.	from memory or using	Play a musical instrument with	Play a musical instrument with
			instruments	with respect.		notation.	correct technique in a unit	correct technique in a unit song.
			with respect.		To rehearse and		song.	
				Play a tuned	perform their	To rehearse and		Rehearse and perform their part.
			Play a tuned	instrumental	part.	perform their part	Rehearse and perform their	
			instrumental	part in a song		within the context of	part.	Lead a rehearsal session.
			part in a song	they perform.	Follow musical	the Unit song.		
			they perform.		instruction from		Lead a rehearsal session.	Follow musical instruction from a
				Play a part in	a leader.	To listen to and follow		leader.
			Stop and start	time with the		musical instructions	Follow musical instruction	
			when following	steady pulse.		from a leader.	from a leader.	Violins taught by an external
			a leader.					tutor.
				Stop, start and		To experience leading	Violins taught by external	
				follow other		the playing by making	tutor.	
				instructions		sure everyone plays in		
				from a leader.		the playing section of		
						the song.		

	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Improvisation			Know	Know improvisation	Know	Know and talk about	Know and talk about	Know and talk about
			improvisation is	is making up your	improvisation is	improvisation as making up	improvisation as making up	improvisation as making up your
			making up your	own tunes on the	making up your	your own tunes on the	your own tunes on the	own tunes on the spot.
			own tunes on the	spot.	own tunes on the	spot.	spot.	
			spot.		spot.			Know everyone can improvise.
				Know everyone can		Know everyone can	Know everyone can	
			Know everyone	improvise.	Know everyone	improvise.	improvise.	Know it is better to use one or
			can improvise.		can improvise.			two notes confidently and by
				Improvise by		Know it is better to use one	Know it is better to use one	using the notes given they cannot
			Improvise by	listening and	Know it is better	or two notes confidently	or two notes confidently	fail.
			listening and	clapping back a	to use one or two	and by using the notes	and by using the notes	
			clapping back a	response.	notes confidently	given they cannot fail.	given they cannot fail.	Know you can use riffs heard in
			response.		and by using the			challenges as part of
				Improvise by	notes given they	Know can use riffs heard in	Know you can use riffs	improvisations.
			Improvise by	listening and	cannot fail.	challenges as part of	heard in challenges as part	
			listening and	singing back a		improvisations.	of improvisations.	To know three well known
			singing back a	response.	Improvise by			improvising musicians.
			response.		listening and	Listen and sing back.	To know three well known	
				Improvise on	singing back a		improvising musicians.	Listen and copy back with
			Improvise on	instruments using	response.	Listen and copy back with		instruments using up to three
			instruments using	one or two notes.		instruments using one	Listen and copy back with	notes.
			one or two notes.		Listen and copy	note.	instruments using up to	
					back with		three notes.	Question and answer using
					instruments.	Question and answer using		instruments using up to three
						instruments using up to	Question and answer using	notes starting on a G.
					Improvise on	two notes.	instruments using up to	
					instruments using		three notes.	Improvise on instruments using
					up to three notes.	Listen and answer on		up to three notes.
						instruments using up to	Improvise on instruments	
						two notes.	using up to three notes.	Improvise using a pentatonic scale
								(Classroom Jazz 1 and 2)
						Improve using one or two		
						notes.		

	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition	F1	F2	Year 1 Know that composing is like writing a story with music. Know that everyone can compose. Help to create simple melodies using one, two or three notes. Know how notes can be written down and that they can be changed if necessary.	Know that composing is like writing a story with music. Know that everyone can compose. Help to create simple melodies using one, two or three notes. Know how notes can be written down and that they can be changed if necessary.	Know that a composition is created by you and recorded and performed in some way. To know different ways of recording composition. Create at least one simple melody with up to 5 notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen and reflect on the developing composition and make musical decisions. Record the	Know that a composition is created by you and recorded and performed in some way. Know and talk about notation, connections between sound and symbol. Create simple melodies with up to five notes. Plan and create a section of music to be performed within unit song and talk about how it was created. Listen and reflect on the developing composition and make musical decisions. Record the	Know that a composition is created by you and recorded and performed in some way. Know and talk about notation, connections between sound and symbol. Know that composition has pulse, rhythm, and pitch that work together shaped by tempo, dynamics, texture and structure. Create simple melodies with up to five notes that work in the style of the unit song. Explain the keynote or home note and the structure of the melody. Listen and reflect on the developing composition and make musical decisions. Record the composition	Know that a composition is created by you and recorded and performed in some way. Know and talk about notation, connections between sound and symbol. Know that composition has pulse, rhythm, and pitch that work together shaped by tempo, dynamics, texture and structure. Create simple melodies with up to five notes that work in the style of the unit song. Explain the keynote or home note and the structure of the melody. Listen and reflect on the developing composition and make musical decisions. Record the composition

	F1	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Р	Inviting	Know that a	Know that a	Know that a	Know and talk about performance is	Know and talk about performance	Know and talk about	Know and talk about
е	parents in to	performance	performance is	performance is	sharing music with other people	is sharing music with other people	performance is sharing music	performance is sharing music
r	watch	is sharing	sharing music	sharing music	(called an audience)	(called an audience)	with other people (called an	with other people (called an
f	informal	music.	with other	with other people			audience)	audience)
0	music related		people (called	(called an	Know that a performance can be to	Know that a performance can be		
r	performances.	Perform songs	an audience)	audience)	one person or to each other.	to one person or to each other.	Know that a performance can	Know that a performance can
m		they have					be to one person or to each	be to one person or to each
а		learnt.	Perform songs	Know that a	To know and have planned	Know and have planned	other.	other.
n			they have	performance can	everything to be performed.	everything to be performed.		
С		Perform songs	learnt.	be a special			Know and have planned	Know and have planned
е		and add		occasion. It can	To sing/rap clearly and with	Sing/rap clearly and with	everything to be performed.	everything to be performed.
		actions.	Add own ideas	involve different	confidence.	confidence.		
		5 (to a	numbers of			Sing/rap clearly and with	Sing/rap clearly and with
		Perform songs	performance.	people. An	A performance can be a special	A performance can be a special	confidence.	confidence.
		and add	Deserre	audience can	occasion and can involve people you	occasion and can involve people	A	A
		instruments.	Record a	include people	do not know.	you do not know.	A performance can be a	A performance can be a special occasion and can involve
		Record a	performance.	you know.	Performances are planned and	Performances are planned and	special occasion and can involve people you do not	people you do not know.
		performance	Evaluate their	Perform songs	different for different occasions.	different for different occasions.	know.	people you do not know.
		to talk about.	own	they have learnt.	different for different occasions.	different for different occasions.	KIIOW.	Performances are planned and
		to talk about.	performance.	they have learnt.	To know and talk about how	Know and talk about how	Performances are planned	different for different
			periormance.	Add own ideas to	performance communicates feelings,	performance communicates	and different for different	occasions.
				a performance.	thoughts and ideas.	feelings, thoughts and ideas.	occasions.	occusions.
				a periormanoe.	and the day	reemige, thoughts and taleast		Know and talk about how
				Record a	To make choices about what to	Make choices about what to	Know and talk about how	performance communicates
				performance.	perform, create a programme.	perform, create a programme with	performance communicates	feelings, thoughts and ideas.
				•		consideration for engaging the	feelings, thoughts and ideas.	
				Evaluate their	Communicate the meaning of words	audience.		Make choices about what to
				own	and articulate them clearly.		Make choices about what to	perform, create a programme.
				performance.		Talk about positioning and posture	perform, create a	
					To talk about how to present	in a performance.	programme.	Communicate the meaning of
					themselves physically in a			words and articulate them
					performance (posture and	Communicate the meaning of	Communicate the meaning of	clearly.
					positioning)	words and articulate them clearly.	words and articulate them	
							clearly.	Discuss venue and how to use
					To record and evaluate their	To record and evaluate	l	it to best effect.
					performance	performance.	Discuss venue and how to use	
							it to best effect.	To record and evaluate
							To record and analysis	performance and compare to
							To record and evaluate	previous performances.
							performance and compare to previous performances.	
							previous performances.	