

## **Year 1**

### Term 1 – Singing

Pupils will:

- use appropriate volume when singing a song
  - sing as part of a class
  - sing as part of a smaller group
  - join in with a round while singing 'I like the flowers' whilst being led by an adult
  - repeat lyrics sung to them (call & response)
  - begin singing at the correct point in a song
  - sing using solfege (Doh, Re, Mi)
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### Term 2 – Performance

Pupils will:

- develop a sense of confidence when performing
  - engage with an audience
  - respect fellow performers and acknowledge applause
  - sing in harmony and with musical delivery
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### Term 3 – Percussion/Basic Rhythm

Pupils will:

- use their body percussion to tap regular beats, clapping, tapping and walking
  - experiment with faster and slower body percussion
  - perform rhythm patterns led by a teacher
  - perform short rhythm patterns whilst a steady beat is occurring
  - recognise a continually repeated music phrase or rhythm (ostinato)
  - use tuned and untuned instruments to maintain a steady beat
  - perform word pattern chants creating their own rhythm patterns
  - follow and make pictures and symbols to guide a regular beat
  - explore sounds made by a percussion instrument
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### Term 4 – Pitch/Rhythm/Timbre

Pupils will:

- listen to the sound quality of an electric guitar distortion and an acoustic guitar (timbre)
- listen to a violin and then a group of strings (timbre)

- listen to sounds around the school, identifying high and low sounds (pitch)
  - listen to a diatonic scale and sing using solfege (pitch)
  - attempt to identify the note a teacher plays at different pitches from low doh to high doh (pitch)
  - understand the term 'pitch'
  - sing 'Doh, Re, Mi', identifying how the pitch changes
  - incorporate percussion instruments to play whilst singing (rhythm)
  - tell the stories 'The Three Bears' and 'The Princess' through song
  - use their voice in different ways
  - decide which voice is best for a given song or rhyme
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### Term 5 – Dynamics/Keyboards/Exploring Sounds

Pupils will:

- listen to musical pieces and recognise when the music is loud and soft and in between
  - sing the stories 'The Princess' and 'The Three Bears' adding dynamics
  - understand the terms 'forte', 'mezzo forte' and 'piano', recognising abbreviations whilst singing
  - listen to different types of classical music, commenting on how it makes them feel
  - explore the keyboard buttons and play the different sounds
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### Term 6 – Composition

Pupils will:

- make up their own chant and rhythm
- create their own composition using percussion and glockenspiel as part of a group
- create their own composition using a keyboard and percussion and perform as a solo

### Year 2

#### Term 1 – Singing/Percussion

Pupils will:

- sing 'Dingle, Dangle Scarecrow' adapting type of voice, dynamics and character
  - sing call and response to learn new songs with the word on paper or IWB
  - sing rounds and chants independently
  - use solfege to identify the relationship between the different notes in music (Doh-C, Re-D, Mi-E, Fa-F, Sol-G, La-A, Ti-B, Doh-C)
  - sing 'I Can See Clearly Now', giving ideas on ways to sing it
  - discuss percussion that could be played and how best to do it
  - play a tambourine, maracas, triangle, bells and drums with an ability to vary the sound created
  - perform a song as a group, using their own ideas
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#### Term 2 – Performance

- develop a sense of confidence when performing
  - engage with an audience
  - respect fellow performers and acknowledge applause
  - sing in harmony and with musical delivery
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#### Term 3 – Rhythm/Notation/Percussion

Pupils will:

- identify semibreve, minim, crotchet and quaver along with their corresponding rests
  - chant 'Ta, a, a, an – Ta, an – Tan – Ta' rhythm syllables
  - pair up the correct note with its corresponding rest
  - clap a rhythm on the board using chant
  - use percussion to play a given rhythm and know how to play that instrument for a particular count value
  - copy rhythms from the board using note and rest cards
  - identify and add the missing beat using note and rest cards, recognising the beat must add up to four
  - make a four-beat rhythm using the note and rest cards
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### Term 4 – Ocarinas

Pupils will:

- use the tonguing technique to form a clear sound from an ocarina
  - use correct fingering to play an ocarina
  - understand an ocarina diagram showing the notes to play
  - play low D, E, F#, G, A, B, C#, high D on an ocarina
  - play tunes using ocarina diagrams
  - adapt from an ocarina diagram to an oc-box
  - play any given note from oc-box diagrams
  - incorporate written music with oc-box (written music will show note values to play)
  - sing the songs to identify the note values and then play them fluently on the ocarina
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### Term 5 – Keyboards / Listening

Pupils will:

- recognise a rhythm while playing written music
  - explore different sounds (musical and non-musical) and create a rhythm using a keyboard
  - explain how a piece or sound affects them
  - discuss sounds made by different instruments available on a keyboard
  - explain why some sounds wouldn't be suitable for different note values
  - listen to and discuss opinions of different types and styles of music
  - compare different types and styles of music
  - find the pulse/beat within these different styles of music (e.g. Holst, *Mars from The Planets* – Olivia Newton-John, *Country Roads*)
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### Term 6 – Composition

Pupils will:

- create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch)
- work with a partner to improvise simple question and answer phrases, to be sung and played on tuned and untuned percussion, creating a musical conversation
- use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces
- Evaluate their own and others' work constructively, making improvements to their own pieces

## Year 3

### Term 1 – Performance

Pupils will:

- develop a sense of confidence when performing
  - engage with an audience
  - respect fellow performers and acknowledge applause
  - sing in harmony and with musical delivery
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### Term 2 – Soprano Recorders

Pupils will:

- play B, A and G notes on a recorder using the correct fingers
  - use the correct tonguing technique to blow into a recorder
  - recognise and name notes B, A and G
  - identify E, G, B, D, F notes on the staff using the mnemonic 'Every Good Boy Deserves Football'
  - identify F, A, C, E notes in the spaces on the staff
  - identify a clef at the beginning of the staff
  - follow and play a variety of different tunes
  - play on their own and as part of a group
  - play Hot Cross Buns as a round
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### Term 3 – Notation/Rhythm/Composition

Pupils will:

- use and apply their knowledge of notation to create their own music on both tuned and untuned instruments
  - give feedback to others, discussing what they like and dislike about a piece of music
  - evaluate their own work, making amendments where needed
  - listen to 'Peer Gynt, Morning' and identify instruments used and dynamic progressions
  - use different dynamics in their own pieces
  - explore time signatures 4/4 and 3/4 and describe the differences
  - create a 4-bar tune using B, A and G on manuscript paper, using 4/4 time signature with a partner
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### Term 4 – Bells

Pupils will:

- match the coloured bell to the corresponding note
  - play tunes as a group, following coloured dot on display
  - play tunes as a group, following the letter notes and notation
  - compose a 4-bar melody using their chosen way of recording their ideas
  - play a round with familiar tunes in 2 and 4 parts
  - create their own round as a group
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### Term 5 – Recorders (Soprano/Tenor)

Pupils will:

- play E, D and High C using the correct finger positions
  - identify points of breathing while playing a piece of music
  - develop an understanding of phrasing
  - play Karen's Waltz and Adele's Waltz as a class duet
  - describe the difference between a canon and a round
  - play Copy-Cat Fanfare, demonstrating how to play in canon
  - listen to Pachelbel's canon, noticing the rhythm and canon being played
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### Term 6 – Digital Music

Pupils will:

- understand that music can be created online
- recognise different pitch when drawing notes in Chrome Music Lab
- compose their own rhythm, changing sounds and tempo used
- comment on the tempo of different songs and understand reasons to change tempo
- create their own melody using sound buttons
- compose their own song, changing tempo and instruments to create a desired effect
- reflect on the advantages creating music digitally can have

### Year 4

#### Term 1 – Keyboard

Pupils will:

- find middle C on a keyboard
  - use their right hand to play notes using the middle C hand position
  - recognise the relationship between the different notes in music (Doh-C, Re-D, Mi-E, Fa-F, Sol-G, La-A, Ti-B, Doh-C)
  - play a song in middle C hand position using finger numbers
  - recognise when the wrong note was played
  - use notes to play a simple melody using number patterns
  - recognise the written note of middle C
  - recognise the relationship between the finger number and the notes being played
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#### Term 2 – Digital Music

(Cross-curricular links with computing)

Pupils will:

- record their own sounds using the Keezy sound buttons
  - compose their own tune using recorded sounds, considering the order of sounds and how they could be played together
  - record notes using the Keezy sound buttons
  - play the tune 'Twinkle Twinkle Little Star' using the recorded notes
  - compare playing notes on a digital device with playing on a keyboard, recognising the advantages and disadvantages of both
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#### Term 3 – Music Appreciation

Pupils will:

- record their emotions and ideas using pictures to represent music being played
- list two pieces composed by Mozart
- explain who Mozart was and his style of music
- list two pieces composed by Bach
- explain who Bach was and his style of music
- compare the work of Mozart and Bach, explaining similarities and differences
- describe why they like or dislike a piece of music
- identify classical music used in popular modern day music
- listen to different popular music styles from 1950s through to the present day

- describe the differences between styles of music from the past, explaining what they like or dislike giving reasons
  - listen to remix versions of songs from the past and explain how and why they have been adapted
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### Term 4 - Composition

Pupils will:

- use a new hand position to play 'Twinkle Twinkle Little Star'
  - listen to different versions of the lullaby, identifying similarities and differences
  - create a version of the lullaby to fit a different purpose
  - combine a variety of instruments to create an ensemble
  - evaluate their own and others' work, finding areas of improvement
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### Term 5 – Performance

Pupils will:

- develop a sense of confidence when performing
  - engage with an audience
  - respect fellow performers and acknowledge applause
  - sing in harmony and with musical delivery
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### Term 6 – Just Play!

Pupils will:

- explore instruments (ukulele, guitar, keyboard) with an understanding of when to stop
- play different triads on keyboards using fingers 1, 3, 5
- understand and feel the pulse of a track by nodding heads, clapping hands and tapping feet
- know how to hold a plectrum
- hold and strum a ukulele and guitar using the correct technique
- explore different ways to press down onto the fret board
- strum and play a keyboard, following beats presented whilst playing along to a track
- recognise the first beat of the bar
- improvise their own rhythm using their body
- find and play the bass note and chord E and G, playing along to different rhythms
- play Songbird in groups, using and combining E minor and G major chord



## Year 5

### Term 1 – Keyboard

Pupils will:

- recognise and read individual notes C to G whilst understanding middle C is on a ledger line
  - use their left hand to play chords C and G
  - work with a partner to play both notes and chords together
  - play a melody using notes C to G
  - write and understand notes on manuscript paper
  - recognise time signatures
  - explain how a time signature effects a melody
  - understand and draw their own bar lines
  - list two pieces composed by Debussy
  - explain who Debussy was and his style of music
  - list two pieces composed by Beethoven
  - explain who Beethoven was and his style of music
  - compare the work of Debussy and Beethoven, explaining similarities and differences
  - describe why they like or dislike a piece of music
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### Term 2 – Just Play!

- improvise their own rhythms using more complicated patterns
  - find and play the bass note and C major chord, playing along to different rhythms
  - play 'You Can't Always Get What You Want' in groups, using and combining C major and G major
  - find and play the bass note and chord A minor, playing along to different rhythms
  - play a medley of popular songs using G major, C major, E minor and A minor on a ukulele, guitar and keyboard
  - play Shake It Off independently on a guitar, ukulele and keyboard using new chords
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### Term 3 – Just Play!

- play bass drum, snare and hi-hat using a chair and drumsticks
- recognise correct technique to hold drumsticks
- listen to a variety of songs and record the drum symbols used
- sustain a rhythm while playing the bass drum, snare and hi-hat
- drum along to a selection of different songs
- find and play the bass note A and D major and full chords to various rhythms

- play along to Low Rider using a given rhythm
  - use a mixture of instruments to play along to Land of a Thousand Dances
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### Term 4 – Performance

Pupils will:

- develop a sense of confidence when performing
  - engage with an audience
  - respect fellow performers and acknowledge applause
  - sing in harmony and with musical delivery
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### Term 5 – Digital Music

(Cross-curricular links with computing)

Pupils will:

- compose their own songs using Incredibox
  - recognise when loops have been used in songs, being able to define what a loop is
  - consider the structure of a song, ensuring their own compositions have similar structures
  - record their songs to be able to play to others
  - comment on their own and others' compositions, recognising areas to improve
  - compose their own songs using sound buttons on Launchpad
  - choose a style of music they are interested in creating
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### Term 6 – Composition

Pupils will:

- compose their own music using a ukulele, guitar, keyboard and drums in groups, using chords G major, A minor, E minor and C major
- write down their compositions using chord names
- listen and give feedback to other groups
- take inspiration from a variety of different genres of music, choosing their own genre to follow

### Year 6

#### Term 1 – Ocarina

##### Pupils will:

- blow into an ocarina using the correct tonguing method
- follow a melody on paper
- understand the holes to cover using visual representations
- match visual representations from the ocarina boxes to the correct notes
- perform a required rhythm for a given song
- identify and explore places to breathe in order to sustain a note
- recognise and explain the waltz rhythm
- explain a Maelzel's Metronome and its abbreviation e.g., mm=120
- discuss how a Maelzel's Metronome can support a musician to play in time
- recognise when the wrong notes have been played
- evaluate their work and the work of others, recognising ways they could improve

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#### Term 2 – Recorders (Soprano/Tenor)

##### Pupils will:

- revise notes B, A, G, E, D and C
- play along to a variety of tunes, using the above notes
- learn low D and middle C
- play a selection of tunes: Barnyard Song, The Fireman's Not For Me, Old Joe Clark, using new notes
- play Hallow Elm Tree in two parts
- play I Like the Flowers as a round (two parts and four)
- play Irish Lullaby, Fais Dodo, Ode to Joy as duets
- play Cavotte by Handel in canon

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#### Term 3 – Just Play!

##### Pupils will:

- revise A and D major, working in groups to play a melody of popular songs
- find and play the bass note and E major chord, playing along to different rhythms
- use a mixture of instruments to play along to We Will Rock You
- improvise complicated rhythms using body parts

- play full G major, E minor, C major, B minor and D major chord on a guitar and ukulele, following different rhythms
  - play 'Best Day of my Life' using D major and G major
  - play 'Stitches' using G major, A minor, F major and C major
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### Term 4 – Digital Music

(Cross-curricular links with computing)

Pupils will:

- explore different instruments available in the Garageband app
  - recognise different ways to play an instrument in the app, using the autoplay function to support them
  - identify the metronome button and explain why it may be helpful to use
  - write down their composition using the correct notation
  - record an 8-bar melody using the guitar on Garageband
  - recognise instruments used in a backing track from various styles of music
  - combine different instruments to compose their own track in Garageband
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### Term 5 - Keyboard

- play chords and melody independently to a variety of tunes using notes C-G
  - compose their own melody and chords, using their own visual representations
  - recognise rests as they are playing melodies in the right hand
  - write an 8 bar melody in pairs using notes C-G, including treble clef, time signature (3 or 4 beats in a bar)
  - play their own written melody to be recorded
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### Term 6 – Performance

Pupils will:

- develop a sense of confidence when performing
- engage with an audience
- respect fellow performers and acknowledge applause
- sing in harmony and with musical delivery