

Year 1		
Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>❖ To recognise music from a historical era/cultural context (e.g. Fire of London).</li> <li>❖ To recognise and identify pitch, duration, tempo.</li> <li>❖ To use sequence musical sounds using a simple structure e.g. A B A (A=old, B=new)</li> <li>❖ To recognise and explore a variety of sound sources (e.g. using body) and instruments.</li> <li>❖ To listen to and discuss musical effects.</li> <li>❖ To choose sounds for effect.</li> <li>❖ To use symbols to record compositions and use for performance.</li> </ul>	<ul style="list-style-type: none"> <li>❖ To be able to recognise the difference between beat and rhythm.</li> <li>❖ To identify a beat within a tune.</li> <li>❖ To be able to recall and perform rhythmic patterns to a steady beat.</li> <li>❖ To be able to identify high and low notes on a pitched instrument.</li> <li>❖ To be able to compose and perform.</li> <li>❖ To be able to change pitch in singing for an intended effect.</li> </ul>	<ul style="list-style-type: none"> <li>❖ To be able to create rhythmic patterns within a steady beat.</li> <li>❖ To be able to identify dynamics within music.</li> <li>❖ To be able to explain the effect of dynamics.</li> <li>❖ To be able to identify the duration of sounds.</li> <li>❖ To sequence long and short sounds (duration).</li> <li>❖ To be able to compose and perform to another audience.</li> </ul>

Year 2		
Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>❖ To recognise the steady beat in a tune.</li> <li>❖ To identify changes in timbre, dynamics and pitch in music.</li> <li>❖ Create long and short sounds (duration).</li> <li>❖ To create visual symbols to represent sounds and structure (beginning, middle and end) of Egyptian Journey.</li> <li>❖ Perform from pictures using tempo, dynamics, timbre and texture (focus on tempo and duration) to create effect.</li> </ul>	<ul style="list-style-type: none"> <li>❖ To be able to perform simple patterns and accompaniments keeping to a steady pulse.</li> <li>❖ To use a variety of untuned instruments and voice to create texture.</li> <li>❖ To use different musical elements to create mood and effects, especially timbre.</li> <li>❖ To be able to compose and perform own music.</li> </ul>	<ul style="list-style-type: none"> <li>❖ To be able to recognise and perform simple rhythmic patterns.</li> <li>❖ To be able to identify high and low sounds.</li> <li>❖ To be able to respond to signals.</li> <li>❖ To control changes in pitch and use them expressively.</li> <li>❖ To compose and perform.</li> </ul>

	❖ To use non-standard symbols to record compositions and use to perform.	
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Year 3		
Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>❖ To be able to describe the quality of sounds created through layers (to listen to and describe musical effects).</li> <li>❖ To recognise music from a historical era/cultural context (e.g. Vikings - percussion war music)</li> <li>❖ To be able to use a variety of sound sources.</li> <li>❖ To be able to repeat a rhythmic pattern.</li> <li>❖ To be able to join several layers of sounds.</li> </ul>	<ul style="list-style-type: none"> <li>❖ To be able to recognise and use pitch to create intended effect.</li> <li>❖ To recognise and play pentatonic scales.</li> <li>❖ To be able to create simple accompaniments to their tunes.</li> <li>❖ To be able to compose and perform with a group.</li> <li>❖ To be able to evaluate and improve their work.</li> </ul>	<ul style="list-style-type: none"> <li>❖ To be able to improvise rhythmic patterns.</li> <li>❖ To be able to recognise how tempo can affect the mood of music.</li> <li>❖ To be able to use tempo to create different moods.</li> <li>❖ To be able to record their music using symbols.</li> <li>❖ To be able to perform their compositions.</li> </ul>

Year 4		
Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>❖ To evaluate music, describing likes and dislikes using musical vocabulary.</li> <li>❖ To recognise music from a historical era/cultural context (e.g. Tudors - green sleeves, ring a ring a roses)</li> <li>❖ To be able to join several layers of sound and understand the effect.</li> <li>❖ To be able to keep a steady pulse and rhythmic patterns, responding to signals.</li> <li>❖ To be able to create mood using different types of sound.</li> </ul>	<ul style="list-style-type: none"> <li>❖ To recognise music from a historical era/cultural context (e.g. composer Gustav Holst - planets)</li> <li>❖ To be able to create several rhythmic patterns, whilst keeping to a steady beat.</li> <li>❖ To be able to recognise and use a range of notes (pitch) for effect.</li> <li>❖ To recognise notes CDEFGABC on a stave.</li> </ul>	<ul style="list-style-type: none"> <li>❖ To be able make a rhythm pattern within a steady pulse.</li> <li>❖ To be able to recognise and use dynamics for effect.</li> <li>❖ To be able to lead and follow changes to dynamics.</li> <li>❖ To use non-standard symbols to record compositions.</li> <li>❖ To be able to make improvements their compositions and comment on the effect.</li> <li>❖ To be able to perform compositions.</li> </ul>

❖ To be able to compose, then evaluate and improve their compositions.	❖ To be able to understand how tempo creates different effects, and apply it to own work. ❖ To compose and perform.	
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Year 5		
Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>❖ To recognise music from a historical era/cultural context (e.g. Victorians - music/composers)</li> <li>❖ To be able to use identify and respond to rhythmic and melodic patterns.</li> <li>❖ To be able to understand how sounds fit together to create an overall effect.</li> <li>❖ To use notation: crotchet, minim, semibreve to indicate number of beats to play.</li> <li>❖ To use symbols to represent different parts.</li> <li>❖ To compose and perform using symbols to represent sounds.</li> </ul>	<ul style="list-style-type: none"> <li>❖ To recognise music from a historical era/cultural context (e.g. Caribbean - music/composer)</li> <li>❖ To be able to combine layers of sound and rhythmic patterns.</li> <li>❖ To use dynamics to create a particular effect.</li> <li>❖ To be able to write song lyrics and the accompaniment.</li> <li>❖ To perform and evaluate compositions.</li> <li>❖ To improve compositions.</li> </ul>	<ul style="list-style-type: none"> <li>❖ To be able to improvise melodic and rhythmic patterns.</li> <li>❖ To use a range of sounds to create mood.</li> <li>❖ To be able to vary pitch.</li> <li>❖ To use notation: crotchet, minim, semibreve to indicate number of beats to play.</li> <li>❖ To be able to sequence metre into a structure.</li> <li>❖ To recognise and use time signatures.</li> <li>❖ To improve their compositions.</li> <li>❖ To perform their compositions.</li> </ul>

Year 6		
Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>❖ To recognise music from a historical era/cultural context (e.g. WWII - white cliffs of dover etc.)</li> <li>❖ To be able to identify and use rhythmic patterns to accompany a steady pulse.</li> <li>❖ To identify and explore relationships between sounds (including use of ICT).</li> </ul>		<ul style="list-style-type: none"> <li>❖ To be able to improvise melodic and rhythmic patterns.</li> <li>❖ To recognise how different musical elements can be combined to create an effect (especially timbre and dynamics.)</li> </ul>

- ❖ To create cyclic patterns.
- ❖ To identify and explain how pitch and tempo create mood.
- ❖ To compose, perform and evaluate.

- ❖ Can record their compositions in a way that can be understood and read by others.
- ❖ To be able to improve compositions.
- ❖ To be able to perform compositions.