

National Curriculum Coverage	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.
Year 3						
Autumn	♪				♪	
Spring		♪	♪	♪		♪
Summer	♪	♪		♪		
Year 4						
Autumn	♪				♪	♪
Spring		♪		♪	♪	♪
Summer	♪	♪	♪	♪	♪	
Year 5						
Autumn	♪		♪	♪		
Spring	♪	♪	♪		♪	♪
Summer	♪	♪		♪	♪	♪
Year 6						
Autumn	♪		♪		♪	
Spring	♪			♪		♪
Summer	♪	♪				



Knowledge, Skills and Understanding Progression

Lower Key Stage 2

	YEAR 3: MUSICAL KNOWLEDGE	YEAR 3 SKILL: LISTENING AND APPRECIATION	YEAR 3 SKILL: COMPOSITION AND COMMUNICATION	YEAR 3: PERFORMANCE
Autumn	<ul style="list-style-type: none">• Explore different types of instruments looking into the sounds they make and the time periods they are linked to• Discover simple music vocabulary• Learn about the 9 musical dimensions• Dive into a deeper understanding of pulse	<ul style="list-style-type: none">• Describe music using appropriate vocabulary• Listen and discuss the sounds of instruments• Use musical words to describe what children like and dislike of a piece of music• Describe a piece of music using specific musical vocabulary	<ul style="list-style-type: none">• Communicate moods from music from 'The Greatest Showman'• Draw a piece of art based on the personality of a piece of music	<ul style="list-style-type: none">• Memorise and sing songs with increasing expression, accuracy and fluency• Sing with control and pronunciation• Maintain a simple part within an ensemble• Perform songs in front of a crowd during the Christmas show
Spring	<ul style="list-style-type: none">• Dive into a deeper understanding of rhythm• Learn about different composers	<ul style="list-style-type: none">• Listen to a wide range of composers• Listen to a variety of live music focussing on the differences in the genres	<ul style="list-style-type: none">• Write simple notations for the recorder• Combine different sounds to create a specific mood or feeling	<ul style="list-style-type: none">• Play simple notes with increasing clarity and accuracy• Play simple notes maintaining a steady pulse
Summer	<ul style="list-style-type: none">• Dive into a deeper understanding of dynamics• Learn about music from different time periods	<ul style="list-style-type: none">• Begin to compare different kinds of music• Recognise differences between music of different times and cultures	<ul style="list-style-type: none">• Explore simple accompaniment using pulse and rhythm patterns• Create repeated patterns with different instruments• Write word rhythms that link to the PoR text• Use different elements in composition	<ul style="list-style-type: none">• Read and write a simple ensemble using a crochets and quavers• Collaborate to create a piece of music• Perform as part of a group, using 2 or more instruments to create a more textured ensemble

	YEAR 4: MUSICAL KNOWLEDGE	YEAR 4 SKILL: LISTENING AND APPRECIATION	YEAR 4 SKILL: COMPOSITION AND COMMUNICATION	YEAR 4: PERFORMANCE
Autumn	<ul style="list-style-type: none"> Recap and expand on simple music vocabulary Re-visit the 9 musical dimensions Dive into a deeper understanding of pitch (link to science) Explore the origins of Renaissance/Tudor instruments 	<ul style="list-style-type: none"> Identify instruments from a recording Compare music from different composers and time periods Listen and analyse music from the Tudor/Renaissance time period 	<ul style="list-style-type: none"> Discuss how composers communicate a message through the lyrics of their piece Discuss how a piece of music can communicate a specific purpose through the mood it gives off 	<ul style="list-style-type: none"> Sing rounds (canons) and partner songs, maintaining own part with some support Sing songs with simple ostinato part Perform songs in front of a crowd during Christmas show
Spring	<ul style="list-style-type: none"> Dive into a deeper understanding of tempo Explore how body percussion can help us to grasp rhythm and pulse 	<ul style="list-style-type: none"> Appreciate artists from different genres Explore the meaning behind the lyrics from 3 great musical artists Listen and make links to the similarities and differences from each artist 	<ul style="list-style-type: none"> Compose word rhythms linked to PoR text Compose simple rhythmic and melodic patterns on a variety of instruments Compose a piece of music that represents a scene from the PoR book 	<ul style="list-style-type: none"> Perform simple rhythmic and melodic patterns on variety of percussion instruments Read, write and play crochet and quavers on an instrument with care and a degree of accuracy
Summer	<ul style="list-style-type: none"> Dive into a deeper understanding of texture Learn the background behind the djembe drum and what cultures it is linked to Bring together all prior learning throughout the year to their end of year piece 	<ul style="list-style-type: none"> Listen and repeat basic sounds from aural memory Listen to how the sounds change dependant on where on the djembe it is struck Listen to the vast amount of sounds a rainforest has to create that full texture and then replicate it accordingly 	<ul style="list-style-type: none"> Communicate a mood through a piece of music Compose rhythmic patterns through notations that involve crochets, quavers, minims and crochet rests 	<ul style="list-style-type: none"> Perform as part of a group, using 2 or more instruments to create a more textured ensemble Read, write and play crochet, quavers, minims and crochet rests Link mood of performance to prior learning or PoR text



Knowledge, Skills and Understanding Progression

Upper Key Stage 2

	YEAR 5: MUSICAL KNOWLEDGE	YEAR 5 SKILL: LISTENING AND APPRECIATION	YEAR 5 SKILL: COMPOSITION AND COMMUNICATION	YEAR 5: PERFORMANCE
Autumn	<ul style="list-style-type: none"> Re-visit the 9 musical dimensions Develop an understanding of using notation Learn how religion can send a message through song 	<ul style="list-style-type: none"> Recognise how music can reflect different intentions Identify how a mood is created by music and lyrics Listen to longer pieces of music and identify features Identify changes in speeds of pulse (tempo) 	<ul style="list-style-type: none"> Communicate a religious message through song Compose harmonies to a group sung song 	<ul style="list-style-type: none"> Sing songs with increasing control of breathing, posture and sound projection Identify phrases through breathing in appropriate places Sing with expression and rehearse with others Sing a song in union and a 2 part harmony
Spring	<ul style="list-style-type: none"> Identify and control different ways percussion instruments make sounds Learn how civil rights have influenced music and artists such as Nina Simone 	<ul style="list-style-type: none"> Create dances that reflect musical features Identify the metre of different songs through recognising the pattern of strong and weak beats 	<ul style="list-style-type: none"> Improvise rhythm patterns Play accompaniments with control and accuracy Create different effects using combinations of pitched sounds 	<ul style="list-style-type: none"> Perform rhythmic and melodic patterns on variety of percussion instruments Be accurate in rhythm, pitch and dynamics when performing
Summer	<ul style="list-style-type: none"> Dive into a deeper understanding of timbre Develop an understanding of how Gustav Holt has linked music to different planets 	<ul style="list-style-type: none"> Listen to a piece of music and place it with the correct planet based on the mood the piece gives off. 	<ul style="list-style-type: none"> Explore, select combine and exploit a range of different sounds to compose a soundscape Write lyrics to a known song 	<ul style="list-style-type: none"> Read, write and play crochet, quavers, minims and crochet rests Read, write and play semibreves, semiquavers and dotted minims

	YEAR 6: MUSICAL KNOWLEDGE	YEAR 6 SKILL: LISTENING AND APPRECIATION	YEAR 6 SKILL: COMPOSITION AND COMMUNICATION	YEAR 6: PERFORMANCE
Autumn	<ul style="list-style-type: none"> Re-visit the 9 musical dimensions Understand the ideas behind a piece of music by drawing it 	<ul style="list-style-type: none"> Listen to a piece of music and evaluate the features within Listen to War of the Worlds and decide on the ideas and mood of the piece 	<ul style="list-style-type: none"> Convey a message or emotion with tuned and or un-tuned percussion including lyrics if desired Compose harmonies to a group sung song 	<ul style="list-style-type: none"> Present performances effectively with awareness of audience, venue and occasion Sing a harmony part confidently and accurately Perform parts from memory
Spring	<ul style="list-style-type: none"> Understand how to read notes from middle C to top G on a treble clef staff that incorporates bar lines, time signatures and rests 	<ul style="list-style-type: none"> Compare and contrast the impact that different composers have had on people 	<ul style="list-style-type: none"> Use different forms of notation Combine groups of beats Use a variety of different musical devices in composition (including melody, rhythms and chords) 	<ul style="list-style-type: none"> Sing songs with staff notation as support As an ensemble, show control of phrasing, expression and accuracy
Summer	<ul style="list-style-type: none"> Understand how history has shaped our music and how tastes have changed and been influenced by war and migration Recognise that different forms of notation serve different purposes Learn how to create music electronically 	<ul style="list-style-type: none"> Compare similarities and differences in a variety of music Explain how the character of music changes when musical dimensions change such as tempo 	<ul style="list-style-type: none"> Improve their work through analysis, evaluation and comparison Compose a structured song using tuned and or un-tuned instruments Compose a musical piece electronically 	<ul style="list-style-type: none"> Read, write and play crochet, quavers, minims and crochet rests Read, write and play semibreves, semiquavers and dotted minims Read, write and play minim rest, semibreve rest, quaver rest, treble clef, bass clef Incorporate shaping and dynamics in 3 and 4 part singing other compositional arrangements