

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Listen and appraise</p> <p>(Music history)</p>	To know what the songs are about. To know and recognise the sound and names of some of the instruments they use.	To learn how songs can tell a story or describe an idea. To know some songs have a chorus or a response/answer part. To know that songs have a musical style.	To think about what the words of a song mean and how it makes them feel. To listen carefully and respectfully to other people's thoughts.	To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts. When you talk try to use musical words.	To think about the message of songs and how they make you feel. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. To talk about the musical dimensions working together in the Unit songs.	To think about the message of songs and how they make you feel. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. To talk about the musical dimensions working together in the Unit songs.
Finding pulse and rhythm	To know that music has a steady beat, like a heartbeat and that we can create rhythms from words.	To know that music has a steady pulse, like a heartbeat and that we can create rhythms from words. To know that rhythms are different from the steady pulse.	Know that every piece of music has a pulse/steady beat. To confidently identify and move to the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song.	How pulse, rhythm and pitch work together. Know the difference between pulse and rhythm. Know that pitch is high and low sounds that create melodies	To identify and move to the pulse with ease. How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.	To identify and move to the pulse with ease. How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.
Singing	To sing songs in unison.	To sing in unison.	To sing in unison and in simple two-parts.	To sing in unison and in simple two-parts.	To sing in unison and to sing backing vocals.	To sing in unison and to sing backing vocals.

	Learn about pulse, rhythm, pitch, .	Learn about pulse, rhythm, pitch, dynamics, tempo,	Learn about pulse, rhythm, pitch, tempo, dynamics, texture	Learn about pulse, rhythm, pitch, tempo, dynamics, texture	Learn about pulse, rhythm, pitch, tempo, texture, dynamics, timbre	Learn about pulse, rhythm, pitch, tempo, texture, dynamics, timbre
Playing	Play a tuned instrumental part (glockenspiel) with the song they perform	Play the instrumental part in time with the steady pulse.	Play any one, 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. To rehearse and perform their part within the context of the Unit song.	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. To rehearse and perform their part within the context of the Unit song	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. To rehearse and perform their part within the context of the Unit song.	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. To rehearse and perform their part within the context of the Unit song.
Improvising	To improvise by clapping or using two notes	To improvise by clapping or playing one or two notes	Using your instruments, listen and play your own answer using one, two or three different notes.	Using your instruments, listen and play your own answer using one, two or three different notes.	To improvise with up to three notes	To improvise with up to three notes
Composing	Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary	Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary.	Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song.	Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Record the composition in any way appropriate that	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Record the composition in any way appropriate that recognises the connection between	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Record the composition in any way appropriate that recognises the connection between

				recognises the connection between sound and symbol	sound and symbol (e.g. graphic/pictorial notation)	sound and symbol (e.g. graphic/pictorial notation)
Performing	Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.	Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.	To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To say how they were feeling, what they were pleased with what they would change and why.	To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To say how they were feeling, what they were pleased with what they would change and why	To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”	To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
Music history	Rap Blues, Baroque, Latin, Irish Folk, Funk, groove	Rap, Rock, Reggae, South Africa, Pop.	RnB, reggae, traditional folk tunes, Disco	Pop, Grime, Soul, gospel	Rock, Jazz, Pop, Hip hop, Motown	Pop/neo soul, Jazz, Benjamin Britten, 1960s pop, European female artists

