



| Year group | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------|----------|----------|----------|----------|----------|----------|
|------------|----------|----------|----------|----------|----------|----------|

| | | | | | | |
|------|--|--|--|--|--|--|
| | <p>Music</p> <ul style="list-style-type: none"> We currently use ArtForms to deliver our music sessions in school. They teach a 30-minute session to KS1 and KS2. The Early Years explore musical instruments, developed in provision time, as well as in short music sessions throughout the week. We use Sing Up to support our Music Curriculum, choir and Musical ethos of the school. https://www.singup.org/ We are in contact with Cockburn High School who deliver a live musical performance to all children in the Spring Term. | | | | | |
| EYFS | <p>Nursery:</p> <p>To perform</p> <ul style="list-style-type: none"> Vocalises in a free-flowing way within their play, eg whilst painting or playing with clay. Sings and chants with and to others. Reproduces songs in individual ways. Plays with familiar songs, often piecing together parts of different songs. Sings to and with toys, props, resources. Sings in their dramatic role play, eg singing phrases such as “dinner’s ready” or “let’s go”. Repeats phrases of songs. May sing an entire song. Creates his or her own songs, often with a real sense of structure, eg a beginning and an end. Can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home. Merges elements of familiar songs with improvised singing. Creates sounds in vocal sound games. Changes some or all of the words of a song. Has strong preferences for songs he or she likes to sing and/or listen to. <p>To compose</p> <ul style="list-style-type: none"> Creates own patterns in music making. Experiments with ways of playing instruments, eg volume (dynamics), speed (tempo), character of sounds such as tapping a tambourine/shaking a tambourine (timbre). Shows control in holding and playing instruments, eg use a guiro by holding the guiro in one hand and scraping it using the other hand with a beater. Adds sound effects to stories using instruments. Leads or is led by other children in their music making, ie being a conductor. Listens and responds to others in pair/group music making. Operates equipment such as CD players, MP3 players, handheld devices, keyboards. Plays instruments with control to play loud/ quiet, (dynamics), fast/slow (tempo). Shows control to hold and play instruments to produce a musical sound, eg holding a triangle in the air by the string with one hand and playing it with a beater with the other. <p>To transcribe</p> <ul style="list-style-type: none"> Start go Developing skills to follow and create Music Repetition MTYT Use large-muscle movements to wave flags and streamers, paint and make marks. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. <p>To listen discuss and appraise music</p> <ul style="list-style-type: none"> Describes music, eg “scary music, angry music, happy music”. Can identify specific sounds in the environment eg sounds of cars, running water. Can identify and match an instrumental sound, eg hear a shaker and indicate that they understand it is a shaker. Many influences may encourage children to associate music with “types” of people and places, eg stereotypes such as rock music with bikers. They may feel pressure to like and dislike certain genres of music, eg children may associate music as “music for boys”, “music for girls”. Matches music to pictures/visual resources. Describes the sound of instruments eg scratchy sound, soft sound. <p>Key Vocabulary</p> | | | | | |

- Nursery rhymes, action songs, instruments, share, respond, explore, listen, sing, play, learn, long, short, play, stop, move, listen, action voice, hands, loud sounds, soft sounds, soft, medium, hard, tap, shake, ring, hit, bang.

Progression Document,

- Pulse and rhythm
- Listen, voice, instrument, experience, respond, explore, practice, make, movement, music, rhythm, song, sing, sound.

Reception:

To perform

- Creates his or her own songs, often with a real sense of structure, eg a beginning and an end.
- Can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home.
- Merges elements of familiar songs with improvised singing.
- Creates sounds in vocal sound games.
- Changes some or all of the words of a song.
- Has strong preferences for songs he or she likes to sing and/or listen to.
- Pitch matches, ie reproduces with his or her voice the pitch of a tone sung by another.
- Able to sing the melodic shape (moving melody, eg up and down, down & up) of familiar songs.
- Sings entire songs.
- May enjoy performing, solo and or in groups.
- Internalises music, eg sings songs inside his or her head.

To compose

- Adds sound effects to stories using instruments.
- Leads or is led by other children in their music making, ie being a conductor.
- Listens and responds to others in pair/group music making.
- Operates equipment such as CD players, MP3 players, handheld devices, keyboards.
- Plays instruments with control to play loud/ quiet, (dynamics), fast/slow (tempo).
- Shows control to hold and play instruments to produce a musical sound, eg holding a triangle in the air by the string with one hand and playing it with a beater with the other.
- Creates music based on a theme eg creates the sounds of the seaside.
- Finds and records sounds using recording devices.
- Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, eg playing quietly with quiet parts within music, stopping with the music when it stops.
- Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making.
- Taps rhythms to accompany words, eg tapping the syllables of names/objects/ animals/lyrics of a song.
- Creates rhythms using instruments and body percussion.
- May play along to the beat of the song they are singing or music being listened to.
- May play along with the rhythm in music, eg may play along with the lyrics in songs they are singing or listening to.

To transcribe

- Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
- Develop their fine motor skills so that they can use a range of tools competently, safely and confidently.

To listen, discuss and appraise music

- Can identify and match an instrumental sound, eg hear a shaker and indicate that they understand it is a shaker.
- Many influences may encourage children to associate music with “types” of people and places, eg stereotypes such as rock music with bikers. They may feel pressure to like and dislike certain genres of music, eg children may associate music as “music for boys”, “music for girls”.
- Matches music to pictures/visual resources.
- Describes the sound of instruments eg scratchy sound, soft sound.
- Creates visual representation of sounds, instruments and pieces of music, eg mark making to specific sounds or pieces of music.
- Thinks abstractly about music and expresses this physically or verbally eg “This music sounds like floating on a boat.” “This music sounds like dinosaurs.”
- Distinguishes and describes changes in music and compares pieces of music, eg “this music started fast and then became slow.” “This music had lots of instruments but this music only had voices.” “This music was spiky and this music was smooth.” Associates genres of music with characters and stories.
- Accurately anticipates changes in music, eg when music is going to get faster, louder, slower.
-

Key Vocabulary

Revisit nursery vocabulary:

| | |
|--------------------------|--|
| | <ul style="list-style-type: none"> Nursery rhymes, action songs, instruments, share, respond, explore, listen, sing, play, learn , long, short, play, stop, move, listen, action voice, hands, loud sounds, soft sounds, soft, medium, hard, tap, shake, ring, hit, bang. <p>Progression for Reception in addition to nursery.</p> <ul style="list-style-type: none"> Respond, beat, pulse, rhythm, pitch, solo, group, perform, high, low |
| End point | By the end of EYFS the children should be able to show understanding of how to hold an instrument safely and put them down quietly. Children will be able to start and stop when playing with others and remain quiet when they are waiting for their turn. Whilst playing an instrument, children can watch and follow leaders signals and instructions when playing or singing. Children will be able to select instruments to convey noise in a story or a song and be able to play these, fast, slow, loud and quiet and differentiate between these. Children will also be able to show a basic awareness that instruments create different sounds. Whilst singing, children should be able to change their voice to a desired effect (whispering, talking, thinking) and relate these too characters from stories and songs. |
| KS1 NC Objectives | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. |

| | | | | | | |
|---|---|--|--|---|---|--|
| 1 | Pulse and Rhythm Theme: Songs from where we live. | Tempo Theme: Mouse & Snail | Dynamics Theme: The Seaside | Sound Patterns Theme; Fairytales | Pitch Theme: Superheroes | Musical Symbols Theme: Under the Sea |
| | Termly Objectives Finding the Pulse, Singing & reading a sound pattern, using a thinking voice | Termly Objectives Explore tempo, perform with a singing voice and an instrument. Sing in time, play demonstrating slow and fast beats | Termly Objectives Represent dynamics, identify and recreate sounds, use instruments to explore dynamics. | Termly Objectives Chant in time, make changes to dynamics, respond to hand signals, read simple rhythms, use a character voice | Termly Objectives Identify and perform high and low notes, compose a two & three note pattern, demonstrate a musical understanding of tempo and pitch. Perform as a group and offer feedback. | Termly Objectives Move & create sounds to reflect a character, respond to dynamic changes, demonstrate a sound pattern, sing high and low sounds, read symbols representing high and low sounds. |
| | Vocabulary Pulse Singing Voice Speaking Voice Thinking Voice | Vocabulary Beat, fast, singing voice, slow, speaking voice, warm-up | Vocabulary Dynamics, instrument, seaside, soundscape, symbol, volume | Vocabulary Character, voice, sound pattern | Vocabulary High, low, pattern, performance, pitch, tempo | Vocabulary Dynamics, pitch, rest, sound pattern, tempo |
| End points By the end of Year 1, children should be able to demonstrate the following musical skills and knowledge. | Autumn 1 Students can sing in tune and recognise different pitches. They can follow a melody and use clear mouth shapes to form words. Students can sit quietly and perform with an instrument in front of others, even if the audience includes strangers. | Autumn 2 Students can maintain a steady pulse and are capable of playing at various speeds. Students can copy simple rhythms and understand the difference between a pulse and a rhythm. | Spring 1 Students demonstrate changes in pitch using tuned percussion through actions like steps, slides, and jumps. | Spring 2 Students can control changes in speed (tempo) with their bodies and instruments (e.g., playing faster or slower). Students can control changes in volume (dynamics) using their voices and instruments (e.g., singing or playing louder or quieter). | Summer 1 Students can distinguish between high and low sounds and can demonstrate changes in pitch using tuned percussion through actions like steps, slides, and jumps. | Summer 2 Students can describe music and express their feelings and opinions about it through words, actions like thumbs up, or other methods. Students can choose and organise sounds and patterns, using pictures to represent these sounds. Students can differentiate between long and short sounds and use them when composing music and notating patterns. Students can select sounds to represent ideas, such as using a shaker to imitate the sound of leaves falling from a tree. |

| | | | | | | |
|---|---|--|---|--|--|--|
| | These end points aim to foster a foundational understanding of music while encouraging creativity and personal expression in young learners. | | | | | |
| 2 | Structure Theme: Myths and Legends | Creating Music Theme: Trains (Sing-Up!) | Listening Theme: Holst The Planets (BBC Ten Pieces) | Composing Theme: Birdsong (Sing-Up!) | Call and Response Theme: Animals | Pitch Theme: Musical Me (Kapow) |
| | Termly Objectives Play and write crotchet (& rests) & quaver rhythms Read and follow a structure from left to right Add rhythms to create a beginning, middle and end | Termly Objectives Listen to and analyse music Learn a simple rhythm pattern Follow signals from the conductor | Termly Objectives Listen to a new piece of music, Explore spikey and smooth Play a simple pattern Write new lyrics | Termly Objectives Invent simple patterns Follow signals from the conductor Structure compositional ideas in a bigger piece Improvise using instruments | Termly Objectives Use dynamics Play in time with a group Experiment with different sounds on the same instrument Demonstrate Call and Response | Termly Objectives Read pitch patterns Sing & play high and low notes Read notation Represent notation |
| | Vocabulary One-beat notes (Walk), composition, quavers (Jogging), notation, pulse, rest, rhythm, structure, tempo | Vocabulary Duration, dynamics, tempo, conductor | Vocabulary Listening, spikey, smooth, quiet, loud, fast, slow, pattern, drum | Vocabulary Motif, conductor, tempo, accompaniment, improvise | Vocabulary Call and response, dynamics, sound pattern, | Vocabulary Dot, high, low, musical sentence, notation, phrase, pitch, pitch pattern, stave |
| End point By the end of Year 2, children should be able to demonstrate the following musical skills and knowledge | Autumn 1 Children will understand the structure of musical compositions, identifying sections such as beginnings, endings, and verses. | Autumn 2 They will be increasingly confident in using their thinking voice to perform with accuracy and control. | Spring 1 Students will be adept at performing simple accompaniments, showing consideration for the mood and meaning of the pieces. Their listening skills will have developed to the point where they can articulate preferences and describe what they like and dislike about different pieces of music. | Spring 2 They will creatively select appropriate sounds to represent different ideas and use various forms of notation to express rhythms and sounds. | Summer 1 Through hands-on practice, pupils will create and perform simple melodies using tuned instruments, and work collaboratively in small groups to compose original pieces. | Summer 2 Pupils will collaboratively practice and refine group performances, suggesting and implementing dynamic changes such as tempo, volume, and pitch. |
| | By the end of Year 2, pupils should demonstrate an enhanced understanding and practical application of music fundamentals. students will exhibit a growing musical awareness and expressiveness, laying a strong foundation for further musical education in subsequent years. | | | | | |
| KS2 NC Objectives | Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music | | | | | |
| 3 | Comparing Songs Theme: Bengali/Scottish Folk Songs (Sing-Up!) | Traditional Instruments and improvisation Theme: India (Kapow) | Whole Class Recorder Theme: Enchanted Forest (Sing-Up Play Recorder Unit 1) | Whole Class Recorder Theme: Enchanted Forest (Sing-Up Play Recorder Unit 1) | Listening Theme: America – George Gershwin Rhapsody in Blue | Jazz (Kapow) |

| | | | | | | |
|---|---|--|---|---|---|---|
| | <p>Termly Objectives Develop understanding of music from different musical traditions Identify that songs are from different places in the world Understand what a folk song is</p> | <p>Termly Objectives Verbalise feelings about music Read musical notation and play correct notes of a Rag Improvise to a drone and tal Sing and play in time with others</p> | <p>Termly Objectives Holding the recorder correctly Making a good sound Learn B, A and G Learning about the recorder family and how it has been used within folk, classical and jazz musical styles</p> | <p>Termly Objectives Holding the recorder correctly Making a good sound Learn B, A and G Learning about the recorder family and how it has been used within folk, classical and jazz musical styles</p> | <p>Termly Objectives Listen and reflect on a piece of music Create a piece of music using instruments and voice Perform as an ensemble</p> | <p>Termly Objectives Explain What Ragtime music is Play on the 'off' beat & sing a syncopated rhythm Play a call and improvise a response Improvise or compose a scat singing performance Play a swung rhythm</p> |
| | <p>Vocabulary Duration, dynamics, tempo, structure, pitch, timbre, traditional/composed song, folk music</p> | <p>Vocabulary Bollywood, compose, drone, harmonium, improvise, rag, sarangi, tala, sitar, tabla</p> | <p>Vocabulary Walk, jogging, shh, stride, B, A, G, introduction, verse, repeat, Andante, melody & accompaniment</p> | <p>Vocabulary Walk, jogging, shh, stride, B, A, G, introduction, verse, repeat, Andante, melody & accompaniment</p> | <p>Vocabulary Dynamics, motif, pitched percussion, soundscape, tempo</p> | <p>Vocabulary Call and response, improvisation, jazz, motif, off-beat, pitch, ragtime, scat singing, swung rhythm, syncopation</p> |
| <p>End point By the end of Year 3, children should be able to demonstrate the following musical skills and knowledge</p> | <p>Autumn 1 Students are able to convey the meaning and emotion of the song effectively. Pupils listen attentively to music extracts and can accurately identify the genre, discuss the structure of the piece, and respond thoughtfully to specific questions about what they hear. They will confidently sing songs in tune, demonstrating the ability to use dynamics (loud and soft) and phrasing (breathing and shaping of the melody) to express the mood and style of the song. Pupils perform songs individually or in groups with clear diction, ensuring that the lyrics are understandable to the audience.</p> | <p>Autumn 2 Pupils actively contribute ideas and respectfully consider others' suggestions when working on group compositions, demonstrating good communication and teamwork skills. Pupils experiment with and create melodies that incorporate steps (consecutive notes) and leaps (skipping notes), utilising an extended range of notes to bring variety to their compositions.</p> | <p>Spring 1 Pupils interpret and perform simple graphic scores, accurately reproducing the indicated pitches and rhythms, demonstrating an understanding of the visual representation of music.</p> | <p>Spring 2 Pupils evaluate and refine their musical performances or compositions, using appropriate musical vocabulary to explain the changes they've made and how these improvements enhance their work. Pupils collaboratively create and perform simple rhythmic and melodic patterns, showing the ability to work effectively as part of a team and maintain synchronization with their peers</p> | <p>Summer 1 Pupils can identify different families of instruments (strings, woodwind, brass, percussion) and recognise various ensembles such as orchestras and choirs. They can describe the roles these instruments and ensembles play in a musical context.</p> | <p>Summer 2 Pupils choose appropriate sounds or instruments to achieve specific effects in their music, such as using chime bars played softly to evoke a peaceful mood. They demonstrate an understanding of how different sounds contribute to the overall feeling of a piece.</p> |
| <p>By the end of year 3 pupils will start to develop their own thinking voices as they grow in confidence to share and develop their musical ideas in solo improvisations as well as within groups.</p> | | | | | | |
| 4 | <p>Changes in Pitch, Tempo and Dynamics Theme: Rivers</p> | <p>Body & Tuned Percussion Theme: Rainforests</p> | <p>Whole Class Recorder Theme: Monsters (Sing-Up! Play Recorder Unit 2)</p> | <p>Whole Class Recorder Theme: Monsters (Sing-Up! Play Recorder Unit 2)</p> | <p>Composition notation Theme: Ancient Egypt (Kapow)</p> | <p>Class Band Theme; The Dood Doot Song (Sing-Up!)</p> |
| | <p>Termly Objectives Sing in tune and in two parts Explain how a piece of music makes them feel</p> | <p>Termly Objectives Identify structure and texture of music Play a sequence in time</p> | <p>Termly Objectives Improving Recorder technique, articulation and fluency.</p> | <p>Termly Objectives Improving Recorder technique, articulation and fluency.</p> | <p>Termly Objectives Sing in time and in tune remembering the lyrics to a song Identify the structure of a piece of music</p> | <p>Termly Objectives Learn the chords A, minor, C and F Major Identify song structure and when music has a relaxed swing feel</p> |

| | | | | | | |
|---|---|---|--|---|--|---|
| | Perform & create a vocal ostinato in time | Have two different melodies and rhythms playing together | Learn notes B, A, G, high C, high D, low E Explore soundscapes, extended techniques and graphic notation | Learn notes B, A, G, high C, high D, low E Explore soundscapes, extended techniques and graphic notation | Improvise their own piece of music Compose and play a melody using stave notation | Sing and play two bar phrases |
| | Vocabulary Posture, breathing, projection, pitch, tempo, dynamics, ostinato | Vocabulary Body percussion, compose, contrast, layers, loop, melody line, organisation | Vocabulary Technique, posture, articulation, fluency, soundscapes, graphic notation, B, A, G, high C, high D, low E | Vocabulary Technique, posture, articulation, fluency, soundscapes, graphic notation, B, A, G, high C, high D, low E | Vocabulary Accuracy, backing track, balance, composition, ensemble, improvisation, lyrics, structure, walk, jogging, stride | Vocabulary Beat, pulse, chords, melody, intro, verse, tuned percussion, acoustic guitar, acoustic pop, country, folk, pop, doodle |
| End point By the end of Year 4, children should be able to demonstrate the following musical skills and knowledge | Autumn 1 pupils should be able to sing accurately with good posture and proper breathing techniques. They should be capable of singing songs that have more complicated textures, such as partner songs and two-part rounds. Pupils can set a starting pitch for a song without assistance. | Autumn 2 . Pupils can create their own rhythmic and melodic ostinato and riffs and play them in time with others in a group. Pupils are capable of improvising a rhythm over a steady pulse. | Spring 1 Pupils can recognise crotchets, crotchet rests, quavers, minims, semibreves, and use these to compose and perform rhythms. Pupils show an understanding of various scales in their compositions and performances, such as pentatonic and blues scales. They should recognise different ensembles such as orchestras and choirs and identify families of instruments (e.g., wind, brass, African drums). Pupils can use an extended musical vocabulary to express their personal tastes in music | Spring 2 They can continue performing even if they make a mistake during a performance. Pupils can perform music both by ear and by reading different forms of musical notation. | Summer 1 Pupils are able to listen to and comment on music from various historical periods, showing an understanding of how music has developed over time. | Summer 2 Pupils can take on both leadership and following roles within a group setting when working on a composition. |
| These end points aim to develop a well-rounded musical ability in pupils, encompassing practical skills, theoretical knowledge, and an appreciation for music's rich history and diverse forms. | | | | | | |
| 5 | Musical Theatre We're All in This Together) | Blues (Kapow) | Listening Theme: Trailblazers (Dr Who Theme by Delia Derbyshire - BBC Ten Pieces) | Improving Singing Technique Theme: Madina tun Nabi (Sing-Up!) | Whole class Recorder Theme: Earthlight (Sing-Up! Play Recorder unit 3) | Whole class Recorder Theme: Earthlight (Sing-Up! Play Recorder unit 3) |
| | Termly Objectives Explain what musical theatre is Categorise songs as action or character songs Select appropriate music to tell a story Perform in time with their group | Termly Objectives Name features of Blues music Sing in tune using vocal expression Explain what a chord is and play chords C, F and G Play and improvise the 12-bar blues and notes of the blues scale | Termly Objectives Listen and reflect on a piece of orchestral music Create their own piece and perform as an ensemble Learn appropriate musical language | Termly Objectives Sing in two parts with expression and understanding of origins Play a drone and chords Listen and copy back simple patterns Sing a round an accompany themselves | Termly Objectives Consolidate notes B, A, G, C, D. Learn Low E, D, F# and C#. Explore pentatonic and major scales Play and recognize notes from the score with increasing fluency. | Termly Objectives Termly Objectives Consolidate notes B, A, G, C, D. Learn Low E, D, F# and C#. Explore pentatonic and major scales Play and recognize notes from the score with increasing fluency. |
| | Vocabulary Musical theatre, action/character song, comic opera, operetta, director, choreographer, lyricist, opera, solo | Vocabulary Blues, chords, 12-bar blues, blues scale, improvise, chord | Vocabulary Found sound, graphic score, melody, orchestrate, ostinato | Vocabulary Melody, octave, drone, microtone, vocal decoration, a capella, Nasheed, Arabic music | Vocabulary Semibreve, dotted minim, minim, crotchet, quavers, semiquavers, time signature, scale, major, pentatonic, ascending descending, drone, harmony, articulation | Vocabulary Semibreve, dotted minim, minim, crotchet, quavers, semiquavers, time signature, scale, major, pentatonic, ascending descending, drone, harmony, articulation |
| End point By the end of Year 5, children should be | Autumn 1 Pupils can compare and contrast music from different styles and genres, using | Autumn 2 Pupils can use an octave range to compose and improvise melodies, demonstrating | Spring 1 Pupils recognise that music's character is influenced by meter and rhythm patterns. | Spring 2 Pupils can confidently sing or play instruments expressively to a variety of audiences and | Summer 1 Pupils can accurately tap and recognise the pulse in various meters (2, 3, 4, and 5), | Summer 2 Pupils are able to interpret and use graphic scores with more complex textures, |

| | | | | | | | | | | | | | |
|--|---|--|--|--|--|---|--|---|--|--|---|---|---|
| able to demonstrate the following musical skills and knowledge | appropriate musical vocabulary to describe their observations. Pupils can suggest improvements to compositions and performances. They can implement changes and evaluate whether these changes successfully achieve the intended effect, explaining why or why not. | creativity and technical skills. Pupils understand and utilise the concept of a 'home note' when composing, ensuring that their pieces have a clearly defined tonal center | They can select appropriate patterns for their compositions to suit the intended mood or style | in different types of venues, such as the Town Hall, showcasing their ability to adapt their performance style to suit the setting. Pupils can effectively lead a group in musical activities by counting in, beating time, and providing clear musical direction. | showing an understanding of different rhythmic patterns. | showing an understanding of how these notations represent musical ideas. Pupils can create music that incorporates appropriate sounds to achieve a specific intention, such as making a sea soundscape. Pupils can plan a composition project, either individually or in groups, and monitor its development from initial idea to final performance, making adjustments as needed to improve the outcome. | | | | | | | |
| These end points provide a comprehensive framework ensuring that Year 5 pupils develop a well-rounded skill set in music, preparing them for further study and enjoyment of the subject. | | | | | | | | | | | | | |
| 6 | Developing Singing Technique Theme: The Vikings (Kapow) | Dynamics, pitch and texture Theme: Coast – Fingal's Cave by Mendelssohn (Kapow) | Listening Theme: Trailblazers – Symphony by Ravi Shankar (BBC Ten pieces) | Theme and Variations Theme: Pop Art (Kapow) | Whole Class Recorder Red Hot Recorder – Sarah Watts | Whole Class Recorder Red Hot Recorder – Sarah Watts | | | | | | | |
| <table border="1"> <tr> <td data-bbox="77 926 240 1234">Termly Objectives Move and sing as a team Recognise minims, crotchets and quavers Perform accurate rhythms Add appropriate sound effects Make suggestions for improving the performance</td> <td data-bbox="240 926 685 1234">Termly Objectives Discuss an orchestral piece using a selection of varied vocabulary Change dynamics and pitch Take the role of and follow a conductor Change texture within group improvisations Create a graphic score</td> <td data-bbox="685 926 1130 1234">Termly Objectives Listen and reflect on a piece of orchestral music Create their own piece using instruments and voice Perform as an ensemble</td> <td data-bbox="1130 926 1567 1234">Termly Objectives Perform a rhythm confidently Identify sounds and names of different instruments and discuss which art pieces they could match to Keep the pulse, singing with control and confidence. Name, copy and draw rhythms accurately</td> <td data-bbox="1567 926 2012 1234">Termly Objectives Improve recorder technique Consolidate notes B, A, G, C, D, Low E, D, F# and C#. Play in two parts confidently with a sense of ensemble Perform to other children in school</td> <td data-bbox="2012 926 2448 1234">Termly Objectives Improve recorder technique Consolidate notes B, A, G, C, D, Low E, D, F# and C#. Play in two parts confidently with a sense of ensemble Perform to other children in school</td> <td data-bbox="2448 926 2902 1234">Termly Objectives Improve recorder technique Consolidate notes B, A, G, C, D, Low E, D, F# and C#. Play in two parts confidently with a sense of ensemble Perform to other children in school</td> </tr> </table> | | | | | | | Termly Objectives Move and sing as a team Recognise minims, crotchets and quavers Perform accurate rhythms Add appropriate sound effects Make suggestions for improving the performance | Termly Objectives Discuss an orchestral piece using a selection of varied vocabulary Change dynamics and pitch Take the role of and follow a conductor Change texture within group improvisations Create a graphic score | Termly Objectives Listen and reflect on a piece of orchestral music Create their own piece using instruments and voice Perform as an ensemble | Termly Objectives Perform a rhythm confidently Identify sounds and names of different instruments and discuss which art pieces they could match to Keep the pulse, singing with control and confidence. Name, copy and draw rhythms accurately | Termly Objectives Improve recorder technique Consolidate notes B, A, G, C, D, Low E, D, F# and C#. Play in two parts confidently with a sense of ensemble Perform to other children in school | Termly Objectives Improve recorder technique Consolidate notes B, A, G, C, D, Low E, D, F# and C#. Play in two parts confidently with a sense of ensemble Perform to other children in school | Termly Objectives Improve recorder technique Consolidate notes B, A, G, C, D, Low E, D, F# and C#. Play in two parts confidently with a sense of ensemble Perform to other children in school |
| Termly Objectives Move and sing as a team Recognise minims, crotchets and quavers Perform accurate rhythms Add appropriate sound effects Make suggestions for improving the performance | Termly Objectives Discuss an orchestral piece using a selection of varied vocabulary Change dynamics and pitch Take the role of and follow a conductor Change texture within group improvisations Create a graphic score | Termly Objectives Listen and reflect on a piece of orchestral music Create their own piece using instruments and voice Perform as an ensemble | Termly Objectives Perform a rhythm confidently Identify sounds and names of different instruments and discuss which art pieces they could match to Keep the pulse, singing with control and confidence. Name, copy and draw rhythms accurately | Termly Objectives Improve recorder technique Consolidate notes B, A, G, C, D, Low E, D, F# and C#. Play in two parts confidently with a sense of ensemble Perform to other children in school | Termly Objectives Improve recorder technique Consolidate notes B, A, G, C, D, Low E, D, F# and C#. Play in two parts confidently with a sense of ensemble Perform to other children in school | Termly Objectives Improve recorder technique Consolidate notes B, A, G, C, D, Low E, D, F# and C#. Play in two parts confidently with a sense of ensemble Perform to other children in school | | | | | | | |
| <table border="1"> <tr> <td data-bbox="77 1234 240 1478">Vocabulary Body-percussion, duration, lyrics, tempo, minim, crotchet, quaver, key change, minor key, major key, notation, layer, discipline</td> <td data-bbox="240 1234 685 1478">Vocabulary Classical, characterize, composition, conductor, depict, ensemble, graphic score, improvisation, notation, orchestra, texture</td> <td data-bbox="685 1234 1130 1478">Vocabulary Call and response, coda, drone, improvise, pitched percussion, Raga, Unpitched percussion</td> <td data-bbox="1130 1234 1567 1478">Vocabulary Motif, phrases, staccato, 4/4 time, diaphragm, quaver, translate, accidentals, legato, pizzicato, theme, variations</td> <td data-bbox="1567 1234 2012 1478">Vocabulary Semibreve, dotted minim, minim, crotchet, quavers, semiquavers, time signature, scale, major, pentatonic, ascending descending, drone, harmony, articulation, ensemble,</td> <td data-bbox="2012 1234 2448 1478">Vocabulary Semibreve, dotted minim, minim, crotchet, quavers, semiquavers, time signature, scale, major, pentatonic, ascending descending, drone, harmony, articulation, emsemble</td> <td data-bbox="2448 1234 2902 1478">Vocabulary Semibreve, dotted minim, minim, crotchet, quavers, semiquavers, time signature, scale, major, pentatonic, ascending descending, drone, harmony, articulation, emsemble</td> </tr> </table> | | | | | | | Vocabulary Body-percussion, duration, lyrics, tempo, minim, crotchet, quaver, key change, minor key, major key, notation, layer, discipline | Vocabulary Classical, characterize, composition, conductor, depict, ensemble, graphic score, improvisation, notation, orchestra, texture | Vocabulary Call and response, coda, drone, improvise, pitched percussion, Raga, Unpitched percussion | Vocabulary Motif, phrases, staccato, 4/4 time, diaphragm, quaver, translate, accidentals, legato, pizzicato, theme, variations | Vocabulary Semibreve, dotted minim, minim, crotchet, quavers, semiquavers, time signature, scale, major, pentatonic, ascending descending, drone, harmony, articulation, ensemble, | Vocabulary Semibreve, dotted minim, minim, crotchet, quavers, semiquavers, time signature, scale, major, pentatonic, ascending descending, drone, harmony, articulation, emsemble | Vocabulary Semibreve, dotted minim, minim, crotchet, quavers, semiquavers, time signature, scale, major, pentatonic, ascending descending, drone, harmony, articulation, emsemble |
| Vocabulary Body-percussion, duration, lyrics, tempo, minim, crotchet, quaver, key change, minor key, major key, notation, layer, discipline | Vocabulary Classical, characterize, composition, conductor, depict, ensemble, graphic score, improvisation, notation, orchestra, texture | Vocabulary Call and response, coda, drone, improvise, pitched percussion, Raga, Unpitched percussion | Vocabulary Motif, phrases, staccato, 4/4 time, diaphragm, quaver, translate, accidentals, legato, pizzicato, theme, variations | Vocabulary Semibreve, dotted minim, minim, crotchet, quavers, semiquavers, time signature, scale, major, pentatonic, ascending descending, drone, harmony, articulation, ensemble, | Vocabulary Semibreve, dotted minim, minim, crotchet, quavers, semiquavers, time signature, scale, major, pentatonic, ascending descending, drone, harmony, articulation, emsemble | Vocabulary Semibreve, dotted minim, minim, crotchet, quavers, semiquavers, time signature, scale, major, pentatonic, ascending descending, drone, harmony, articulation, emsemble | | | | | | | |
| End point By the end of Year 6, children should be able to demonstrate the following musical skills and knowledge | Autumn 1 pupils can display control over their vocal techniques which include proper breathing, posture, good tuning, and clear diction when singing. | Autumn 2 Pupils are able to maintain their own part with accurate pitch even while listening to other parts, demonstrating strong auditory skills and independence in ensemble settings. Pupils can effectively use the inter-related dimensions of music (such as dynamics, tempo, pitch, timbre, and texture) to enhance the quality of their performances whether singing or playing instruments | Spring 1 Pupils can listen to longer musical extracts and describe them using their knowledge of the inter-related dimensions of music, showing an improved musical vocabulary and comprehension. | Spring 2 Pupils understand and can use chords in sequences, and recognize that particular sets of notes such as minor and major chords give music its characteristic emotional quality (e.g. minor chords for sad music, major chords for happy). | Summer 1 Pupils are adept at using the inter-related dimensions to improve the quality of their own compositions. Pupils can create and perform more complicated rhythms, including semi-quavers and syncopation, both aurally and from musical notations. Pupils can read and use simple staff notation in their musical performances. | Summer 2 Pupils can play as part of an ensemble, taking an individual part while showing an awareness of overall balance within the group. Pupils understand that making mistakes is a part of performing, and they are able to recover gracefully from errors during a performance. | | | | | | | |

These end points reflect a well-rounded and advanced understanding of musical skills, both individually and within ensemble settings.