



Curriculum planning – Music

Progression skills- Revisited each term to ensure consolidation.

Year group	Autumn	Spring	Summer
EYFS	<p>Topic: Listening to music Can I describe the music I hear? Can I compare pieces of music? Can I link music I hear to stories/characters? Can I identify changes in music (tempo, dynamics)? Can I perform as an ensemble? Can I perform to an audience (Harvest festival/Christmas play)?</p> <p>Progression of skills Think abstractly about music and express this physically or verbally e.g. “This music sounds like floating on a boat.” “This music sounds like dinosaurs.” Distinguish and describe changes in music and compare pieces of music, e.g. “this music started fast and then became slow.”? Associate genres of music with characters and stories.</p>	<p>Topic: Singing Can I sing in the correct pitch? Can I sing a melody? Can I sing solo or as an ensemble? Can I perform as an ensemble? Can I perform to an audience (Easter concert)?</p> <p>Progression of skills Pitch matches, i.e. reproduces with his or her voice the pitch of a tone sung by another. Able to sing the melodic shape (moving melody, e.g. up and down, down & up) of familiar songs. Sing entire songs. May enjoy performing, solo and or in groups. Internalises music, e.g. sings songs inside his or her head.</p> <p>EYFS Framework coverage: Exploring and using media and materials: children sing songs, make</p>	<p>Topic: Exploring and playing music Can I move in time with the pulse? Can I sing and dance/move in unison? Can I create pieces of music? Can I play instruments? Can I keep a steady beat? Can I clap/tap syllables? Can I create rhythms using instruments and body percussion? Can I play alongside singing?</p> <p>Progression of skills Creates music based on a theme e.g. creates the sounds of the seaside. Finds and records sounds using recording devices. Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, e.g. playing quietly with quiet parts within music, stopping with the music when it stops. Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making.</p>

	<p>Accurately anticipate changes in music, e.g. when music is going to get faster, louder, slower.</p> <p>EYFS Framework coverage: Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through music, dance, role-play and stories.</p>	<p>music and dance, and experiment with ways of changing them. Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through music, dance, role-play and stories.</p>	<p>Taps rhythms to accompany words, e.g. tapping the syllables of names/objects/ animals/lyrics of a song. Creates rhythms using instruments and body percussion. May play along to the beat of the song they are singing, or music being listened to. May play along with the rhythm in music, e.g. may play along with the lyrics in songs they are singing or listening to.</p> <p>EYFS Framework coverage: Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through music, dance, role-play and stories.</p>
Year Group	Autumn	Spring	Summer
Year 1 Cycle A	<p>Topic: Hey You- Hip Hop Can I keep a steady pulse? Can I maintain tempo with a simple beat? Can I sing the song? Can I sing the song and play instrumental parts within the song?</p>	<p>Topic: In the Grove- Different music genres Can I perform within a group? Can I compare different genres of music? Can I play tuned and untuned instruments?</p>	<p>Topic: Your Imagination- Composition and Improvisation Can I play the Glockenspiel? Can I move in time with the tempo of the music? Can I alter the dynamics when singing or playing an instrument?</p>

	<p>Can I improvise using my voice/ instruments within the song? Can I perform compositions within the song? Can I perform to an audience?</p> <p>Progression skills: Keep a steady pulse in a group and be able to pick out two different tempos in music. Repeat back basic rhythms and perform rhythmic ostinatos. Sing back short melodies that use two pitched notes and develop the concept of pattern work in music using rhythmic grids. Identify musical features in a range of high-quality live and recorded music, replicate basic rhythms heard. Improvise basic rhythms based on given stimuli (e.g. rhythm grids). Play basic rhythms on untuned percussion instruments and body percussion. Sing simple folk tunes in unison both with and without accompaniment or backing track.</p> <p>National Curriculum Coverage Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically.</p>	<p>Can I improvise using my voice/ instruments within the song? Can I perform compositions within the song? Can I perform to an audience?</p> <p>Progression skills: Keep a steady pulse in a group and be able to pick out two different tempos in music. Repeat back basic rhythms and perform rhythmic ostinatos. Sing back short melodies that use two pitched notes and develop the concept of pattern work in music using rhythmic grids. Identify musical features in a range of high-quality live and recorded music, replicate basic rhythms heard. Improvise basic rhythms based on given stimuli (e.g. rhythm grids). Play basic rhythms on untuned percussion instruments and body percussion. Sing simple folk tunes in unison both with and without accompaniment or backing track.</p> <p>National Curriculum Coverage Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically.</p>	<p>Can I recognise musical features within in a range of high-quality recorded music? Can I perform compositions within the song? Can I perform to an audience?</p> <p>Progression skills: Keep a steady pulse in a group and be able to pick out two different tempos in music. Repeat back basic rhythms and perform rhythmic ostinatos. Sing back short melodies that use two pitched notes and develop the concept of pattern work in music using rhythmic grids. Identify musical features in a range of high-quality live and recorded music, replicate basic rhythms heard. Improvise basic rhythms based on given stimuli (e.g. rhythm grids). Play basic rhythms on untuned percussion instruments and body percussion. Sing simple folk tunes in unison both with and without accompaniment or backing track.</p> <p>National Curriculum Coverage Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically.</p>
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	Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select, and combine sounds using the inter-related dimensions of music.	Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select, and combine sounds using the inter-related dimensions of music.	Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select, and combine sounds using the inter-related dimensions of music.
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Year 2 Cycle A	<p>Hands feet heart</p> <p>Can I play the recorder? Can I move in time with the tempo of the music? Can I alter the dynamics when singing or playing an instrument? Can I recognise musical features within in a range of high-quality recorded music? Can I perform compositions within the song? Can I perform to an audience?</p> <p>Progression of skills: Keep a steady pulse within a group or solo with musical accompaniment; demonstrate at least two time signature (3/4 and 4/4). Repeat back longer basic rhythms (at least two bars); performing notation (using crotches, quavers and minims). Sing back short melodies that use around 3 pitched notes; Perform from the rhythmic notation including crotches and minims.</p>	<p>I wanna be in a band-rock</p> <p>Can I perform within a group? Can I compare different genres of music? Can I follow notation? Can I compose using non-standard notation? Can I play tuned and untuned instruments? Can I improvise using my voice/ instruments within the song? Can I perform compositions within the song? Can I perform to an audience? Can I describe the musical features of rock music?</p> <p>Progression of skills: Keep a steady pulse within a group or solo with musical accompaniment; demonstrate at least two time signature (3/4 and 4/4). Repeat back longer basic rhythms (at least two bars); performing notation (using crotches, quavers and minims).</p>	<p>Friendship Song- Composition and Improvisation</p> <p>Can I move in time with the tempo of the music? Can I alter the dynamics when singing or playing an instrument? Can I recognise musical features within in a range of high-quality recorded music? Can I perform compositions within the song? Can I perform to an audience? Can I keep a steady pulse?</p> <p>Progression of skills: Keep a steady pulse in an ensemble or solo without accompaniment; demonstrate 2/4, 3/4 and 4/4 using at least 3 different tempos. Perform rhythms that are longer than 2 bars using crotches, minims, quavers, and their rests. Perform from and compose using at least 3 pitched notes and simple rhythms (crotches, quavers, minims, and their rests).</p>

	<p>Identify where musical features change (e.g. music gets faster or louder) replicate these simple changes in a simple performance. Repeat back longer basic rhythms from memory (at least two bars) and add imitations of the rhythms. Play longer phrases on untuned percussion instruments and body percussion. Sing simple songs and folk songs in rounds.</p> <p>National Curriculum Coverage Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p>	<p>Sing back short melodies that use around 3 pitched notes; Perform from the rhythmic notation including crotchets and minims. Identify where musical features change (e.g. music gets faster or louder) replicate these simple changes in a simple performance. Repeat back longer basic rhythms from memory (at least two bars) and add imitations of the rhythms. Play longer phrases on untuned percussion instruments and body percussion. Sing simple songs and folk songs in rounds.</p> <p>National Curriculum Coverage Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p>	<p>Identify and describe musical features in pieces from different traditions; sing or play back simple melodies that are heard. Create basic 3 tone notes and simple rhythms using crotchets, quavers, minims, and their rests. Use tuned percussion/melodic instruments as well as the voice to perform 3+ note melodies and simple rhythms. Sing songs and folk rounds whilst accompanied by ostinatos from another group.</p> <p>National Curriculum Coverage Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p>
Year Group	Autumn	Spring	Summer
Year 3 Cycle B	<p>Topic: Ukulele Can I hold the Ukulele correctly? Can I make a sound from the instrument? Can I maintain a steady pulse?</p>	<p>Topic: Ukulele Can I follow performance directions? Can I maintain a fixed tempo? Can I play a tuned instrument within an ensemble?</p>	<p>Topic: Ukulele Can I perform to an audience solo or as an ensemble? Can I alter the dynamics within a piece of music?</p>

	<p>Can I play a note? Can I sing a song as part of a group? Can I describe the features of a ukulele?</p> <p>Progression of skills: Keep a steady pulse in an ensemble or solo without accompaniment; demonstrate 2/4, 3/4 and 4/4 using at least 3 different tempos. Perform rhythms that are longer than 2 bars using crotchets, minims, quavers, and their rests. Perform from and compose using at least 3 pitched notes and simple rhythms (crotchets, quavers, minims, and their rests). Identify and describe musical features in pieces from different traditions; sing or play back simple melodies that are heard. Create basic 3 tone notes and simple rhythms using crotchets, quavers, minims, and their rests. Use tuned percussion/melodic instruments as well as the voice to perform 3+ note melodies and simple rhythms. Sing songs and folk rounds whilst accompanied by ostinatos from another group.</p> <p>National Curriculum Coverage Play and perform in solo and ensemble contexts, using their voices</p>	<p>Can I discuss the difference between 2+ genres of music?</p> <p>Progression of skills: Keep a steady pulse in an ensemble or solo without accompaniment; demonstrate 2/4, 3/4 and 4/4 using at least 3 different tempos. Perform rhythms that are longer than 2 bars using crotchets, minims, quavers, and their rests. Perform from and compose using at least 3 pitched notes and simple rhythms (crotchets, quavers, minims, and their rests). Identify and describe musical features in pieces from different traditions; sing or play back simple melodies that are heard. Create basic 3 tone notes and simple rhythms using crotchets, quavers, minims, and their rests. Use tuned percussion/melodic instruments as well as the voice to perform 3+ note melodies and simple rhythms. Sing songs and folk rounds whilst accompanied by ostinatos from another group.</p> <p>National Curriculum Coverage Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with</p>	<p>Can I perform pieces of music with different time signatures (2/4, 3/4, 4/4)?</p> <p>Progression of skills: Keep a steady pulse in an ensemble or solo without accompaniment; demonstrate 2/4, 3/4 and 4/4 using at least 3 different tempos. Perform rhythms that are longer than 2 bars using crotchets, minims, quavers, and their rests. Perform from and compose using at least 3 pitched notes and simple rhythms (crotchets, quavers, minims, and their rests). Identify and describe musical features in pieces from different traditions; sing or play back simple melodies that are heard. Create basic 3 tone notes and simple rhythms using crotchets, quavers, minims, and their rests. Use tuned percussion/melodic instruments as well as the voice to perform 3+ note melodies and simple rhythms. Sing songs and folk rounds whilst accompanied by ostinatos from the group.</p> <p>National Curriculum Coverage Play and perform in solo and ensemble contexts, using their voices</p>
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	<p>and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>
Year Group	Autumn	Spring	Summer
Year 4 Cycle B	<p>Topic: Ukulele</p> <p>Can I hold the Ukulele correctly?</p> <p>Can I make a sound from the instrument?</p> <p>Can I maintain a steady pulse?</p> <p>Can I play a note?</p> <p>Can I sing a song as part of a group?</p> <p>Can I describe the features of a ukulele?</p> <p>Progression of skills: On a tuned instrument keep a steady pulse in; 2/4, 3/4 and 4/4 time signatures and using different tempos with other pupils playing another ostinato to accompany.</p>	<p>Topic: Ukulele</p> <p>Can I follow performance directions?</p> <p>Can I maintain a fixed tempo?</p> <p>Can I play a tuned instrument within an ensemble?</p> <p>Can I discuss the difference between 2+ genres of music?</p> <p>Progression of skills: On a tuned instrument keep a steady pulse in; 2/4, 3/4 and 4/4 time signatures and using different tempos with other pupils playing another ostinato to accompany. Perform pieces with at least 2 rhythms happening together, recognise and</p>	<p>Topic: Ukulele</p> <p>Can I perform to an audience solo or as an ensemble?</p> <p>Can I alter the dynamics within a piece of music?</p> <p>Can I perform pieces of music with different time signatures (2/4, 3/4, 4/4)?</p> <p>Progression of skills: On a tuned instrument keep a steady pulse in; 2/4, 3/4 and 4/4 time signatures and using different tempos with other pupils playing another ostinato to accompany.</p>

	<p>Perform pieces with at least 2 rhythms happening together, recognise and clap back rhythms using single quaver rests. Perform from and compose using 5 pitched notes (or 4 chords). Compare pieces of music in different traditions; perform music heard aurally that contains 2+ different parts at the same time. Improvise and compose tunes using 5 notes. Create more developed rhythmic patterns (around 4 bars). Perform 5+ note melodies (or 4+ chords) and more complex rhythms on tuned instruments. Sing pieces in two parts that have contrasting melodies and counter melodies.</p> <p>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.</p>	<p>clap back rhythms using single quaver rests. Perform from and compose using 5 pitched notes (or 4 chords). Compare pieces of music in different traditions; perform music heard aurally that contains 2+ different parts at the same time. Improvise and compose tunes using 5 notes. Create more developed rhythmic patterns (around 4 bars). Perform 5+ note melodies (or 4+ chords) and more complex rhythms on tuned instruments. Sing pieces in two parts that have contrasting melodies and counter melodies.</p> <p>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.</p>	<p>Perform pieces with at least 2 rhythms happening together, recognise and clap back rhythms using single quaver rests. Perform from and compose using 5 pitched notes (or 4 chords). Compare pieces of music in different traditions; perform music heard aurally that contains 2+ different parts at the same time. Improvise and compose tunes using 5 notes. Create more developed rhythmic patterns (around 4 bars). Perform 5+ note melodies (or 4+ chords) and more complex rhythms on tuned instruments. Sing pieces in two parts that have contrasting melodies and counter melodies.</p> <p>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.</p>
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	<p>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.</p>	<p>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.</p>	<p>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.</p>
Year Group	Autumn	Spring	Summer
Year 5 Cycle B	<p>Topic: Ukulele Can I make a sound from the instrument? Can I play chords C, D and E? Can I play a piece of music to a steady pulse? Can I identify and play different note values? Can I maintain a fixed tempo with a simple beat? Can I play in 3 contrasting tempos? Can I follow performance directions? Can I sing a song as part of an ensemble? Can I perform a piece of music that is 4/4 and 3/4?</p> <p>Progression of skills: Regularly and accurately perform pieces in at least 3 contrasting tempos and time signatures. Perform pieces which use off beat and dotted rhythms and single quaver rests.</p>	<p>Topic: Ukulele Can I identify and perform pieces that incorporate dotted rhythms? Can I identify and perform pieces that incorporate single quaver rests? Can I incorporate different dynamics into my playing and singing (forte, mezzo-forte and piano)? Can I compose a piece of music using 8 notes and capture the work so it may be re-played in different formats? Can I compare different genres of music? Can I analyse and discuss two contrasting versions of the same piece of music? Can I sing different pieces of music from a variety of genres? Can I perform to an audience?</p> <p>Progression of skills: Regularly and accurately perform pieces in at least 3 contrasting tempos and time signatures.</p>	<p>Topic: Ukulele Can I perform pieces of music in three different time signatures (4/4, 3/4, 6/8)? Can I identify and perform pieces with three different tempo markings (Largo, Moderato and Allegro)? Can I play off-beat rhythms? Can I perform confidently and accurately as an ensemble and solo? Can I identify the key features (tempo, metre, instrumental, melody) of four different genres of music? Can I perform to an audience? Can I sing a piece that contains two different parts?</p> <p>Progression of skills: Regularly and accurately perform pieces in at least 3 contrasting tempos and time signatures.</p>

	<p>Whilst listening, pick out and perform syncopated and off-beat rhythms; be able to explain why that music uses those types of rhythms. Create four bar melodies and different tempos and time signatures that can be performed and include some off-beat rhythms. Perform 8 note melodies and more complex rhythms. Sing pieces, including those from classical traditional, with a range of at least 8 notes and pieces with at least 2 different parts. Perform from and compose with 5-8 different notes; capture the work in different formats so it can be recreated.</p> <p>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</p>	<p>Perform pieces which use off beat and dotted rhythms and single quaver rests. Whilst listening, pick out and perform syncopated and off-beat rhythms; be able to explain why that music uses those types of rhythms. Create four bar melodies and different tempos and time signatures that can be performed and include some off-beat rhythms. Perform 8 note melodies and more complex rhythms. Sing pieces, including those from classical traditional, with a range of at least 8 notes and pieces with at least 2 different parts. Perform from and compose with 5-8 different notes; capture the work in different formats so it can be recreated.</p> <p>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.</p>	<p>Perform pieces which use off beat and dotted rhythms and single quaver rests. Whilst listening, pick out and perform syncopated and off-beat rhythms; be able to explain why that music uses those types of rhythms. Create four bar melodies and different tempos and time signatures that can be performed and include some off-beat rhythms. Perform 8 note melodies and more complex rhythms. Sing pieces, including those from classical traditional, with a range of at least 8 notes and pieces with at least 2 different parts. Perform from and compose with 5-8 different notes; capture the work in different formats so it can be recreated.</p> <p>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.</p>
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	<p>recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.</p>	<p>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.</p>	<p>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.</p>
	<p>Topic: Brass Can I make a sound from the instrument? Can I play chords C, D and E? Can I play a piece of music to a steady pulse? Can I identify and play different note values? Can I maintain a fixed tempo with a simple beat? Can I play in 3 contrasting tempos? Can I follow performance directions? Can I sing a song as part of a group? Can I perform a piece of music that is 4/4 and 3/4?</p> <p>Progression of skills: Regularly and accurately perform pieces in at least 3 contrasting tempos and time signatures. Perform pieces which use off beat and dotted rhythms and single quaver rests. Whilst listening, pick out and perform syncopated and off-beat rhythms; be</p>	<p>Topic: Brass Can I play the notes low B, F and G? Can I identify and perform pieces that incorporate dotted rhythms? Can I identify and perform pieces that incorporate single quaver rests? Can I incorporate different dynamics into my playing and singing (forte, mezzo-forte and piano)? Can I compose a piece of music using 8 notes and capture the work so it may be re-played in different formats? Can I compare different genres of music? Can I analyse and discuss two contrasting versions of the same piece of music? Can I sing different pieces of music from a variety of genres? Can I perform to an audience?</p> <p>Progression of skills: Regularly and accurately perform pieces in at least 3 contrasting tempos and time signatures.</p>	<p>Topic: Brass Can I perform pieces that contain 6 notes (low B, C, D, E, F, G)? Can I perform pieces of music in three different time signatures (4/4, 3/4, 6/8)? Can I identify and perform pieces with three different tempo markings (Largo, Moderato and Allegro)? Can I play off-beat rhythms? Can I perform confidently and accurately as an ensemble and solo? Can I identify the key features (tempo, metre, instrumental, melody) of four different genres of music? Can I perform to an audience? Can I sing a piece that contains two different parts?</p> <p>Progression of skills: Regularly and accurately perform pieces in at least 3 contrasting tempos and time signatures.</p>

	<p>able to explain why that music uses those types of rhythms. Create four bar melodies and different tempos and time signatures that can be performed and include some off-beat rhythms. Perform 8 note melodies and more complex rhythms. Sing pieces, including those from classical traditional, with a range of at least 8 notes and pieces with at least 2 different parts. Perform from and compose with 5-8 different notes; capture the work in different formats so it can be recreated.</p> <p>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</p>	<p>Perform pieces which use off beat and dotted rhythms and single quaver rests. Whilst listening, pick out and perform syncopated and off-beat rhythms; be able to explain why that music uses those types of rhythms. Create four bar melodies and different tempos and time signatures that can be performed and include some off-beat rhythms. Perform 8 note melodies and more complex rhythms. Sing pieces, including those from classical traditional, with a range of at least 8 notes and pieces with at least 2 different parts. Perform from and compose with 5-8 different notes; capture the work in different formats so it can be recreated.</p> <p>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.</p>	<p>Perform pieces which use off beat and dotted rhythms and single quaver rests. Whilst listening, pick out and perform syncopated and off-beat rhythms; be able to explain why that music uses those types of rhythms. Create four bar melodies and different tempos and time signatures that can be performed and include some off-beat rhythms. Perform 8 note melodies and more complex rhythms. Sing pieces, including those from classical traditional, with a range of at least 8 notes and pieces with at least 2 different parts. Perform from and compose with 5-8 different notes; capture the work in different formats so it can be recreated.</p> <p>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.</p>
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	<p>traditions and from great composers and musicians. Develop an understanding of the history of music.</p>	<p>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.</p>	<p>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.</p>
Year Group	Autumn	Spring	Summer
Year 6 Cycle B	<p>Topic: Brass Can I make a sound from the instrument? Can I identify and play different note values? Can I play a piece of music to a steady pulse? Can I maintain a fixed tempo with a simple beat? Can I play in 3 contrasting tempos? Can I follow performance directions? Can I sing a song as part of a group? Can I play 6 notes? Can I perform in three contrasting time signatures: 4/4, 3/4, 2/4?</p> <p>Progression of skills: When performing solo and in an ensemble, follow directions to change tempo accurately within pieces of music. Perform pieces which use off-beat and syncopated rhythms in 3 different time signatures/tempos.</p>	<p>Topic: Brass Can I identify and perform pieces that incorporate dotted rhythms? Can I identify and perform pieces that incorporate single quaver rests? Can I incorporate different dynamics into my playing and singing (forte, mezzo-forte and piano)? Can I compose a piece of music using 8 notes and capture the work so it may be re-played in different formats? Can I compare different genres of music? Can I analyse and discuss two contrasting versions of the same piece of music? Can I sing different pieces of music from a variety of genres? Can I perform to an audience? Can I play 8 notes (low C to high C)? Can I perform a piece of music solo? Can I keep time whilst playing a piece of music in a group without a backing track?</p>	<p>Topic: Brass Can I perform pieces of music in three different time signatures (4/4, 3/4, 6/8)? Can I identify and perform pieces with three different tempo markings (Largo, Moderato and Allegro)? Can I play off-beat rhythms? Can I perform confidently and accurately as an ensemble and solo? Can I identify the key features (tempo, metre, instrumental, melody) of four different genres of music? Can I perform to an audience? Can I sing a piece that contains two different parts? Can I play 8 notes (low C to high C)? Can I identify a sharp (#) and flat sign (b)? Can I play the notes F# and Bb?</p> <p>Progression of skills: When performing solo and in an ensemble, follow directions to change</p>

	<p>Talk about the key features of music including: Tempo, Metre, Instrumentation, Melody. Understand the key features of at least four different types/genres of music. Improvise and compose extended pieces of music using up to 8 notes and a variety of rhythms, tempos, and time signatures. Perform confidently and accurately either solo or part of an ensemble. Sing musically responding to the performance directions of the piece e.g. phrasing, sing, more extended harmony parts. Perform from and compose with 8 different notes; capture the work in different formats including staff notation so it can be recreated.</p> <p>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.</p>	<p>Progression of skills: When performing solo and in an ensemble, follow directions to change tempo accurately within pieces of music. Perform pieces which use off-beat and syncopated rhythms in 3 different time signatures/tempos. Talk about the key features of music including: Tempo, Metre, Instrumentation, Melody. Understand the key features of at least four different types/genres of music. Improvise and compose extended pieces of music using up to 8 notes and a variety of rhythms, tempos, and time signatures. Perform confidently and accurately either solo or part of an ensemble. Sing musically responding to the performance directions of the piece e.g. phrasing, sing, more extended harmony parts. Perform from and compose with 8 different notes; capture the work in different formats including staff notation so it can be recreated.</p> <p>National Curriculum Coverage Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with</p>	<p>tempo accurately within pieces of music. Perform pieces which use off-beat and syncopated rhythms in 3 different time signatures/tempos. Talk about the key features of music including: Tempo, Metre, Instrumentation, Melody. Understand the key features of at least four different types/genres of music. Improvise and compose extended pieces of music using up to 8 notes and a variety of rhythms, tempos, and time signatures. Perform confidently and accurately either solo or part of an ensemble. Sing musically responding to the performance directions of the piece e.g. phrasing, sing, more extended harmony parts. Perform from and compose with 8 different notes; capture the work in different formats including staff notation so it can be recreated.</p> <p>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</p>
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	<p>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.</p>	<p>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.</p>	<p>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.</p>
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Key Stage 2 children participate in weekly singing practice. Termly performances ensure that every child can perform to an audience.

Key Stage 2 music lessons are delivered by the Durham Music Service's professional musicians.