

Term	Class/Year group	Subject area
Autumn	Class 1 (Year 2)	<ul style="list-style-type: none"> - Recognise aurally simple changes of dynamics in a song or instrumental piece (loud / medium / soft; sudden / gradual) - Sing songs expressively using appropriate changes in dynamics to add expression and make sense of the lyrics (bring the story to life). - Play simple percussion instruments with growing control using a range of dynamics (loud, soft, getting louder / softer) - Identify aurally longer and shorter sounds (and silences) using voices and percussion. - Clap back simple rhythmic patterns (phrases) given aurally. - Identify and mark the pulse and / or the rhythm of a song (tap, clap and use percussion). - Tap out the rhythm of familiar songs and chants (use two fingers on palm of the hand). - Use simple written symbols (e.g., Morse Code or SOLFA stick notation) to notate and perform patterns of longer and shorter sounds.
Spring	Class 1 (Year 2)	<ul style="list-style-type: none"> - Recognise aurally changes in tempo in a song or instrumental piece. - Identify and mark the steady pulse in songs and other pieces (e.g., recorded extracts). - Set changes in pulse with increasing awareness and control using familiar songs. - Follow changing pitch movements with their hands, with some accuracy. - Use high, low and middle voices with some awareness of how each part of the voice 'feels' different - Begin to recognise and name different sound sources and describe them using appropriate vocabulary e.g., wobbly, squeaky, rough etc. - Begin to identify how a sound has been produced e.g., by blowing, plucking, tapping, shaking etc. - Use percussion instruments and voices in different ways with growing awareness of the effect created. - Pupils will develop their performing, composing and listening skills - Pupils will learn about the interrelated dimensions of music - Pupils will use a range of classroom instruments to create and manipulate sounds, develop a strong sense of pulse and rhythm and establish good ensemble performance skills. - Pupils will sing a wide number of songs and develop their vocal range, intonation, articulation, blending and a joy for singing. - Pupils will learn to analyse music using age-appropriate musical vocabulary and to apply this knowledge in a musical context through solo and small group performance and composition activities.
Summer	Class 1 (Year 2)	<ul style="list-style-type: none"> - Sing a variety of songs with growing awareness of the overall plan of the music (beginning, middle, end). - Begin to identify aurally the length of a phrase in a simple song by marking the number of pulse beats - Begin to feel and show phrase in a simple song e.g., by using an 'arch' hand movement out and back, to mark the start of each new phrase. - Begin to recognise aurally where the rhythm or melody of a phrase is repeated or changed. - Begin to identify simple structures like verse and chorus (ABAB) and 'ABA' (a 'musical sandwich'). - Distinguish between and use talking, whispering and singing voices. - Pitch-match with increasing accuracy within a limited range of notes: m s l (Major Scale steps 3, 5 and 6) - Sing in a group and individually as a soloist e.g., in a short 'call and response' song. - Use internal thinking voice with increasing accuracy and control, to identify and place a starting pitch. - Sing with awareness of posture, breath control and clear diction.
Autumn	Class 2 (Year 3)	<ul style="list-style-type: none"> - Recognise aurally simple changes of dynamics in a song or instrumental piece (loud / medium / soft; sudden / gradual) - Sing songs expressively using appropriate changes in dynamics to add expression and make sense of the lyrics (bring the story to life). - Play simple percussion instruments with growing control using a range of dynamics (loud, soft, getting louder / softer) - Identify aurally longer and shorter sounds (and silences) using voices and percussion. - Clap back simple rhythmic patterns (phrases) given aurally. - Identify and mark the pulse and / or the rhythm of a song (tap, clap and use percussion). - Tap out the rhythm of familiar songs and chants (use two fingers on palm of the hand). - Use simple written symbols (e.g., Morse Code or SOLFA stick notation) to notate and perform patterns of longer and shorter sounds.

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Autumn	Class 3 (Year 4)	<ul style="list-style-type: none"> - Recognise aurally simple changes of dynamics in a song or instrumental piece (loud / medium / soft; sudden / gradual) - Sing songs expressively using appropriate changes in dynamics to add expression and make sense of the lyrics (bring the story to life). - Play simple percussion instruments with growing control using a range of dynamics (loud, soft, getting louder / softer) - Identify aurally longer and shorter sounds (and silences) using voices and percussion. - Clap back simple rhythmic patterns (phrases) given aurally. - Identify and mark the pulse and / or the rhythm of a song (tap, clap and use percussion). - Tap out the rhythm of familiar songs and chants (use two fingers on palm of the hand). - Use simple written symbols (e.g., Morse Code or SOLFA stick notation) to notate and perform patterns of longer and shorter sounds.
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Autumn	Class 4 (Year 5)	<ul style="list-style-type: none"> - Recognise aurally simple changes of dynamics in a song or instrumental piece (loud / medium / soft; sudden / gradual) - Sing songs expressively using appropriate changes in dynamics to add expression and make sense of the lyrics (bring the story to life). - Play simple percussion instruments with growing control using a range of dynamics (loud, soft, getting louder / softer) - - Identify aurally longer and shorter sounds (and silences) using voices and percussion. - Clap back simple rhythmic patterns (phrases) given aurally. - Identify and mark the pulse and / or the rhythm of a song (tap, clap and use percussion). - Tap out the rhythm of familiar songs and chants (use two fingers on palm of the hand). - Use simple written symbols (e.g., Morse Code or SOLFA stick notation) to notate and perform patterns of longer and shorter sounds.
Spring	Class 4 (Year 5)	<ul style="list-style-type: none"> - Recognise aurally changes in tempo in a song or instrumental piece. - Identify and mark the steady pulse in songs and other pieces (e.g., recorded extracts). - Set changes in pulse with increasing awareness and control using familiar songs. - Follow changing pitch movements with their hands, with some accuracy. - Use high, low and middle voices with some awareness of how each part of the voice 'feels' different - Begin to recognise and name different sound sources and describe them using appropriate vocabulary e.g., wobbly, squeaky, rough etc. - Begin to identify how a sound has been produced e.g., by blowing, plucking, tapping, shaking etc. - Use percussion instruments and voices in different ways with growing awareness of the effect created. - - Pupils will develop their performing, composing and listening skills - Pupils will learn about the interrelated dimensions of music - Pupils will use a range of classroom instruments to create and manipulate sounds, develop a strong sense of pulse and rhythm and establish good ensemble performance skills. - Pupils will sing a wide number of songs and develop their vocal range, intonation, articulation, blending and a joy for singing. - Pupils will learn to analyse music using age-appropriate musical vocabulary and to apply this knowledge in a musical context through solo and small group performance and composition activities.
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Autumn	Class 5 (Year 6)	<ul style="list-style-type: none"> - Recognise aurally simple changes of dynamics in a song or instrumental piece (loud / medium / soft; sudden / gradual) - Sing songs expressively using appropriate changes in dynamics to add expression and make sense of the lyrics (bring the story to life). - Play simple percussion instruments with growing control using a range of dynamics (loud, soft, getting louder / softer) - Identify aurally longer and shorter sounds (and silences) using voices and percussion. - Clap back simple rhythmic patterns (phrases) given aurally. - Identify and mark the pulse and / or the rhythm of a song (tap, clap and use percussion). - Tap out the rhythm of familiar songs and chants (use two fingers on palm of the hand). - Use simple written symbols (e.g., Morse Code or SOLFA stick notation) to notate and perform patterns of longer and shorter sounds. <p>EXPLORING SOUND IDEAS</p> <ul style="list-style-type: none"> - Dynamic - Duration - Tempo - Pitch - Timbre - Texture - Structure - Singing
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Summer

Class 5
(Year 6)

- Sing a variety of songs with growing awareness of the overall plan of the music (beginning, middle, end).
- Begin to identify aurally the length of a phrase in a simple song by marking the number of pulse beats
- Begin to feel and show phrase in a simple song e.g., by using an 'arch' hand movement out and back, to mark the start of each new phrase.
- Begin to recognise aurally where the rhythm or melody of a phrase is repeated or changed.
- Begin to identify simple structures like verse and chorus (ABAB) and 'ABA' (a 'musical sandwich').
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- Distinguish between and use talking, whispering and singing voices.
- Pitch-match with increasing accuracy within a limited range of notes: m s l (Major Scale steps 3, 5 and 6)
- Sing in a group and individually as a soloist e.g., in a short 'call and response' song.
- Use internal thinking voice with increasing accuracy and control, to identify and place a starting pitch.
- Sing with awareness of posture, breath control and clear diction.

EXPLORING SOUND IDEAS

- Dynamic
- Duration
- Tempo
- Pitch
- Timbre
- Texture
- Structure
- Singing