

KS1 Pupils should be taught to:

- 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.

KS2 Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- 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 traditions and from great composers and musicians
- develop an understanding of the history of music.

Long Term Plan & Progression in Music

	Rec.	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme map	<p><u>Autumn</u> Nativity</p> <p>Nursery Rhymes and song <i>Listening & Performance</i></p>	<p><u>Autumn</u></p> <p>Unit 1: Ourselves (rhythm/beat/pulse) Whole class Ocarina <i>Listening & Performance</i></p>	<p><u>Autumn</u></p> <p>Whole class recorder Unit 1: Ourselves Unit 6: Number – patterns. <i>Exploring Sounds</i></p>	<p><u>Autumn</u></p> <p>Unit 12: Food and Drink Singing: Diwali Show <i>Listening & Performance</i></p>	<p><u>Autumn</u></p> <p>Instrumental whole Whole class Ukulele Singing - Christmas Carols <i>Performance & Listening</i></p>	<p><u>Autumn</u></p> <p>Solar Systems Singing: KS2 Show <i>Listening & Performance</i></p>	<p><u>Autumn</u></p> <p>Black History Month - Jazz and Blues Singing: KS2 Show <i>Listening & Performance</i></p>
	<p><u>Spring</u></p> <p>Exploring instruments <i>Performance & exploring sound</i></p>	<p><u>Spring</u></p> <p>Songs from around the world (incl. movement to music) Whole Class Ocarina <i>Singing & Performance</i></p>	<p><u>Spring</u></p> <p>EMS Partnership Spring Festival Singing Whole Class Recorder <i>Listening & Exploring Sounds</i></p>	<p><u>Spring</u></p> <p>Instrument Families Unit 11: Ancient worlds <i>Performance</i></p>	<p><u>Spring</u></p> <p>Instrumental whole class programme – Ukulele Singing - Easter Show <i>Performance & Listening</i></p>	<p><u>Spring</u></p> <p>At the movies Cyclic Patterns <i>Composition</i></p>	<p><u>Spring</u></p> <p>Songs from the Second World War <i>Listening & Performance</i></p>
	<p><u>Summer</u></p> <p>Movement to music <i>Listening & Performance</i></p>	<p><u>Summer</u></p> <p>Composition - Space Walk <i>Exploring Sound</i> Singing for the KS1 Show</p>	<p><u>Summer</u></p> <p>BBC TEN Pieces <i>The Lark Ascending</i> Singing/Dancing/Acting for the KS1 Show</p>	<p><u>Summer</u></p> <p>BBC TEN Pieces <i>A Bow A Qu</i> Unit 1: Environment <i>Composition & Listening</i></p>	<p><u>Summer</u></p> <p>BBC TEN pieces - (Storm) <i>Composition</i></p>	<p><u>Summer</u></p> <p>BBC TEN Pieces (Connect it) <i>Performance & Listening</i></p>	<p><u>Summer</u></p> <p>10 pieces (Rhapsody in Blue) Singing - Leavers Assembly <i>Composition/ Listening & Performance</i></p>

By the end of EYFS children should...

- Use music to inspire imaginative movement.
- Be able to copy and follow instructions.
- Listening and learning to sing nursery rhymes and chants.
- To perform in a group.
- To learn what pitch/rhythm/beat sounds like but not introduced specifically to this language

By the end of Year 1 children should...

- Listen to a variety of music in different styles.
 - Start to identify instruments used.
- Start to find and internalise the pulse using movement.
- Start using basic musical language - pitch/rhythm/tempo/dynamics.
 - Describe feelings towards music.
- Begin to understand the importance of working together as part of a group when singing.
- To play an instrument using simple notes- and treat it with respect.
 - To explore and create musical sounds with my instrument.

By the end of Year 2 children should...

- Listen to a variety of music from different styles, traditions and times and begin to identify where in the world they are from.
 - Start to recognise different styles of music and the instruments used.
- Begin to understand that pulse is the foundation of music upon which all the other dimensions are built.
- Understand musical language - pitch/rhythm/tempo/pitch/ dynamics and how they fit into the music I am listening to.
 - Begin to listen, with respect to other people's ideas and feelings towards music.
 - Understand why we warm up our voices.
- To play an instrument and begin to recognise that music has a language e.g notation.
 - Make up simple improvisations on my own.

By the end of Year 3 children should...

- Listen with increasing concentration to a variety of music from all over the world and the different instruments used.
- Explain that the pulse is a musical heartbeat and that it is the foundation of a piece of music.
 - Use more musical words/language - pulse/ rhythm/pitch/tempo/dynamics/timbre/texture/structure.
- Pay attention and concentrate when my friends discuss the music that we listen to.
- Understand the importance of working together and how the musical outcomes are of a higher quality when we do.
 - To start learning notation and composing own music.

By the end of Year 4 children should...

- Begin to place music in its historical context based on different instruments and their sounds.
- To understand that every piece of music has a pulse but it is different.
- To understand and can explain more musical words/language - pulse/ rhythm/pitch/tempo/dynamics/timbre/texture/structure.
 - Comment and discuss views about music respectfully.
- Understand that the words of a song convey meaning and how it is important to show how I feel when I sing a song.
- To play an instrument (Ukulele) and to see how music is written down

By the end of Year 5 children should...

- Enjoy listening to a variety of music from different styles, traditions and times and place the music in its historical context.
 - To recognise/identify different style indicators and different instruments and their sounds.
- To find the pulse of any piece of music with ease and confidence, internally or externally, with body movement.
 - To use musical words/language to describe the music that is listened to.
- To enjoy listening to others discussing their ideas about the music listened to and respectfully share ideas.

By the end of Year 6 children should...

- Enjoy listening to a variety of music from different styles, traditions and times and place the music in its historical context securely.
 - To confidently recognise/identify different style indicators and different instruments and their sounds.
- To understand and can explain that the pulse is the foundation upon which all other dimensions are built. I can keep a strong sense of pulse and recognise when people are out of time.
 - To use musical words/language to describe feelings towards the music.
- To can confidently discuss other dimensions of music and how they

when we play instruments.

- To compose and improvise confidently.

•Enjoy singing in a group and think about how the whole song fits together.

- To improvise and compose using tuned and untuned instruments.
- To feel confident creating improvised melodies with their voice and instrument.

fit into music that is listened to.

- To understand that when we sing, we should know what the song is about and how the melody and words work together.
- To compose and improvise on a tuned instrument or voice. To play/sing solos confidently.
- To feel more confident when improvising with more notes independently.
- To be able to read some musical notation