



Subject Curriculum Map

Subject: Music

	Term 1 Exploring Sounds/ instruments /graphic scores	Term 2 Playing and singing together	Term 3 Following instructions from a conductor	Term 4 Exploring sound stories	Term 5 Exploring rhythm patterns and pulse.	Term 6 Exploring composition/ sequences and graphic scores.
EYFS	To experiment with ways of playing instruments – volume/ speed and type of sound.	To Sing a whole song To express a preference for songs they like.	To match music to pictures. To begin to lead others when music making – be a conductor.	To describe the sounds of instruments. To add sound effects to stories using instruments.	To move in time to the pulse of the music. To move to the sounds of instruments.	To create a visual representation of sounds. To create music based on a theme.
	To play along to music rhythmically. To explore instruments by tapping, rubbing, using a beater.	Join in with actions by singing some words and creating some of the actions. To listen and respond to others when music making.	To identify and match an instrumental sound. To begin to be led by others when music making.	To identify environmental sounds. To describe music using symbols.	To clap/ tap to the pulse of the music they are listening to. To physically imitate the music that they are listening to.	To create own patterns in music making. To experiment with ways of playing instruments.
	To be able to shake instruments along to the music To explore by tapping, shaking, scratching and pressing buttons.	To vocalise a melody that they hear To begin to vocalise snippets of songs.	To respond to my turn your turn game using instruments.	To create sound effects of animals. To vocalise whilst playing.	To feel the pulse of a music as an adult gently taps it or rocks them. To move in response to rhythms they are listening to.	To use instruments in a range of ways. To vocalise whilst listening to others play.
EYFS LISTENING	<p>Listening to the music of John Williams</p> <p>To think abstractly about music and express this physically or verbally.</p> <p>To anticipate changes in familiar music</p> <p>To respond emotionally to music</p>					

<p>Year 1</p>	<p>To use a growing musical vocabulary of words, signs or symbols to describe what they play and hear e.g. fast, slow, high, low.</p> <p>To name instruments and know how to play them – e.g tap/ blow/ scrape.</p> <p>To play instruments with control.</p>	<p>To recreate pitch matches, ie reproduces with his or her voice the pitch of a tone sung by another.</p> <p>To be able to sing the melodic shape (moving melody, eg up and down, down & up) of familiar songs.</p> <p>To sing entire songs.</p> <p>To sing solo.</p>	<p>To respond to prompts to play faster, slower, louder, softer.</p> <p>To know how to play an instrument soft or hard</p> <p>To know and understand what fast and slow means when playing</p> <p>To know and understand how to play an instrument loud or quiet</p>	<p>To create music based on a theme</p> <p>To find and record sounds using recording devices.</p> <p>To choose instruments to represent a character or an object</p>	<p>To keep a steady beat when playing .</p> <p>To tap rhythms to accompany words, eg tapping the syllables of name</p> <p>To create rhythms using instruments and body percussion.</p>	<p>To make simple compositions e.g. by choosing symbols or picture cue cards, ordering them from left to right, or making patterns of sounds using computer software.</p> <p>To follow simple graphic scores with symbols or pictures and play simple patterns or sequences of music.</p>
	<p>To identify and match an instrumental sound, eg hear a shaker and indicate that they understand it is a shaker.</p> <p>To play sound-matching games e.g guess what instrument they can hear</p> <p>To listen to a familiar instrument played behind a screen and match the correct instrument on a table</p> <p>To pick out a specific musical instrument when asked e.g. drum or triangle</p>	<p>To respond to other pupils in music sessions.</p> <p>To repeat phrases of songs.</p> <p>To sing an entire song</p> <p>To create sounds in vocal sound games.</p> <p>To take part in simple musical performances. They join in and take turns in songs and play instruments with others.</p> <p>To begin to play, sing and move expressively in response to the music or the meanings of words in a song.</p>	<p>To respond to conductor signalling stop and start.</p> <p>To play loud or quiet.</p> <p>To play quick or slow.</p> <p>To be able to play loudly, quietly, quickly and slowly when shown a symbol.</p> <p>To lead or is led by other children in their music making, ie being a conductor</p> <p>To play an instrument when prompted by a cue card.</p>	<p>To explore the range of effects that can be made by an instrument or sound maker</p> <p>To show 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.</p> <p>To play loudly and quietly and slowly in imitation.</p> <p>To begin to categorise percussion instruments by how they can be played, e.g. striking or shaking.</p>	<p>To clap or tap to the pulse of the music he or she is listening to.</p> <p>To clap or tap to the pulse of the song he or she is singing</p> <p>To add sound effects to stories using instruments..</p> <p>To describe the sound of instruments eg scratchy sound, soft sound.</p> <p>To copy simple rhythms and musical patterns or phrases.</p>	<p>To be able to play groups of sounds indicated by a simple picture or a symbol based score.</p> <p>To create own patterns in music making.</p>

	<p>To explore instruments that they can tap or shake.</p> <p>To listen and responds to others in pair/group music making.</p>					
	<p>To respond to changes in music such as loud/quiet, (dynamics) fast/slow (tempo), high/low (pitch).</p> <p>To watch others play</p> <p>To vocalise whilst listening to familiar music, eg join in with the music they are listening to</p> <p>To use single words, gestures, signs, objects, pictures or symbols to communicate about familiar musical activities or name familiar instruments.</p> <p>To use instruments in a range of ways, eg tapping, rubbing, sweeping, uses either ends of beaters, strikes instruments both vertically and horizontally</p>	<p>To turn head towards sounds played by others</p> <p>To respond physically to music</p> <p>To anticipate changes in familiar music e.g. recognises and remembers when music is going to get louder, quieter or stop.</p> <p>To make utterances and vocalise snippets of songs.</p> <p>To anticipate & sing certain words in songs.</p>	<p>To be able to stop when shown a symbol</p> <p>To be able to start when shown a symbol</p> <p>To respond to "my turn, your turn" games</p> <p>To imitate the melodic shape of an adult's voice.</p> <p>To join in with action songs by singing some words and creating some or all action</p> <p>To hold small instruments in each hand and bring them together to tap.</p>	<p>To investigate new instruments</p> <p>To engage with creating sounds using instruments</p> <p>To Vocalise whilst playing with instruments, including long non-syllabic sounds and syllable sounds.</p> <p>To enjoy being tapped gently to the pulse of music (live or recorded).</p> <p>To enjoy being moved gently to the pulse of music (live or recorded) eg being rocked, bounced.</p>	<p>To express musical preferences; including song</p> <p>To respond emotionally to music</p> <p>To indicate what songs and music he or she would like to hear</p> <p>To create sound effects</p> <p>To hold a beater in each hand and tap them eg taps the beaters on drums, chime bars</p> <p>To play instruments rhythmically and repetitively.</p>	<p>To be aware of cause and effect in familiar events e.g. what happens when particular instruments are shaken banged, scraped or blown</p> <p>To be confident in participating in music lessons</p> <p>To enjoy moving to music as they play or listen to others.</p> <p>To move in response to rhythms heard played on instruments</p> <p>To begin to take turns when playing instruments</p>
YEAR 1 LISTENING	<p style="text-align: center;">LISTENING TO THE MUSIC OF BERNSTEIN</p> <p>To listen to music and can describe music in simple terms</p> <p>To listen to, and imitate, distinctive sounds played on a particular instrument.</p> <p>To use single words, gestures, signs, objects, pictures or symbols to communicate about the music that they are listening to.</p>					

<p>Year 2</p>	<p>To use a growing musical vocabulary of words, signs or symbols to describe what they play and hear e.g. fast, slow, high, low.</p> <p>To name instruments and know how to play them – e.g. tap/ blow/ scrape</p> <p>To play instruments with control.</p>	<p>To recreate pitch matches, ie reproduces with his or her voice the pitch of a tone sung by another.</p> <p>To be able to sing the melodic shape (moving melody, eg up and down, down & up) of familiar songs.</p> <p>To sing entire songs.</p> <p>To sing solo.</p>	<p>To respond to prompts to play faster, slower, louder, and softer.</p> <p>To know how to play an instrument soft or hard</p> <p>To know and understand what fast and slow means when playing</p> <p>To know and understand how to play an instrument loud or quiet</p>	<p>To create music based on a theme</p> <p>To find and record sounds using recording devices.</p> <p>To choose instruments to represent a character or an object</p>	<p>To keep a steady beat when playing .</p> <p>To tap rhythms to accompany words, eg tapping the syllables of name</p> <p>To create rhythms using instruments and body percussion.</p>	<p>To make simple compositions e.g. by choosing symbols or picture cue cards, ordering them from left to right, or making patterns of sounds using computer software.</p> <p>To follow simple graphic scores with symbols or pictures and play simple patterns or sequences of music.</p>
	<p>To identify and match an instrumental sound, eg hear a shaker and indicate that they understand it is a shaker.</p> <p>To play sound-matching games e.g. guess what instrument they can hear</p> <p>To listen to a familiar instrument played behind a screen and match the correct instrument on a table</p> <p>To pick out a specific musical instrument when asked e.g. drum or triangle</p>	<p>To repeat phrases of songs.</p> <p>To sing an entire song</p> <p>To create sounds in vocal sound games.</p> <p>To take part in simple musical performances. They join in and take turns in songs and play instruments with others.</p> <p>To begin to play, sing and move expressively in response to the music or the meanings of words in a song.</p>	<p>To respond to conductor signalling stop and start.</p> <p>To play loud or quiet.</p> <p>To play quick or slow.</p> <p>To be able to play loudly, quietly, quickly and slowly when shown a symbol.</p> <p>To lead or is led by other children in their music making, ie being a conductor</p> <p>To play an instrument when prompted by a cue card.</p>	<p>To create music based on a theme</p> <p>To find and record sounds using recording devices.</p> <p>To choose instruments to represent a character or an object</p> <p>To explore the range of effects that can be made by an instrument or sound maker</p> <p>To show control in holding and playing instruments, eg use a guiro by holding the guiro in one hand and</p>	<p>To clap or tap to the pulse of the music he or she is listening to.</p> <p>To clap or tap to the pulse of the song he or she is singing</p> <p>To add sound effects to stories using instruments..</p> <p>To describe the sound of instruments eg scratchy sound, soft sound.</p> <p>To copy simple rhythms and musical patterns or phrases.</p>	<p>To be able to play groups of sounds indicated by a simple picture or a symbol based score.</p> <p>To create own patterns in music making.</p>

	<p>To explore instruments that they can tap or shake.</p> <p>To listen and respond to others in pair/group music making.</p>			<p>scraping it using the other hand with a beater.</p> <p>To play loudly and quietly and slowly in imitation.</p> <p>To begin to categorise percussion instruments by how they can be played, e.g. striking or shaking.</p>		
	<p>To respond to changes in music such as loud/quiet, (dynamics) fast/slow (tempo), high/low (pitch).</p> <p>To watch others play</p> <p>To vocalise whilst listening to familiar music, eg join in with the music they are listening to</p> <p>To use single words, gestures, signs, objects, pictures or symbols to communicate about familiar musical activities or name familiar instruments.</p> <p>To use instruments in a range of ways, eg tapping, rubbing, sweeping, uses either ends of beaters, strikes instruments both vertically and horizontally</p>	<p>To turn head towards sounds played by others</p> <p>To respond physically to music</p> <p>To anticipate changes in familiar music e.g. recognises and remembers when music is going to get louder, quieter or stop.</p> <p>To make utterances and vocalise snippets of songs.</p> <p>To anticipate & sing certain words in songs.</p>	<p>To be able to stop when shown a symbol</p> <p>To be able to start when shown a symbol</p> <p>To respond to "my turn, your turn" games</p> <p>To imitate the melodic shape of an adult's voice.</p> <p>To join in with action songs by singing some words and creating some or all action</p> <p>To hold small instruments in each hand and bring them together to tap.</p>	<p>To investigate new instruments</p> <p>To engage with creating sounds using instruments</p> <p>To Vocalise whilst playing with instruments, including long non-syllabic sounds and syllable sounds.</p> <p>To enjoy being tapped gently to the pulse of music (live or recorded).</p> <p>To enjoy being moved gently to the pulse of music (live or recorded) eg being rocked, bounced.</p>	<p>To express musical preferences; including song</p> <p>To respond emotionally to music</p> <p>To indicate what songs and music he or she would like to hear</p> <p>To create sound effects</p> <p>To hold a beater in each hand and tap them eg taps the beaters on drums, chime bars</p> <p>To play instruments rhythmically and repetitively.</p>	<p>To be aware of cause and effect in familiar events e.g. what happens when particular instruments are shaken banged, scraped or blown</p> <p>To be confident in participating in music lessons</p> <p>To enjoy moving to music as they play or listen to others.</p> <p>To move in response to rhythms heard played on instruments</p> <p>To begin to take turns when playing instruments</p>

YEAR 2 LISTENING	LISTENING TO THE MUSIC OF DEBUSSY					
<p>To listen to music and can describe music in simple terms To listen to, and imitate, distinctive sounds played on a particular instrument. To use single words, gestures, signs, objects, pictures or symbols to communicate about the music that they are listening to.</p>						
Year 3	<p>To create sounds with my voice and body</p> <p>To begin to identify different instruments</p> <p>To understand the concept of pitch</p> <p>To recognise high and low notes.</p> <p>To perform high and low notes.</p> <p>To play loud/ quiet on an instrument</p> <p>To play fast and slow on an instrument</p> <p>To create a simple picture (graphic score) to describe music</p> <p>To perform a piece of music from a picture (graphic score)</p>	<p>To chant a line that they hear spoken.</p> <p>To sing back a melody line.</p> <p>To sing back a section of song from memory.</p> <p>To perform as part of a group.</p> <p>To play in time to the music</p> <p>To listen and respond to other performers.</p> <p>To use their voice expressively to join in with repeated phrases.</p>	<p>Respond to hand signals.</p> <p>To understand what tempo is.</p> <p>To recognise fast and slow music.</p> <p>To play fast and slow music on signal.</p> <p>To understand dynamics – sing / play loud or quiet on signal.</p>	<p>To join in with repeated patterns or phrases.</p> <p>To change voices to represent different characters</p> <p>To understand what timbre is.</p> <p>To choose sounds to represent a character in a story.</p> <p>To say why they have chosen the particular sound.</p> <p>To think of actions to match words</p>	<p>To play a rhythm</p> <p>To say and clap a rhythm</p> <p>To clap in time to music</p> <p>To know what a pulse is</p> <p>To play a pulse</p> <p>To hear rhythmic patterns</p> <p>To repeat short rhythmic patterns</p> <p>To create a rhythm</p> <p>To clap syllables in words.</p> <p>To think of syllables and clap their own phrases.</p>	<p>To compose as part of a group.</p> <p>To use instruments to create different sounds.</p> <p>To know what a glockenspiel is</p> <p>To know that some notes are low and some are high</p> <p>To experiment with the pentatonic scale by playing: - Only the black notes - Only five keys</p> <p>To create different rhythms</p> <p>To put rhythms into an order or structure</p>
	<p>To use a growing musical vocabulary of words, signs or symbols to describe what they play and hear e.g. fast, slow, high, low.</p>	<p>To recreate pitch matches, ie reproduces with his or her voice the pitch of a tone sung by another.</p>	<p>To respond to prompts to play faster, slower, louder, softer.</p>	<p>To create music based on a theme</p> <p>To find and record sounds using recording devices.</p>	<p>To keep a steady beat when playing.</p> <p>To tap rhythms to accompany words,</p>	<p>To be able to play groups of sounds indicated by a simple picture or a symbol based score.</p>

	<p>To name instruments and know how to play them – e.g tap/ blow/ scrape</p> <p>To play instruments with control.</p>	<p>To be able to sing the melodic shape (moving melody, eg up and down, down & up) of familiar songs.</p> <p>To sing entire songs.</p> <p>To sing solo.</p>	<p>To know how to play an instrument soft or hard</p> <p>To know and understand what fast and slow means when playing</p> <p>To know and understand how to play an instrument loud or quiet</p>	<p>To choose instruments to represent a character or an object</p>	<p>eg tapping the syllables of name</p> <p>To create rhythms using instruments and body percussion.</p>	<p>To create own patterns in music making.</p>
	<p>To respond to changes in music such as loud/quiet, (dynamics) fast/slow (tempo), high/low (pitch).</p> <p>To watch others play</p> <p>To vocalise whilst listening to familiar music, eg join in with the music they are listening to</p> <p>To use single words, gestures, signs, objects, pictures or symbols to communicate about familiar musical activities or name familiar instruments.</p> <p>To use instruments in a range of ways, eg tapping, rubbing, sweeping, uses either ends of beaters, strikes instruments both vertically and horizontally</p>	<p>To turn head towards sounds played by others</p> <p>To respond physically to music</p> <p>To anticipate changes in familiar music e.g. recognises and remembers when music is going to get louder, quieter or stop.</p> <p>To make utterances and vocalise snippets of songs.</p> <p>To anticipate & sing certain words in songs.</p>	<p>To be able to stop when shown a symbol</p> <p>To be able to start when shown a symbol</p> <p>To respond to "my turn, your turn" games</p> <p>To imitate the melodic shape of an adult's voice.</p> <p>To join in with action songs by singing some words and creating some or all action</p> <p>To hold small instruments in each hand and bring them together to tap.</p>	<p>To investigate new instruments</p> <p>To engage with creating sounds using instruments</p> <p>To Vocalise whilst playing with instruments, including long non-syllabic sounds and syllable sounds.</p> <p>To enjoy being tapped gently to the pulse of music (live or recorded).</p> <p>To enjoy being moved gently to the pulse of music (live or recorded) eg being rocked, bounced.</p>	<p>To express musical preferences; including song</p> <p>To respond emotionally to music</p> <p>To indicate what songs and music he or she would like to hear</p> <p>To create sound effects</p> <p>To hold a beater in each hand and tap them eg taps the beaters on drums, chime bars</p> <p>To play instruments rhythmically and repetitively.</p>	<p>To be aware of cause and effect in familiar events e.g. what happens when particular instruments are shaken banged, scraped or blown</p> <p>To be confident in participating in music lessons</p> <p>To enjoy moving to music as they play or listen to others.</p> <p>To move in response to rhythms heard played on instruments</p> <p>To begin to take turns when playing instruments</p>

YEAR 3 LISTENING	<p style="text-align: center;">LISTENING TO THE MUSIC OF TCHAIKOVSKY</p> <p>To listen with concentration and understanding to a range of high-quality live and recorded music To listen to music and can describe music in simple terms To use single words, gestures, signs, objects, pictures or symbols to communicate about the music that they are listening to.</p>					
Year 4	<p>To recognise differences in dynamics</p> <p>To recognise different instruments and begin to name them</p> <p>To understand what texture is.</p> <p>To use appropriate musical vocabulary</p> <p>To know what a graphic score is</p> <p>To know the structure of a piece of music</p>	<p>To use their voice to create sound</p> <p>To offer ideas and suggestions for making sounds</p> <p>create atmosphere by using dynamics</p> <p>To know what 'call and response' means</p> <p>To know that call and response is a feature of African music</p> <p>To sing along in time to the response parts of an African song</p> <p>To perform a call and response song with actions</p>	<p>To sing a song and play the pulse using an instrument</p> <p>To be able to suggest how to make different sound effects of the song</p> <p>To take part in a class performance, singing and, playing the pulse at the same time</p> <p>To respond to hand signals</p>	<p>To be able to create a musical soundscape</p> <p>To be able to select appropriate timbres to represent characters</p> <p>To be able to elect appropriate tempo changes to represent actions</p> <p>To be able to select appropriate dynamics to represent emotions</p> <p>To use musical vocabulary to describe what they play</p> <p>To be able add structure to a piece of music.</p> <p>To evaluate a piece of music that they have created</p>	<p>To clap back in time, a simple rhythm clapped to them</p> <p>To clap these rhythms in time with the music</p> <p>To recognise that music is shown through beats and notation</p> <p>To say and clap the rhythm of their name</p> <p>To know that melodies (tunes) can be written down using letters</p> <p>To play a melody (tune) from letter notation (letter names)</p>	<p>To understand what a motif is play a simple motif</p> <p>To create a motif</p> <p>To notate or create a visual representation of a motif</p> <p>To create and play a simple motif using visual representation to record it.</p> <p>To use dynamics to enhance a motif</p> <p>To perform the piece with accuracy</p>
	<p>To use a growing musical vocabulary of words, signs or symbols to describe what they play and hear e.g. fast, slow, high, low.</p> <p>To name instruments and know how to play</p>	<p>To recreate pitch matches, ie reproduces with his or her voice the pitch of a tone sung by another.</p> <p>To be able to sing the melodic shape (moving melody, eg</p>	<p>To respond to prompts to play faster, slower, louder, softer.</p> <p>To know how to play an instrument soft or hard</p> <p>To know and understand what fast</p>	<p>To create music based on a theme</p> <p>To find and record sounds using recording devices.</p> <p>To choose instruments to represent a</p>	<p>To keep a steady beat when playing.</p> <p>To tap rhythms to accompany words, eg tapping the syllables of name</p>	<p>To be able to play groups of sounds indicated by a simple picture or a symbol based score.</p>

	<p>them – e.g tap/ blow/ scrape</p> <p>To play instruments with control.</p>	<p>up and down, down & up) of familiar songs.</p> <p>To sing entire songs.</p> <p>To sing solo.</p>	<p>and slow means when playing</p> <p>To know and understand how to play an instrument loud or quiet</p>	<p>character or an object</p>	<p>To create rhythms using instruments and body percussion.</p>	<p>To create own patterns in music making.</p>
	<p>To respond to changes in music such as loud/quiet, (dynamics) fast/slow (tempo), high/low (pitch).</p> <p>To watch others play</p> <p>To vocalise whilst listening to familiar music, eg join in with the music they are listening to</p> <p>To use single words, gestures, signs, objects, pictures or symbols to communicate about familiar musical activities or name familiar instruments.</p> <p>To use instruments in a range of ways, eg tapping, rubbing, sweeping, uses either ends of beaters, strikes instruments both vertically and horizontally</p>	<p>To turn head towards sounds played by others</p> <p>To respond physically to music</p> <p>To anticipate changes in familiar music e.g. recognises and remembers when music is going to get louder, quieter or stop.</p> <p>To make utterances and vocalise snippets of songs.</p> <p>To anticipate & sing certain words in songs.</p>	<p>To be able to stop when shown a symbol</p> <p>To be able to start when shown a symbol</p> <p>To respond to "my turn, your turn" games</p> <p>To imitate the melodic shape of an adult's voice.</p> <p>To join in with action songs by singing some words and creating some or all action</p> <p>To hold small instruments in each hand and bring them together to tap.</p>	<p>To investigate new instruments</p> <p>To engage with creating sounds using instruments</p> <p>To Vocalise whilst playing with instruments, including long non-syllabic sounds and syllable sounds.</p> <p>To enjoy being tapped gently to the pulse of music (live or recorded).</p> <p>To enjoy being moved gently to the pulse of music (live or recorded) eg being rocked, bounced.</p>	<p>To express musical preferences; including song</p> <p>To respond emotionally to music</p> <p>to indicate what songs and music he or she would like to hear</p> <p>To create sound effects</p> <p>To hold a beater in each hand and tap them eg taps the beaters on drums, chime bars</p> <p>To play instruments rhythmically and repetitively.</p>	<p>To be aware of cause and effect in familiar events e.g. what happens when particular instruments are shaken banged, scraped or blown</p> <p>To be confident in participating in music lessons</p> <p>To enjoy moving to music as they play or listen to others.</p> <p>To move in response to rhythms heard played on instruments</p> <p>To begin to take turns when playing instruments</p>
YEAR 4 LISTENING	<p style="text-align: center;">LISTENING TO THE MUSIC OF MOZART</p> <p>To listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>To listen to music and can describe music in simple terms</p> <p>To Use single words, gestures, signs, objects, pictures or symbols to communicate about the music that they are listening to</p>					

<p>Year 5</p>	<p>To be able to describe the features of Music using musical terminology, including: - Crescendo (gradually getting louder) - Tempo - (speed) - Duration (length) - Dynamics (volume) - Timbre (sound)</p> <p>To play a five-note or 'pentatonic' scale</p> <p>To play melodies using the five notes of the pentatonic scale</p>	<p>To know what call and response is</p> <p>To improvise a new response to the call</p> <p>To perform with confidence</p> <p>To play a tune</p>	<p>To play in time with a group</p> <p>To follow the tune of a song</p> <p>To learn the lyrics of a song and use actions to help remember it</p> <p>To perform in time and in tune with others</p> <p>To be able to remember the lyrics and tune of a new song</p> <p>To perform the song with actions</p>	<p>To picture a story from a piece of music</p> <p>To be able use musical vocabulary to describe music</p> <p>To be able to choose descriptive words to describe a picture/ place</p> <p>To use their voice to make the sound of the word match its description</p>	<p>To recognise and name note rhythms .</p> <p>To perform rhythms accurately from notation</p> <p>To play a repeated rhythm To play a melodic pattern from simple notation with letter names</p> <p>To play on the off beat</p> <p>To recognise the on beat</p> <p>To play a syncopated rhythm</p>	<p>To write short sentences to create a song</p> <p>To be able to write lyrics which rhyme</p> <p>To write and pentatonic melody using letter notation</p> <p>To evaluate their work and that of their peers.</p>
	<p>To recognise differences in dynamics</p> <p>recognise different instruments and begin to name them</p> <p>To understand what texture is.</p> <p>To use appropriate musical vocabulary</p> <p>To know what a graphic score is</p> <p>To know the structure of a piece of music</p>	<p>To use their voice to create sound</p> <p>To offer ideas and suggestions for making sounds</p> <p>To create atmosphere by using dynamics</p> <p>To know what 'call and response' means</p> <p>To know that call and response is a feature of African music</p> <p>To sing along in time to the response parts of an African song</p>	<p>To sing a song and play the pulse using an instrument</p> <p>To be able to suggest how to make different sound effects of the song</p> <p>To take part in a class performance, singing and, playing the pulse at the same time</p> <p>To respond to hand signals</p>	<p>To be able to create a musical soundscape</p> <p>To be able to select appropriate timbres to represent characters</p> <p>To be able to select appropriate tempo changes to represent actions</p> <p>To be able to select appropriate dynamics to represent emotions</p> <p>To use musical vocabulary to describe what they play</p>	<p>To clap back in time, a simple rhythm clapped to them</p> <p>To clap these rhythms in time with the music</p> <p>To recognise that music is shown through beats and notation</p> <p>To say and clap the rhythm of their name</p> <p>To know that melodies (tunes) can be written down using letters</p>	<p>To understand what a motif is</p> <p>To play a simple motif</p> <p>To create a motif</p> <p>To notate or create a visual representation of a motif</p> <p>To create and play a simple motif using visual representation to record it.</p> <p>To use dynamics to enhance a motif</p>

		To perform a call and response song with actions		To be able add structure to a piece of music. To evaluate a piece of music that they have created	To play a melody (tune) from letter notation (letter names)	To perform the piece with accuracy
	<p>To respond to changes in music such as loud/quiet, (dynamics) fast/slow (tempo), high/low (pitch).</p> <p>To watch others play</p> <p>To vocalise whilst listening to familiar music, eg join in with the music they are listening to</p> <p>To use single words, gestures, signs, objects, pictures or symbols to communicate about familiar musical activities or name familiar instruments.</p> <p>To use instruments in a range of ways, eg tapping, rubbing, sweeping, uses either ends of beaters, strikes instruments both vertically and horizontally</p>	<p>To turn head towards sounds played by others</p> <p>To respond physically to music</p> <p>To anticipate changes in familiar music e.g. recognises and remembers when music is going to get louder, quieter or stop.</p> <p>To make utterances and vocalise snippets of songs.</p> <p>To anticipate & sing certain words in songs.</p>	<p>To be able to stop when shown a symbol</p> <p>To be able to start when shown a symbol</p> <p>To respond to "my turn, your turn" games</p> <p>To imitate the melodic shape of an adult's voice.</p> <p>To join in with action songs by singing some words and creating some or all action</p> <p>To hold small instruments in each hand and bring them together to tap.</p>	<p>To investigate new instruments</p> <p>To engage with creating sounds using instruments</p> <p>To Vocalise whilst playing with instruments, including long non-syllabic sounds and syllable sounds.</p> <p>To enjoy being tapped gently to the pulse of music (live or recorded).</p> <p>To enjoy being moved gently to the pulse of music (live or recorded) eg being rocked, bounced.</p>	<p>To express musical preferences; including song</p> <p>To respond emotionally to music</p> <p>To indicate what songs and music he or she would like to hear</p> <p>To create sound effects</p> <p>To hold a beater in each hand and tap them eg taps the beaters on drums, chime bars</p> <p>To play instruments rhythmically and repetitively.</p>	<p>To be aware of cause and effect in familiar events e.g. what happens when particular instruments are shaken banged, scraped or blown</p> <p>To be confident in participating in music lessons</p> <p>To enjoy moving to music as they play or listen to others.</p> <p>To move in response to rhythms heard played on instruments</p> <p>To begin to take turns when playing instruments</p>
YEAR 5 LISTENING	<p style="text-align: center;">LISTENING TO THE MUSIC OF BEETHOVEN</p> <p>develop an understanding of the history of music listen with concentration and understanding to a range of high-quality live and recorded music Use single words, gestures, signs, objects, pictures or symbols to communicate about the music that they are listening to.</p>					

<p>Year 6</p>	<p>To know what a chord is</p> <p>To play can play the chord of C</p> <p>To understand different musical notation</p> <p>To describe a piece of music, referring to: - tempo (speed) - dynamics (volume) - texture (different layers) - structure (organisation of the piece)</p>	<p>To use vocal expression to convey meaning</p> <p>To accurately sing in a small group</p> <p>To sing in time</p> <p>To sing in tune</p> <p>To sing a melody in tune</p> <p>To know that a 'repeated melody' or a 'loop' is something which keeps repeating</p>	<p>To play as part of a group</p> <p>To keep in time</p> <p>To perform with accuracy</p> <p>To know that structure means the organisation of the music into sections</p> <p>To know that texture means how many different layers of music there are playing at a time</p> <p>To play in time and hold their own part</p>	<p>To be able to choose descriptive words to describe a picture/ place</p> <p>To use their voice to make the sound of the word match its description</p> <p>to build the structure of a sound story considering: - the best way to start and end - tempo (speed) - dynamics (volume) - texture (different layers) - structure (organisation of the piece)</p> <p>To perform as part of a group and play sound effects</p>	<p>To know what body percussion is</p> <p>Use body percussion to perform a boom clap click sequence</p> <p>To create one line of my own sequence using a 'stamp'</p> <p>To record a rhythm using symbols or word</p> <p>To play on the off beat</p> <p>To recognise the on beat</p> <p>To play a syncopated rhythm</p>	<p>Be able to explain what a motif is</p> <p>To hear and recognise a motif in a piece of music</p> <p>To play a motif on a tuned instrument To compose a motif</p> <p>To use graphic notation to record a motif</p>
	<p>To recognise differences in dynamics</p> <p>To recognise different instruments and begin to name them</p> <p>To understand what texture is.</p> <p>To use appropriate musical vocabulary</p> <p>To know what a graphic score is</p>	<p>To use their voice to create sound</p> <p>To offer ideas and suggestions for making sounds</p> <p>To create atmosphere by using dynamics</p> <p>To know what 'call and response' means</p> <p>To know that call and response is a feature of African music</p>	<p>To sing a song and play the pulse using an instrument</p> <p>To be able to suggest how to make different sound effects of the song</p> <p>To take part in a class performance, singing and, playing the pulse at the same time</p> <p>To respond to hand signals</p>	<p>To be able to create a musical soundscape</p> <p>To be able to select appropriate timbres to represent characters</p> <p>To be able to elect appropriate tempo changes to represent actions</p> <p>To be able to select appropriate dynamics to represent emotions</p> <p>To use musical vocabulary to</p>	<p>To clap back in time, a simple rhythm clapped to them</p> <p>To clap these rhythms in time with the music</p> <p>To recognise that music is shown through beats and notation</p> <p>To say and clap the rhythm of their name</p> <p>To know that melodies (tunes) can be written down using letters</p>	<p>To understand what a motif is play a simple motif</p> <p>To create a motif</p> <p>To notate or create a visual representation of a motif</p> <p>To create and play a simple motif using visual representation to record it.</p> <p>To use dynamics to enhance a motif</p>

	To know the structure of a piece of music	To sing along in time to the response parts of an African song To perform a call and response song with actions		describe what they play To be able add structure to a piece of music. To evaluate a piece of music that they have created	To play a melody (tune) from letter notation (letter names)	To perform the piece with accuracy
	To respond to changes in music such as loud/quiet, (dynamics) fast/slow (tempo), high/low (pitch). To watch others play To vocalise whilst listening to familiar music, eg join in with the music they are listening to To use single words, gestures, signs, objects, pictures or symbols to communicate about familiar musical activities or name familiar instruments. To use instruments in a range of ways, eg tapping, rubbing, sweeping, uses either ends of beaters, strikes instruments both vertically and horizontal	To turn head towards sounds played by others To respond physically to music To anticipate changes in familiar music e.g. recognises and remembers when music is going to get louder, quieter or stop. To make utterances and vocalise snippets of songs. To anticipate & sing certain words in songs.	To be able to stop when shown a symbol To be able to start when shown a symbol To respond to "my turn, your turn" games To imitate the melodic shape of an adult's voice. To join in with action songs by singing some words and creating some or all action To hold small instruments in each hand and bring them together to tap.	To investigate new instruments To engage with creating sounds using instruments To Vocalise whilst playing with instruments, including long non-syllabic sounds and syllable sounds. To enjoy being tapped gently to the pulse of music (live or recorded). To enjoy being moved gently to the pulse of music (live or recorded) eg being rocked, bounced.	To express musical preferences; including song To respond emotionally to music To indicate what songs and music he or she would like to hear To create sound effects To hold a beater in each hand and tap them eg taps the beaters on drums, chime bars To play instruments rhythmically and repetitively.	To be aware of cause and effect in familiar events e.g. what happens when particular instruments are shaken banged, scraped or blown To be confident in participating in music lessons To enjoy moving to music as they play or listen to others. To move in response to rhythms heard played on instruments To begin to take turns when playing instruments
YEAR 6 LISTENING	<p style="text-align: center;">LISTENING TO THE MUSIC OF BACH</p> <p>To develop an understanding of the history of music to listen with concentration and understanding to a range of high-quality live and recorded music To use single words, gestures, signs, objects, pictures or symbols to communicate about the music that they are listening to.</p>					