

EYFS		
Autumn	Spring	Summer
Celebration Music	Exploring Sound	Music and Movement
<p>Understanding the World</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>Communication & Language & Expressive Arts & Design & Effective Playing and Learning</p> <p>Understand to listen carefully. Explore and Engage in music making. Playing and Exploring.</p>	<p>Personal, social and emotional development & Expressive Arts & Design & Characteristics of Effective Learning</p> <p>Think of the Perspective of Others Understand to listen carefully. Creating and Thinking Critically. Being imaginative and Expressive. Explore and Engage in music making. Sing in a Group. Playing and Exploring. Active Learning.</p>
	<p>Musical Stories</p> <p>Communication & Language & Expressive Arts & Design & Effective Playing and Learning</p> <p>Understand to listen carefully. Retell and story. Creating and Thinking Critically. Being imaginative and Expressive. Create collaboratively. Explore and Engage in music making. Sing in a Group. Playing and Exploring. Active Learning.</p>	<p>Big Band</p> <p>Communication & Language & Expressive Arts & Design & Effective Playing and Learning</p> <p>Learn rhymes, poems and songs. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Understand to listen carefully. Retell and story. Creating and Thinking Critically. Being imaginative and Expressive. Create collaboratively. Explore and Engage in music making. Sing in a Group. Playing and Exploring. Active Learning.</p>

Year 1		
Autumn	Spring	Summer
<i>Dynamics (Seaside)</i>	<i>Timbre and Rhythmic Patterns (Fairy Tales)</i>	<i>Pitch and Tempo (Superheroes)</i>
<p>Concept – Perform – Understanding music is created to be performed. <u>Milestones</u> Take part in singing, accurately following the melody. Make and control long and short sounds, using voice.</p> <p>Concept - Compose – Appreciating that music is created through a process which has a number of techniques. <u>Milestones</u> Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases.</p> <p>Concept – Describe Music – Appreciating the features and effectiveness of musical elements. <u>Milestone</u> Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch.</p>	<p>Concept – Perform – Understanding music is created to be performed. <u>Milestones</u> Take part in singing, accurately following the melody. Make and control long and short sounds, using voice and instruments. Follow instructions on how and when to sing or play an instrument.</p> <p>Concept - Compose – Appreciating that music is created through a process which has a number of techniques. <u>Milestones</u> - Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases.</p> <p>Concept – Describe Music – Appreciating the features and effectiveness of musical elements. <u>Milestone</u> Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch.</p>	<p>Concept – Perform – Understanding music is created to be performed. <u>Milestones</u> Take part in singing, accurately following the melody. Make and control long and short sounds, using voice. Follow instructions on how and when to sing.</p> <p>Concept - Compose – Appreciating that music is created through a process which has a number of techniques. <u>Milestones</u> Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases.</p> <p>Concept – Describe Music – Appreciating the features and effectiveness of musical elements. <u>Milestone</u> Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch.</p>

<p>Concept – Transcribe – Understanding that compositions need to be understood by others and that there are techniques and a language for communicating them. <u>Milestone</u> Use symbols to represent a composition and use them to help with a performance.</p>		
<u>Year 2</u>		
<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<i>Instruments - Call and Response - Animals</i>	<i>Instruments - Musical Storytelling</i>	<i>RBO - The Magic Flute</i>
<p>Concept – Perform – Understanding music is created to be performed. <u>Milestones</u> Take part in singing, accurately following the melody. Make and control long and short sounds, using voice and instruments. Follow instructions on how and when to sing or play an instrument.</p> <p>Concept - Compose – Appreciating that music is created through a process which has a number of techniques. <u>Milestones</u> Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases.</p>	<p>Concept – Perform – Understanding music is created to be performed. <u>Milestones</u> Take part in singing, accurately following the melody. Make and control long and short sounds, using voice and instruments. Follow instructions on how and when to sing or play an instrument.</p> <p>Concept - Compose – Appreciating that music is created through a process which has a number of techniques. <u>Milestones</u> Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases.</p>	<p>Concept – Perform – Understanding music is created to be performed. <u>Milestones</u> Take part in singing, accurately following the melody. Make and control long and short sounds, using voice and instruments. Follow instructions on how and when to sing or play an instrument.</p>

<p>Concept – Describe Music – Appreciating the features and effectiveness of musical elements.</p> <p><u>Milestone</u> Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch.</p> <p>Concept – Transcribe – Understanding that compositions need to be understood by others and that there are techniques and a language for communicating them. Milestone - Use symbols to represent a composition and use them to help with a performance.</p>	<p>Concept – Describe Music – Appreciating the features and effectiveness of musical elements.</p> <p><u>Milestone</u> Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch.</p>	<p>Concept – Describe Music – Appreciating the features and effectiveness of musical elements.</p> <p><u>Milestone</u> Identify the beat of a tune. Recognise changes in dynamics and pitch.</p>
<p><u>Year 3</u></p>		
<p><u>Autumn</u></p>	<p><u>Spring</u></p>	<p><u>Summer</u></p>
<p>Recorder Lessons</p>	<p>Compositions for Animations: Mountains</p>	<p>Around the World: India</p>
<p>Concept – Perform – Understanding music is created to be performed.</p> <p><u>Milestones</u> Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others.</p>	<p>Concept – Perform – Understanding music is created to be performed.</p> <p><u>Milestones</u> Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others.</p>	<p>Concept – Perform – Understanding music is created to be performed.</p> <p><u>Milestones</u> Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others.</p>

<p>Concept – Describe Music – Appreciating the features and effectiveness of musical elements.</p> <p><u>Milestones</u></p> <p>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p> <p>Understand layers of sounds and discuss their effect on mood and feelings.</p>	<p>Concept - Compose – Appreciating that music is created through a process which has a number of techniques.</p> <p><u>Milestones</u></p> <p>Compose and perform melodic songs.</p> <p>Create repeated patterns with a range of instruments.</p> <p>Create accompaniments for tunes.</p> <p>Choose, order, combine and control sounds to create an effect.</p> <p>Concept – Describe Music – Appreciating the features and effectiveness of musical elements.</p> <p><u>Milestones</u></p> <p>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p> <p>Understand layers of sounds and discuss their effect on mood and feelings.</p> <p>Concept – Transcribe – Understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p> <p><u>Milestones</u></p> <p>Devise non-standard symbols to indicate when to play and rest.</p> <p>Recognise the notes EGBDF and FACE on the musical stave.</p> <p>Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p>	<p>Concept - Compose – Appreciating that music is created through a process which has a number of techniques.</p> <p><u>Milestones</u></p> <p>Compose and perform melodic songs.</p> <p>Use sound to create abstract effects.</p> <p>Create repeated patterns with a range of instruments.</p> <p>Create accompaniments for tunes.</p> <p>Use drones as accompaniments.</p> <p>Choose, order, combine and control sounds to create an effect.</p> <p>Concept – Describe Music – Appreciating the features and effectiveness of musical elements.</p> <p><u>Milestones</u></p> <p>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p> <p>Understand layers of sounds and discuss their effect on mood and feelings.</p> <p>Concept – Transcribe – Understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p> <p><u>Milestones</u></p> <p>Devise non-standard symbols to indicate when to play and rest.</p> <p>Recognise the notes EGBDF and FACE on the musical stave.</p> <p>Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p>
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Year 4		
Autumn	Spring	Summer
<i>Samba and Carnival Sounds: South America</i>	<i>Singing: Vikings</i>	<i>Changes in pitch, tempo and dynamics (Rivers)</i>
<p>Concept – Perform – Understanding music is created to be performed. <u>Milestones</u> Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. Perform with control and awareness of others.</p> <p>Concept - Compose – Appreciating that music is created through a process which has a number of techniques. <u>Milestones</u> Compose and perform melodic songs. Create abstract effects. Create repeated patterns with a range of instruments. Create accompaniments for tunes. Use drones as accompaniments. Choose, order, combine and control sounds to create an effect.</p> <p>Concept – Describe Music – Appreciating the features and effectiveness of musical elements. <u>Milestones</u> Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings.</p>	<p>Concept – Perform – Understanding music is created to be performed. <u>Milestones</u> Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others.</p> <p>Concept - Compose – Appreciating that music is created through a process which has a number of techniques. <u>Milestones</u> Compose and perform melodic songs. Create abstract effects. Create repeated patterns with a range of instruments. Create accompaniments for tunes. Use drones as accompaniments. Choose, order, combine and control sounds to create an effect.</p> <p>Concept – Describe Music – Appreciating the features and effectiveness of musical elements. <u>Milestones</u> Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings.</p>	<p>Concept – Perform – Understanding music is created to be performed. <u>Milestones</u> Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others.</p> <p>Concept - Compose – Appreciating that music is created through a process which has a number of techniques. <u>Milestones</u> Compose and perform melodic songs. Create abstract effects. Create repeated patterns with a range of instruments. Create accompaniments for tunes. Use drones as accompaniments. Choose, order, combine and control sounds to create an effect.</p> <p>Concept – Describe Music – Appreciating the features and effectiveness of musical elements. <u>Milestones</u> Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings.</p>

	<p>Concept – Transcribe – Understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p> <p><u>Milestones</u> Devise non-standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p>	
<u>Year 5</u>		
<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<i>Blues Music</i>	<i>Singing, Dancing & Acting - Musical Theatre</i>	<i>Composition and Notation</i>
<p>Concept – Perform – Understanding music is created to be performed.</p> <p><u>Milestones</u> Sing or play from memory with confidence. Perform solos or as part of an ensemble. Sing or play expressively and in tune. Sing a harmony part confidently and accurately. Perform with controlled breathing (voice) and skillful playing (instrument).</p>	<p>Concept – Perform – Understanding music is created to be performed.</p> <p><u>Milestones</u> Sing or play from memory with confidence. Perform solos or as part of an ensemble. Sing or play expressively and in tune. Hold a part within a round. Sing a harmony part confidently and accurately. Sustain a drone or a melodic ostinato to accompany singing. Perform with controlled breathing (voice) and skillful playing (instrument).</p>	<p>Concept – Perform – Understanding music is created to be performed.</p> <p><u>Milestones</u> Sing or play from memory with confidence. Perform solos or as part of an ensemble. Sing or play expressively and in tune. Hold a part within a round. Sing a harmony part confidently and accurately. Sustain a drone or a melodic ostinato to accompany singing. Perform with controlled breathing (voice) and skillful playing (instrument).</p>

<p>Concept - Compose – Appreciating that music is created through a process which has a number of techniques.</p> <p><u>Milestones</u></p> <p>Create songs with verses and a chorus.</p> <p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Combine a variety of musical devices, including melody, rhythm and chords.</p> <p>Convey the relationship between the lyrics and the melody.</p>	<p>Concept - Compose – Appreciating that music is created through a process which has a number of techniques.</p> <p><u>Milestones</u></p> <p>Create songs with verses and a chorus.</p> <p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Combine a variety of musical devices, including melody, rhythm and chords.</p> <p>Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>Use drones and melodic ostinati (based on the pentatonic scale).</p> <p>Convey the relationship between the lyrics and the melody.</p>	<p>Concept - Compose – Appreciating that music is created through a process which has a number of techniques.</p> <p><u>Milestones</u></p> <p>Create songs with verses and a chorus.</p> <p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Combine a variety of musical devices, including melody, rhythm and chords.</p> <p>Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>Convey the relationship between the lyrics and the melody.</p>
<p>Concept – Describe Music – Appreciating the features and effectiveness of musical elements.</p> <p><u>Milestones</u></p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p> <p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context.</p>	<p>Concept – Describe Music – Appreciating the features and effectiveness of musical elements.</p> <p><u>Milestones</u></p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p> <p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context.</p>	<p>Concept – Describe Music – Appreciating the features and effectiveness of musical elements.</p> <p><u>Milestones</u></p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p> <p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context.</p>

<p>Concept – Transcribe – Understanding that compositions need to be understood by others and that there are techniques and a language for communicating them. <u>Milestones</u> Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Read and create notes on the musical staff. Understand the purpose of the treble and bass clefs and use them in transcribing compositions. Understand and use the # (sharp) and b (flat) symbols. Use and understand simple time signatures.</p>		<p>Concept – Transcribe – Understanding that compositions need to be understood by others and that there are techniques and a language for communicating them. <u>Milestones</u> Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Read and create notes on the musical staff. Understand the purpose of the treble and bass clefs and use them in transcribing compositions. Understand and use the # (sharp) and b (flat) symbols. Use and understand simple time signatures.</p>
Year 6		
Autumn	Spring	Summer
<u>Songs of World War 2</u>	Theme and Variations - Pop Art	Composition and Graphic Score - Film Music
<p>Concept – Perform – Understanding music is created to be performed. <u>Milestones</u> Sing or play from memory with confidence. Perform as part of an ensemble. Sing or play expressively and in tune. Hold a part within a round. Sing a harmony part confidently and accurately. Sustain a drone or a melodic ostinato to accompany singing. Perform with controlled breathing (voice) and skillful playing (instrument).</p>	<p>Concept – Perform – Understanding music is created to be performed. <u>Milestones</u> Sing or play from memory with confidence. Perform as part of an ensemble. Sing or play expressively and in tune. Hold a part within a round. Sing a harmony part confidently and accurately. Sustain a drone or a melodic ostinato to accompany singing. Perform with controlled breathing (voice) and skillful playing (instrument).</p>	<p>Concept – Perform – Understanding music is created to be performed. <u>Milestones</u> Sing or play from memory with confidence. Perform as part of an ensemble. Sing or play expressively and in tune. Hold a part within a round. Sing a harmony part confidently and accurately. Sustain a drone or a melodic ostinato to accompany singing. Perform with controlled breathing (voice) and skillful playing (instrument).</p>

<p>Concept - Compose – Appreciating that music is created through a process which has a number of techniques.</p> <p><u>Milestones</u></p> <p>Create songs with verses and a chorus.</p> <p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Combine a variety of musical devices, including melody, rhythm and chords.</p> <p>Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>Use drones and melodic ostinati (based on the pentatonic scale).</p> <p>Convey the relationship between the lyrics and the melody.</p>	<p>Concept - Compose – Appreciating that music is created through a process which has a number of techniques.</p> <p><u>Milestones</u></p> <p>Create songs with verses and a chorus. Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>Use drones and melodic ostinati (based on the pentatonic scale).</p> <p>Convey the relationship between the lyrics and the melody.</p>	<p>Concept - Compose – Appreciating that music is created through a process which has a number of techniques.</p> <p><u>Milestones</u></p> <p>Create songs with verses and a chorus.</p> <p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Combine a variety of musical devices, including melody, rhythm and chords.</p> <p>Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>Use drones and melodic ostinati (based on the pentatonic scale).</p> <p>Convey the relationship between the lyrics and the melody.</p> <p>Use digital technologies to compose, edit and refine pieces of music.</p>
<p>Concept – Describe Music – Appreciating the features and effectiveness of musical elements.</p> <p><u>Milestones</u></p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p>	<p>Concept – Describe Music – Appreciating the features and effectiveness of musical elements.</p> <p><u>Milestones</u></p> <p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context.</p>	<p>Concept – Describe Music – Appreciating the features and effectiveness of musical elements.</p> <p><u>Milestones</u></p> <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p> <p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context.</p>

<p>Concept - Compose – Appreciating that music is created through a process which has a number of techniques.</p> <p><u>Milestones</u></p> <p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Combine a variety of musical devices, including melody, rhythm and chords.</p> <p>Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>Use drones and melodic ostinati (based on the pentatonic scale).</p> <p>Use digital technologies to compose, edit and refine pieces of music.</p>	<p>Concept - Compose – Appreciating that music is created through a process which has a number of techniques.</p> <p><u>Milestones</u></p> <p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Combine a variety of musical devices, including melody, rhythm and chords.</p> <p>Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>Use drones and melodic ostinati (based on the pentatonic scale).</p> <p>Convey the relationship between the lyrics and the melody.</p> <p>Use digital technologies to compose, edit and refine pieces of music.</p>	<p>Concept - Compose – Appreciating that music is created through a process which has a number of techniques.</p> <p><u>Milestones</u></p> <p>Create songs with verses and a chorus.</p> <p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Combine a variety of musical devices, including melody, rhythm and chords.</p> <p>Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>Use drones and melodic ostinati (based on the pentatonic scale).</p> <p>Convey the relationship between the lyrics and the melody.</p> <p>Use digital technologies to compose, edit and refine pieces of music.</p>
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