

Compose a piece of music based on a theme (e.g. film or a special event).

Identify how sounds can be combined and used expressively, layering sounds and singing in tune with other performers.

Listen to and comment on the work of musicians and composers, indicating own preferences. Explain the influence of historical events on music.

Take the lead in performances and provide suggestions to others.

A Child's War
Glenn Miller
& Dame Vera
Lynne

Year 6

Explain how different musical elements (pitch, tempo, rhythm, melody and dynamics) have been used to create mood and effects.

Maintain own part in a performance with confidence, accuracy and an awareness of what others are playing.

Perform from simple notation on tuned/untuned instruments.

Wombourne Charanga
Summer 1

Guitar

Create simple rhythmic patterns with an awareness of timbre (quality of sound) and duration (length of note and intervals).

Appreciate and understand high quality music, both live and recorded. Recognise and describe music and musical instruments from different periods in history.

Off With Her Head
Greensleeves

Year 5

Follow a basic melody line, using standard notation.

Maintain a simple part within an ensemble.

Perform significant parts from memory and from notation, either on a musical instrument or vocally.

Stargazers
The Planets

Shape composition, considering dynamics, timbre and tempo.

Playlist
(Beethoven)

Year 4

Describe, compare and evaluate different kinds of music, using appropriate musical vocabulary.

Create and repeat extended rhythmic patterns, using a range of percussion and tuned instruments.

Appreciate and listen to music drawn from different traditions, cultures and composers.

Ukulele

Recall sounds with increasing aural memory.

Perform own part with increased control or accuracy when singing or playing both tuned and untuned instruments.

Use relevant musical vocabulary (e.g. pitch, rhythm, pulse, tempo) when talking about the elements of music within a piece.

Recognise changes in music, using words like 'pitch' (high/low), 'timbre' (sound quality), 'dynamics' (loud or soft), and tempo (fast/slow).

Sing songs confidently both solo and in groups.

Predator
Charanga Spring 2
The Dragon Song

Year 3

Create and repeat extended rhythmic patterns, vocally or by using clapping.

Compare and contrast two pieces of music on the same theme. Listen to music from different periods in history.

Spring 1/Summer 2
Recorders

Describe how an instrument has been used to represent a sound or object (e.g. a flute for a bird or a drum for thunder.) begin to recall sounds.

Year 2

Perilous Plots

Wish you were here
La Mer—Debussy
Ocarina

Identify the difference between rhythm or pulse.

Carefully choose instruments to combine layers of sound, showing awareness of the combined effect.

Beat band Boogie
Ocarina
Charanga Summer 2
Reflect, Rewind and Replay

Sing with a sense of shape and melody.

Make sounds in different ways, including hitting, blowing and shaking.

Use own voice in different ways, including using a loud or soft voice, and sing simple repeated phrases.

Use own voice in different ways, including speaking, singing and chanting for different effects.

Describe basic elements of a piece of music (e.g. pace, volume, emotion.)

Rio De Vida
Ocarina
Charanga Spring 2
Round & Round

Moon Zoom
Ocarina
John Williams—
Star Wars Theme/
ET

Year 1

R

Listen to a piece of music identifying if it is fast or slow, happy or sad.

Memory Box
Charanga Summer 1
Your Imagination

Begins to build a repertoire of songs and dances and explores the different sounds of instruments.

Children sing songs, make music and dance, and experiment with ways of changing them.