



Autumn 1 Feeling the Beat Year 1	Autumn 2 Connecting! Instruments of the Orchestra Year 2	Spring 1 Rhythm Year 1	Spring 2 Exploring Rhythm Patterns Exploring pitch Year 2	Summer 1 Pitch and Dynamics Year 1	Summer 2 Using Dynamics Introducing the recorder! Year 2
Key Content and Skills	Key Content and Skills	Key Content and Skills	Key Content and Skills	Key Content and Skills	Key Content and Skills
-Enjoys joining in with	-Enjoys joining in with	-Enjoys joining in with	-Enjoys joining in with	-Enjoys joining in with	-Begins to control steady
chants, rhymes and singing simple songs	chants, rhymes and singing simple songs	chants, rhymes and singing simple songs	chants, rhymes and singing simple songs	chants, rhymes and singing simple songs	expressive changes in sons and chants (e.g. dynamics,
-Uses own voice in a variety	-Uses own voice in a variety	-Uses own voice in a variety	-Sings broadly in tune	-Uses own voice in a variety	tempo)
of ways, with growing	of ways with growing	of ways with growing	within a limited pitch range	of ways, with growing	-Controls and demonstrates
confidence, exploring the	confidence, exploring the	confidence, exploring the	(octave) and with the sense	confidence, exploring the	changes in dynamics and
sounds a speaking and	sounds a speaking and	sounds a speaking and	of the shape of a melody or	sounds a speaking and	tempo
singing voice makes	singing voice make	singing voice make	interval jumps	singing voice make	-Shows control, playing
-Sings broadly in tune	-Sings broadly in tune	-Sings broadly in tune	Imitates melodic patterns in	-Sings broadly in tune	clearly with increasing
within a limited pitch range	within a limited pitch range	within a limited pitch range	echoes	within a limited pitch range	confidence
(octave) and with the sense	(octave) and with the sense	(octave) and with the sense	-Begins to control steady	(octave) and with the sense	-Follows instructions on
of the shape of a melody or	of the shape of a melody or	of the shape of a melody or	expressive changes in songs	of the shape of the melody	when to play
interval jumps	interval jumps	interval jumps	and chants (e.g dynamics,	or interval jumps	-Plays from a picture score
-Imitates melodic patterns	-Imitates melodic patterns	Imitates melodic patterns in	tempo)	-Recognises the sections of	-Listens with growing focus
in echoes	in echoes	echoes	-Sings in unison, in small	a song may be the same or	to a range of high quality
-Sings in unison, in small	-Sings in unison, in small	-Begins to control steady	and large groups, and may	different (verse and chorus,	live and recorded music
and large groups, and may	and large groups, and may	expressive changes in songs	sing solo	cumulative song)	-Listens out for, and
sing solo	sing solo	and chants (e.g dynamics,	-Sings in time with others,	-Selects high/low,	responds to, sounds that
-Sings in time with others,	-Sings in time with others,	tempo)	with or without an	ascending/descending	differ, e.g. in dynamics,
with or without an	with or without an	-Sings in unison, in small	accompaniment	pitches where appropriate	pitch, timbre, tempo etc.
accompaniment	accompaniment	and large groups, and may	-Follows simple musical	-Plays simple melodic	-Listens and shares
-Follows simple musical	-Follows simple musical	sing solo	instructions (e.g. start and	patterns	comments and opinions
instructions	instructions (e.g. start and	-Sings in time with others,	stop)	-Maintains own part in a	about music, including own
-Performs in a group with a	stop)	with or without an	-Performs in a group with a	group piece playing rhythm	work
good sense of pulse and	-Performs in a group with a	accompaniment	good sense of pulse and	on rhythm and holding a	
rhythm, knowing when to	good sense of pulse and	-Follows simple musical	rhythm, knowing when to	beat	Recorder:
start and stop.	rhythm, knowing when to	instructions (e.g. start and	start and stop.	-Plays from a picture score	
-Recognises the sections of	start and stop.	stop)	-Recognises the sections of	-Explores sounds with	-Demonstrate correct
a song may be the same or	-Recognises the sections of	-Performs in a group with a	a song may be the same or	voice, body or instruments	embouchure, posture and
different (e.g. verse and	a song may be the same or	good sense of pulse and	different (e.g. verse and	-Improvises to demonstrate	articulation
chorus, cumulative song)	different (e.g. verse and	rhythm, knowing when to	chorus, cumulative song)	a simple musical idea	-Read and clap rhythms
-Keeps a steady pulse	chorus, cumulative song)	start and stop.		(loud/quiet, fast/slow,	including crotches, minims





-Controls and demonstrates
changes in dynamics and
tempo

- -Shows control, playing clearly and with increasing confidence
- -Follows instructions on when to play
- -Performs in a group with good sense of pulse and rhythm
- -Matches selected sounds with their pictured source
- Listens with growing focus to a range of high quality live and recorded music -Listens out for, and responds to, sounds that
- differ, e.g. in dynamics, pitch, timbre, tempo etc.
 -Responds to sounds or music through physical movements
- -Listens and shares comments and opinions about music, including own work

-Enjoys playing and exploring sounds -Keeps a steady pulse

- -Controls and demonstrates changes in dynamics and tempo
- -Shows control, playing clearly with increasing confidence
- -Selects instrumental timbres to create sound effects
- -Selects high/low, ascending/descending pitches where appropriate -Responds to sounds of different duration -Recognises difference between long and short sounds
- -Recognises and copies simple patterns of long/short sounds -Plays simple melodic patterns Follows instructions on
- when to play
 -Plays from a picture score
 -Performs in a group with
 good sense of pulse and
- rhythm
 -Listens out for, and
 responds to, sounds that
 differ, e.g. in dynamics,
 pitch, timbre, tempo etc.
 -Recalls simple rhythmic
 and melodic phrases

-Beginning to be aware of an audience during special performances

-Recognises the sections of a song may be the same or different (e.g. verse and chorus, cumulative song) -Listens with growing focus to a range of high quality live and recorded music -Listens out for, and responds to, sounds that differ, e.g. in dynamics, pitch, timbre, tempo etc. -Recalls simple rhythmic and melodic phrases -Responds to sounds or music through physical movements

-Enjoys playing and exploring sounds

- -Keeps a steady pulse
 -Controls and demonstrates changes in dynamics and tempo
- -Shows control, playing clearly with increasing confidence
- -Selects high/low, ascending/descending pitches where appropriate Responds to sounds of different duration
- -Recognises difference between long and short sounds
- -Recognises and copies simple patterns of long/short sounds Identifies and selects high/low, ascending/descending
- pitches where appropriate -Plays simple melodic patterns
- -Follows instructions on when to play
- -Performs in a group with good sense of pulse and rhythm
- -Matches selected sounds with their pictured source -Improvises within given
- songs, chants or ostinati
 -Improvises simple rhythms
 or tunes

high/low)

- -Improvises or composes to communicate ideas or moods-Contributes ideas to a composition and perform this solo or as a class or group
- -Listens out for and responds to sounds that differ e.g. in pitch-Recalls simple rhythmic and melodic phrases

and semibreves and equivalent rests with a sense of pulse

- -Play the notes B and A consistently
- -Repeat (echo) short patterns using these notes -Play short pieces using these notes from traditional notation
- -Compose/improvise simple short phrases using these notes (and given rhythms)





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	-Listens and shares		-Contributes ideas to a		
	comments and opinions		composition and performs		
	about music, including own		this solo or as a class or		
	work		group		
			-Listens with growing focus		
			to a range of high quality		
			live and recorded music		
			-Listens out for, and		
			responds to, sounds that		
			differ, e.g. in dynamics,		
			pitch, timbre, tempo etc.		
			-Recalls simple rhythmic		
			and melodic phrases		
Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
tempo	timbre	duration	pitch	pitch	pitch
· ·	woodwind		rhythm	'	'
speaking 		tempo	·	dynamics	dynamics
singing	string	short	repeated	high	embouchure
unison	brass	long	improvise	low	posture
pulse	percussion	pattern		loud	
				quiet	
Assessment against the	Assessment against the	Assessment against the	Assessment against the	Assessment against the	Assessment against the
National Curriculum	National Curriculum	National Curriculum	National Curriculum	National Curriculum	National Curriculum
experiment with, create,	listen with concentration	use their voices	experiment with, create,	use their voices	play tuned and untuned
select and combine sounds	and understanding to a	expressively and creatively	select and combine sounds	expressively and creatively	instruments musically
using the inter-related	range of high-quality live	by singing songs and	using the inter-related	by singing songs and	,
dimensions of music	and recorded	speaking chants and	dimensions	speaking chants and	NC Link
difficultions of masic	music	rhymes	of music.	rhymes	TVO EITIK
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INC LITE	NC Link	NC Link	NC Link	listen with concentration	
	INC LITIK	INC LITE	INC LITIK	and understanding to a	
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				range of high-quality live	
				and recorded music	
				l , , , ,	
				play tuned and untuned	
				instruments musically	





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