

powerfulMusic



By the time they leave, pupils will:

Enjoy and appreciate different music styles with curiosity, understanding and respect

Sing with confidence when performing on their own or with others, with clear diction, controlled pitch and sense of phrase

Compose and perform music, in solo and ensemble contexts, using their voice and a variety of instruments with control

Improvise and compose music for a range of purposes using their knowledge of: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Use and understand staff and other musical notations when performing and composing

Listen closely in order to analyse and compare sounds and musical ideas across a range of music from different historical periods, cultures and genres

When analysing music, use knowledge of the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Have an understanding of the history of music, including important composers, performers and genres across time and culture

Describe their own musical identity: the music that moves them, challenges them, and makes them who they are

EYFS links

Expressive Arts and Design

Listen attentively, move to and talk about music, expressing their feelings and responses

Watch and talk about dance and performance art, expressing their feelings and responses

Sing in a group or on their own, increasingly matching the pitch and following the melody

Explore and engage in music making and dance, performing solo or in groups

Being Imaginative and Expressive ELG

Sing a range of well-known nursery rhymes and songs

Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music

Curriculum Intent – Music at Mill View Primary School

At Mill View Primary School, we believe that learning is at its most powerful when it is challenged, tested, truly known so that children can do something with it: change themselves, change their community, change the world.

Music is unlike any other subject in the curriculum. It is the art form that operates in time: that unfolds, surprises, moves and unites. Our music curriculum is built on the conviction that every child is musical. Musicianship is not a talent reserved for the few but a form of intelligence, expression and humanity available to all. We do not teach music because it helps with other subjects. We teach it because it matters in itself.

We are guided by the Model Music Curriculum (2021) and Ofsted's Music Research Review (2021), which together make clear that primary music education must be ambitious, sequential and rooted in the three pillars of musical knowledge: Performing (including singing and playing), Composing (including improvisation), and Listening and Appraising. These pillars are not separate activities; they are woven together in every lesson. A child who listens well composes better; a child who improvises understands music theory from the inside; a child who performs discovers the joy of shared sound.

Our curriculum is built on the Charanga Musical School programme, ensuring progression, breadth and rigour from EYFS to Year 6, with singing at its heart, real instruments in every child's hands, and live performance as a regular and celebrated part of school life.

	Performing: Singing and Playing The active musical knowledge: using voice and instruments with increasing control, accuracy and expression. Singing is the primary instrument: accessible to all, free, and the bedrock of musical literacy. At Mill View: Singing every lesson · Charanga instrumental programme · whole-class ensemble work · termly performances	Composing: Including Improvisation The creative musical knowledge: using the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture and structure) to make and shape sound into music. At Mill View: Improvisation as risk-taking · structured composition tasks · notation as a tool for memory and communication · recording and reflecting on own work	Listening and Appraising The analytical musical knowledge: hearing music with educated attention, identifying dimensions, recognising styles, placing music in its cultural and historical context, and developing personal musical taste. At Mill View: Wide repertoire across genres and eras · vocabulary-rich discussion · comparative listening · musical response through movement and talk
	Powerful Musical Knowledge , combining these three areas combine , produces musicians, not just performers. This knowledge is transformative . A child who can perform, compose and listen with understanding has not just learned music. They have gained a way of thinking, feeling and communicating that language alone cannot provide. The <i>Model Music Curriculum (2021)</i> is clear: every pupil should leave primary school with the musical confidence to participate in musical life: in school, in their community and in the world. The <i>Ofsted Music Research Review (2021)</i> confirms that this requires a planned, sequential curriculum in which knowledge accumulates, not a series of one-off activities or termly performances in isolation. At Mill View, every child sings every week, plays instruments from Year 1 to Year 6, composes and improvises in every year group, and performs to a real audience every term. Music is not a luxury. It is a right.		

Our Five Curriculum Commitments

Oracy	Global Challenges	Career & Future Ready Learners	Inclusion	What Makes Our Curriculum Exceptional?
Music is language. It is perhaps the most ancient form of human communication, and at Mill View we treat it as such: • The vocabulary of music (pitch, tempo, dynamics, timbre, texture, structure, rhythm, melody and harmony) is taught explicitly and used routinely by all pupils from Year 1. • Listening and appraising is discussion-led: children articulate what they hear, how it makes them feel, and why the composer made the choices they did. • Singing develops breath control, diction, phrasing and	Music is one of the most powerful lenses through which children can understand the world's diversity and shared humanity: • Our repertoire deliberately spans cultures, eras and genres, from gospel to grime, from Bach to Beyoncé, from West African drumming to Indian classical music. • The Charanga programme embeds cultural context: children learn not just how to sing a song but where it comes from and what it meant to the people who made it. • Music connects powerfully to global challenges: protest	The skills developed through music education are among the most transferable in the curriculum: • Performing develops resilience, self-regulation and the ability to respond in real-time to others. These are skills demanded in every workplace. • Composing develops creativity, planning, reflection and iteration: the cycle of making and improving that underpins all design thinking. • Ensemble work develops listening, empathy, timing and the ability to hold your own part while	Music is the most democratic subject in the curriculum: every child has a voice, and every voice can make music. • Singing requires no equipment and no prior knowledge. It is the great equaliser. Every lesson begins with it. • Instrumental work is fully differentiated through the Charanga programme: every child plays a part that is appropriate to their level, and all parts make musical sense together. • The wide cultural repertoire ensures that no child's musical heritage is treated as peripheral or exotic.	What makes Music at Mill View exceptional is the conviction that every child is a musician: Singing at the heart: Every child sings every week. Singing is not warm-up; it is the curriculum. Instruments for all: From glockenspiels in Year 1 to more complex tuned instruments in Year 6, so every child plays with increasing skill every year. The full musical cycle: Every unit moves through Listen → Sing → Play → Improve → Compose → Perform. No strand is optional.

projection, all of which transfer directly to spoken language. • Musical talk is expected, modelled and celebrated: "What do you notice? What changed? How did that make you feel and why?"	songs, songs of the civil rights movement, songs of migration and belonging, all are part of our repertoire. • By Year 6, children understand that music is political, cultural and social. It is never neutral.	remaining aware of the whole. • Career links are made explicit: musicians, sound engineers, film composers, music therapists, music teachers, producers, music journalists. • The Model Music Curriculum (2021) specifically highlights music's role in developing wider skills for life and work.	• Pupils with SEND are fully included through adapted instruments, Makaton song, and movement-based musical responses. • Peripatetic instrument tuition is signposted so that all families, regardless of means, can find out how to access further learning.	Performance with purpose: Every term, children perform to a real audience. Performance is not a destination but a regular habit of musical courage. Musical identity: By Year 6, every pupil can describe their own musical taste, history and identity, with the knowledge and language to defend it.
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Music education is not about producing the next generation of professional musicians. It is about ensuring that every child has access to one of the most profound forms of human expression, with the knowledge, skill and confidence to participate in it for life.

Alignment with the Ofsted Music Research Review (2021) and Model Music Curriculum (2021)

Ofsted / MMC focus	How Music at Mill View responds
Curriculum coherence: sequential musical knowledge	Charanga Musical School ensures knowledge builds systematically from EYFS to Year 6. Each unit revisits and extends the inter-related dimensions (pitch, rhythm, dynamics, tempo, timbre, texture, structure). The Model Music Curriculum (2021) framework underpins our progression.
Singing as a curriculum entitlement (MMC 2021)	Every child sings every week. Singing underpins all musical learning; it is the primary instrument. Children develop pitch accuracy, unison and part-singing progressively from Year 1 to Year 6, with increasing technical demand and expressive awareness.
Oracy and musical vocabulary	The language of music is explicitly taught and used routinely. Pupils use terms such as pitch, dynamics, tempo, timbre, texture and structure in discussion, analysis and composition from Year 1. By Year 6, pupils use this vocabulary to compare, evaluate and justify.
Performing and playing instruments (MMC 2021)	All children play tuned instruments from Year 1. Instrumental parts are differentiated so that all pupils access the musical experience while being appropriately challenged. Ensemble skills such as listening, timing and following a leader are developed progressively.
Composing and improvising	Improvisation and composition are present in every year group, not reserved for older pupils. Children move from 1–3 notes in Year 1 to complex melodic and rhythmic patterns by Year 6. Notation as a tool for memory and communication is introduced progressively.
Cultural breadth and diversity (Ofsted MRR 2021)	Our repertoire deliberately spans genres, eras and cultures. Children encounter music from across the world and from different periods of history. By Year 6 they can place music in its social, cultural and historical context and articulate its significance.
Performance for a real audience	Every term, children perform to a real audience. Performance is treated as a regular habit, developing musical courage, self-regulation and the experience of shared musical achievement, not as a one-off event.
Career and future readiness	Music's role in developing wider skills such as resilience, creativity, collaboration and self-regulation is explicitly acknowledged. Career links (performer, composer, sound engineer, music therapist, producer, journalist) are made visible to pupils.

Musical Progression: Charanga Units and Instrumental Progression

KS1: Years 1 and 2

Musical Progression – KS1



Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
1	Autumn 1	Hey You!	C	C	C,G	C,G	Crotchets	Crotchets	Semi-quavers, Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
1	Autumn 2	Rhythm in The Way We Walk and Banana Rap	C	Singing and performing only						Singing and performing only			Singing and performing only		
1	Spring 1	In The Groove	C	C,D	C,D	C,G,A,C	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
1	Spring 2	Round And Round	D Minor	C,D,F	D,E,F,G,A	D,E,F,G,A,B	Semibreves	Crotchets and Minims	Crotchets, Minims and Quavers	D,E	D,E,F	D,E,F,G,A	Not applicable		
1	Summer 1	Your Imagination	C	G	C E G	E G A	Semibreves	Crotchets, Minims and Semibreves	Crotchets, Quavers, Minims and Semibreves	C,D using instruments and/or clap and sing			C,D	C,D,E	C,D,E,G,A
1	Summer 2	Reflect, Rewind And Replay		Consolidation and Revision						Consolidation and Revision			Consolidation and Revision		
2	Autumn 1	Hands, Feet, Heart	C	G,A,C	G,A,B,C	F,G,A,B,C	Crotchets	Minims	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
2	Autumn 2	Ho Ho Ho	G	C,E,G	B,A,G	N/a	Crotchets and rests	Crotchets and rests	Not applicable	Not applicable			Not applicable		
2	Spring 1	I Wanna Play in A Band	F	C,D	C,F,G	C,D,F	Minims	Minims	Quavers and Crotchets	F,G	F,G,A	F,G,A,C,D	F,G	F,G,A	F,G,A,C,D
2	Spring 2	Zootime	C	C,D	C,D	C,D	Crotchets	Crotchets	Quavers and Crotchets	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
2	Summer 1	Friendship Song	C	G,E	E,G,A,B	C,D,E,F,G,A,B	Crotchet, Dotted Minim and Rests	Crotchets and Rests	Crotchets, Quavers , Minims	C	C,D	C,D	C,D	C,D,E	C,D,E,G,A
2	Summer 2	Reflect, Rewind And Replay		Consolidation and Revision						Consolidation and Revision			Consolidation and Revision		

KS2: Years 3 to 6

Musical Progression – KS2



Units of Work			Differentiated Instrumental Progression							Progression for Improvisation			Progression for Composition		
Year	Term	Unit Title	Key	Easy note range (concert)	Medium note range (concert)	Melody note range (concert)	Easy note values	Medium note values	Melody note values	Easy	Medium	More difficult	Easy	Medium	More difficult
3	Autumn 1	Let Your Spirit Fly	C	C,F,C	E,F,G,A,B,C	N/a	Semibreves and rests	Minims and rests	Not applicable	Not applicable			Not applicable		
3	Autumn 2	Glockenspiel 1	Multiple songs	C,D,E,F	C,D,E,F	C,D,E,F	Crotchets and Minims and rests	N/a	N/a	C, D	C, D	N/a	C,D,E,F	C,D,E,F	N/a
3	Spring 1	Three Little Birds	G	G	B,C	G,A,B,C,D,E,F	Crotchets and rests	Crotchets and rests	Quavers, Crotchets, Minims and rests	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
3	Spring 2	The Dragon Song	G	G	G,A,B	B,C,D,E,F,G	Crotchets and Minims	Crotchets and Minims	N/a	C	C,D	C,D,E	G,A	G,A,B	D,E,G,A,B
3	Summer 1	Bringing Us Together	C	C	G,A,C	G,A,C	Minims and Minim rests	Minims, Crotchet rests and Quavers	Crotchets and rests, Quavers, Dotted Quavers	C	C sometimes A	C and A	C,A	C,A,G	C,D,E,G,A
3	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		
4	Autumn 1	Mamma Mia	G	G	G,A	G,A,B,C	Crotchets	Crotchets	Quavers, Crotchets	G,A	G,A,B	G,A,B,D,E	G,A	G,A,B	G,A,B,D,E
4	Autumn 2	Glockenspiel 2	Multiple songs	C,D,E,F,G	C,D,E,F,G	C,D,E,F,G	Semibreves and rests	Crotchets, Minims and rests	Quavers, Crotchets, Minims, Semibreves and rests	N/a	N/a	N/a	C,D,E	C,D,E	C,D,E
4	Spring 1	Stop!	Singing, rapping and lyric composition							Singing, rapping and lyric composition			Singing, rapping and lyric composition		
4	Spring 2	Lean On Me	C	C,F	E,F,G	G,A,B,C,D	Crotchets	Minims	Quavers, Crotchets, Dotted Crotchets and Minims	C,D	C,D,E	C,D,E,F,G	C,D	C,D,E	C,D,E,F,G
4	Summer 1	Blackbird	C	D,C	C,D,E	C,D,E,F,G	Dotted Minims, Minims, Semibreves	Crotchets, Smbibreves, Minims	N/A	C	C,D	C,D,E	C,D	C,D,E	C,D,E,G,A
4	Summer 2	Reflect, Rewind And Replay	Consolidation and Revision							Consolidation and Revision			Consolidation and Revision		

Curriculum End Points – Music

EYFS – Little Wrens Nursery

Final Milestone

- I can recite 4 or more familiar nursery rhymes in a small group.
- I can orally blend sounds into words

EYFS – Reception Robins

ELG: Expressive Arts and Design

Sing a range of well-known nursery rhymes and songs.

Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.

Listen attentively, move to and talk about music, expressing their feelings and responses.

Explore and engage in music making and dance, performing solo or in groups.

Year 1: Big Idea: Music is all around us: listen, join in, begin

 Listen and Appraise	 Sing	 Play	 Improvise	 Compose	 Perform
Children can... • learn songs by heart • talk about the songs they hear • recognise the sound and names of instruments used • know that music has a steady pulse, like a heartbeat • move to music • create rhythms from words	Children can... • sing songs confidently • sing at different pitches • make different sounds with their voice • start and stop singing when following a leader	Children can... • learn the names of notes in their instrumental part • learn the names of the instruments they play • treat instruments with respect • play a tuned instrumental part • follow musical instructions from a leader	Children can... • clap and improvise • sing, play and improvise using simple patterns	Children can... • create a simple melody using 1, 2 or 3 notes together • learn how the notes of a composition can be written down • understand that compositions can be changed	Children can... • perform a song to an audience • express their likes and dislikes about a performance

Year 2: Big Idea: Songs tell stories. I can tell mine

 Listen and Appraise	 Sing	 Play	 Improvise	 Compose	 Perform
Children can... • know some songs have a chorus or response • know that songs have a musical style • move to music in different ways • learn how songs can tell a story or describe ideas	Children can... • know that unison is everyone singing together • use their voice in different ways including rapping • know why we need to warm up our voices • find a comfortable singing position	Children can... • learn the names of notes in their instrumental part • play a tuned instrumental part • play a part in time • follow musical instructions from a leader	Children can... • take it in turns to improvise using one or two notes • clap and improvise rhythmically	Children can... • create a simple melody using 1, 3 or 5 notes together • learn how the notes of a composition can be written down and changed	Children can... • perform a song with increasing confidence • express how they felt about a performance • begin to consider the audience when performing

• talk about how a song makes them feel	• sing at different pitches				
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Year 3: Big Idea: Music has style, history and meaning

 Listen and Appraise	 Sing	 Play	 Improvise	 Compose	 Perform
Children can... • learn songs and know who sang them or wrote them • recognise the style of songs learned • talk about the features and meaning of a song • identify and move to the pulse confidently • talk about how a song makes them feel	Children can... • know that singing in a group can be called a choir and has a conductor • understand the importance of listening to others when singing together • sing in unison and in simple two-parts • sing with awareness of being in tune • demonstrate a good singing posture	Children can... • talk about the instruments used in class • play 1 or more of 4 differentiated parts on a tuned instrument • rehearse and perform their part	Children can... • improvise using instruments in the context of a song they are learning to perform	Children can... • talk about their own compositions • show some ways of recording compositions • record a composition in a way that recognises the connection between sound and symbol • listen to and reflect on a developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo	Children can... • understand that performances are planned and carefully considered for the occasion and audience • choose what to perform and create a programme • communicate the meaning of lyrics and clearly articulate them • record a performance and reflect on it

Year 4: Big Idea: Musical dimensions work together

 Listen and Appraise	 Sing	 Play	 Improvise	 Compose	 Perform
Children can... • discuss lyrics thoughtfully • consider texture, dynamics, tempo, rhythm, features and pitch of songs and how these work together • talk about how pieces make them feel • begin to use musical vocabulary accurately	Children can... • understand that a solo singer makes a thinner texture than a large group • sing in unison and in simple two-parts • re-join the song if lost • listen to the group when singing	Children can... • know other instruments they might play or that are played in a band or orchestra • rehearse and perform their part • experience leading the playing	Children can... • show awareness that improvisation is making up their own unique music on the spot • use riffs they have heard in their own improvisation	Children can... • create rhythmical and simple melodic patterns using an increased number of notes • listen to and reflect on a developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo	Children can... • present a musical performance designed to capture the audience • communicate the meaning of the words and clearly articulate them • consider the best position for performing and the experience of the audience

Year 5: Big Idea: Music has history, culture and personal meaning

 Listen and Appraise	 Sing	 Play	 Improvise	 Compose	 Perform
Children can... • recognise other songs from a given style	Children can... • confidently sing with a strong internal pulse • talk about the main features of a song:	Children can... • talk about different ways of writing music down	Children can... • know that they can use riffs they have heard	Children can... • talk about the structure of a composition • create simple melodies using up to	Children can... • talk about the venue and how to use it to best effect • consider how to improve

• consider the historical context of songs • compare two songs in the same style • talk about the musical dimensions working together and how they make them feel	unison, solo, lead vocal, backing vocals, lyrics • sing backing vocals • be aware of how they fit into a group	• name the notes C, D, E, F, G, A, B and C on the treble stave • play a musical instrument with correct technique • rehearse and perform their part	• identify when a musician is improvising • name some well-known improvising musicians	five different notes and simple rhythms • explain the keynote or home note • record the composition in any way appropriate that recognises the connection between sound and symbol	performance and the effect of their performance upon an audience
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Year 6: Big Idea: I am a musician: perform, compose and evaluate

 Listen and Appraise	 Sing	 Play	 Improvise	 Compose	 Perform
Children can... • describe, compare and evaluate different types of music using a range of musical vocabulary • evaluate the success of own and others' work, suggesting specific improvements • consider the historical and cultural context of music • describe their own musical identity	Children can... • sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase • perform with musical expression and awareness of style	Children can... • play and perform with accuracy, fluency, control and expression • select and learn an instrumental part appropriate to their ability • lead the ensemble with confidence	Children can... • name some well-known improvising musicians and talk about their style • talk about the skills and rules needed to improvise well • improvise fluently using known riffs and patterns	Children can... • talk about their composition as music that is created by them and kept in some way • explain the keynote or home note and the structure of the melody • listen to and reflect upon their developing composition and make musical decisions • record the composition using notation or other appropriate means	Children can... • play and perform with accuracy, fluency, control and expression that has been carefully considered • think about the audience and how to create a specific effect • make changes and adjustments whilst performing to maximise impact

Progression in Music from EYFS to Year 6

EYFS – Nursery

2	Milestone 1	Milestone 2	Milestone 3	Final Milestone
I can tune into rhythm and rhyme, alliteration and oral blending 	I can sit, listen and begin to join in with rhymes and songs.	- I can join in with rhymes. - I can copy actions and begin to anticipate the missing word.	- I can join in with confidence to nursery rhymes. - I can use actions. - I can hear initial sounds in words	- I can recite 4 or more familiar nursery rhymes in a small group. - I can orally blend sounds into words

EYFS - Reception

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	FRIENDSHIP & ANIMALS	STARS& SPACE	ENVIRONMENT	TRADITIONAL TALES	GROWING	THE SEASIDE
EXPRESSIVE ARTS AND DESIGN	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions. <i>HELICOPTER STORIES</i>  <i>THE POETRY BASKET</i> 	Join in with songs; poems; rhymes Explore with watercolours, poster paint, paint sticks, different pen types Join in with role play games and use resources available for props Artist focus: Alma Thomas Yayoi Kusama	Learn and recite selected Autumn Poetry Basket poems Experiment using different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Christmas Concert	Learn and recite selected Spring Poetry Basket poems Develop Observational drawing skills Experiment with mark making using natural materials Mark-make in response to Lunar New Year stimuli – mixed media	Experiment with materials to make relief prints Use a wide range of props for imaginative Retell familiar stories with props	Learn and recite selected Summer Poetry Basket poems Create clay nature <u>tiles</u> Learn and perform dance and songs in Infant Summer productions	Experiment <u>colour</u> mixing with cold <u>colours</u> – linked to the oceans study Printing Observe and draw sea shells

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Listen and Appraise	Learn songs by heart Talk about the songs Recognise instrument sounds and names Know music has a steady pulse Create rhythms from words Move to music	Know some songs have a chorus or response Know that songs have a musical style Move to music in different ways Learn how songs can tell a story/describe ideas	Learn songs and know who sang/wrote them Recognise the style of songs learned Talk about the features and meaning of a song Talk about how a song makes them feel	Consider style indicators in a song Discuss lyrics Consider texture, dynamics, tempo, rhythm, pitch and how these work together Begin to use musical vocabulary	Recognise other songs from a given style Consider the historical context of songs Compare two songs in the same style Talk about the musical dimensions working together	Describe, compare and evaluate different types of music using a range of musical vocabulary Evaluate the success of own and others' work with specific improvements Describe own musical identity
 Sing	Sing songs confidently	Know that unison is everyone singing together	Know that singing in a group can be called a choir	Understand that a solo singer makes	Confidently sing with a strong internal pulse	Sing in solo, unison and in parts with clear

	Sing at different pitches Make different sounds with voices Start and stop when following a leader	Use voice in different ways e.g. rapping Know why we need to warm up voices Find a comfortable singing position	Understand the importance of listening to others when singing Sing in unison and simple two-parts Sing with awareness of being 'in tune'	a thinner texture than a large group Sing in unison and two-parts Re-join the song if lost Listen to the group when singing	Talk about: singing in unison, solo, lead vocal, backing vocals, lyrics Sing backing vocals Be aware of how you fit into a group	diction, controlled pitch and sense of phrase Perform with musical expression and awareness of style
 Play	Learn the names of notes in their instrumental part Learn the names of the instruments they play Treat instruments with respect Play a tuned instrumental part Follow musical instructions from a leader	Learn the names of notes in their instrumental part Play a tuned instrumental part Play a part in time Follow musical instructions from a leader	Talk about the instruments used in class Play 1 or more of 4 differentiated parts on a tuned instrument Rehearse and perform their part	Know other instruments they might play or played in a band or orchestra Rehearse and perform their part Experience leading the playing	Talk about different ways of writing music down Know the notes C D E F G A B + C on the treble stave Play a musical instrument with correct technique Rehearse and perform their part	Play and perform with accuracy, fluency, control and expression Select and learn an instrumental part Lead the ensemble with confidence
 Improvise	Clap and improvise; sing, play and improvise using simple patterns	Take it in turns to improvise using one or two notes; clap and improvise rhythmically	Improvise using instruments in the context of a song they are learning to perform	Understand improvisation is making up your own unique music on the spot; use riffs heard in own improvisation	Know that you can use riffs you have heard; identify when a musician is improvising; name some well-known improvising musicians	Name some well-known improvising musicians; talk about the skills and rules needed to improvise well; improvise fluently using known riffs and patterns
 Compose	Create a simple melody using 1, 2 or 3 notes together; learn how the notes of a composition can be written down and changed	Create a simple melody using 1, 3 or 5 notes together; learn how the notes of a composition can be written down and changed	Talk about: a composition created by you; different ways of recording compositions Help create a simple melody using 1, 3 or 5 notes Listen to and reflect on a developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo Record the composition in a way that recognises connection between sound and symbol	Create rhythmical and simple melodic patterns using an increased number of notes; make musical decisions about pulse, rhythm, pitch, dynamics and tempo	Talk about the structure of a composition Create simple melodies using up to 5 different notes and simple rhythms Explain the keynote or home note Record the composition recognising the connection between sound and symbol	Talk about: a composition as music that is created by you and kept in some way; pulse, rhythm and pitch that work together Create simple melodies using up to 5 different notes Explain the keynote or home note and the structure of the melody Record the composition using notation or other appropriate means
 Perform	Perform a song to an audience; express likes and dislikes about a performance	Perform a song with increasing confidence; express how they felt about a performance;	Understand that performances are planned and carefully considered	Present a musical performance designed to capture the audience	Talk about the venue and how to use it to best effect; consider how to improve performance and	Play and perform with accuracy, fluency, control and expression Think about the audience and how

		begin to consider the audience	Choose what to perform and create a programme Communicate the meaning of lyrics Record a performance and reflect on it	Communicate the meaning of words clearly Consider the best position for performing and the experience of the audience	the effect upon an audience	to create a specific effect Make changes and adjustments whilst performing to maximise impact
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Key Assessment Questions: Listen and Appraise · Sing · Play · Improvise · Compose · Perform and Share

Can I sing some songs by heart? · Can I keep a beat and move to music? · Can I name the notes of my instrumental part? · Can I treat instruments with respect? · Can I improvise? · Can I create a melody? · Can I make written recordings of my compositions? · Can I perform and reflect on a performance?

Key Questions	Can I sing some songs by heart? Can I recognise the sound and name of some instruments? Can I keep a beat and move to music? Can I sing confidently at different pitches? Can I name the notes of my instrument part? Can I clap and improvise? Can I create a simple melody with 1, 2, 3 notes? Can I perform and express my feelings?	Can I sing some songs by heart? Can I keep a beat and move to music in an increasing range of ways? Can I tell the story of a song? Can I play a tuned instrument part? Can I create a simple melody with 1, 3, 5 notes? Can I perform and express how I felt?	Can I sing songs by heart and know who sang or wrote them? Can I recognise the style of music? Can I sing confidently alone and in a group? Can I show awareness of being 'in tune'? Can I improvise using instruments? Can I reflect on and make musical decisions? Can I record and reflect on my performance?	Can I recognise the style of music? Can I use terms such as texture, dynamics, tempo, rhythm, pitch when I discuss songs? Can I sing confidently alone and in a group? Can I lead the music? Can I improvise using instruments with little preparation? Can I think about the experience of the audience?	Can I recognise other songs from a given style? Can I consider the historical context to a song? Can I confidently sing with a strong internal pulse? Can I name and find the notes C D E F G A B on a treble stave? Can I name musicians who like to improvise? Can I use riffs I have heard in my own music?	Can I compare songs from a given style? Can I sing in solo, unison and in parts with clear diction and controlled pitch? Can I play and perform with accuracy, fluency, control and expression? Can I describe my own musical identity? Can I improvise using instruments fluently? Can I think about how to create a specific effect for an audience?
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