

Blidworth & Rainworth Primary School Partnership
Music Subject Pathway 2025-2026

MUSIC

Subject Rationale - Music

Music is a universal language that embodies one of the highest forms of creativity, it has the power to bring communities together and enhance mental health and well-being. Our Music curriculum, and regular enhancements, provide opportunities for all children to create, play, perform, experience and enjoy music; to develop the skills to appreciate a wide variety of musical forms and to begin to make judgements about the quality of music. Our Music curriculum nurtures fundamental musical techniques and builds musical knowledge and experience. Each unit of learning focuses on a different theme within the subject, in order to ensure a wide breadth of understanding and experience and each cohort uses a set instrument throughout the academic year on which they build the aptitude to perform, compose and improvise.

Long Term Overview - Music

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|--|---------------------------------------|--------------------------------------|--|--|-------------------------------------|
| Year 1 | Appraising - Classical Chopin - Piano | Appraising - Modern The Beatles | Appraising - Jazz Gregory Porter | Appraising - Modern Disney | Appraising - World African Drumming | Appraising - Classical Debussy |
| | Performing - Drums | Singing | Performing - Drums | Composing - Drums | Composing - Drums | Improvising - Drums |
| Year 2 | Appraising - Classical Tchaikovsky - Brass | Appraising - Modern Abba | Appraising - Jazz Duke Ellington | Appraising - Modern The Beach Boys | Appraising - World Asia | Appraising - Classical Beethoven |
| | Performing - Boomwhackers | Singing | Performing - Boomwhackers | Composing - Boomwhackers | Composing - Boomwhackers | Improvising - Boomwhackers |
| Year 3 | Appraising - Classical Holst - Woodwind | Appraising - Modern Rolling Stones | Appraising - Jazz Billie Holiday | Appraising - Modern Coldplay | Appraising - World Spain | Appraising - Classical Mozart |
| | Performing - Ocarina | Performing - Ocarina | Composing - Ocarina | Singing | Composing - Ocarina | Improvising - Ocarina |
| Year 4 | Appraising - Classical Schubert - Strings | Appraising - Modern Dolly Parton | Appraising - Jazz Miles Davis | Appraising - Modern Adele | Appraising - World Australia | Appraising - Classical Elgar |
| | Performing - Recorders | Singing | Performing - Recorders | Singing | Composing - Recorders | Improvising - Recorders |
| Year 5 | Appraising - Classical Ravel - Full Orchestra | Appraising - Modern Stevie Wonder | Appraising - Jazz Ella Fitzgerald | Appraising - Modern Whitney Houston | Appraising - World North America Country | Appraising - Classical Bach |
| | Performing - Glockenspiel | Performing - Glockenspiel | Composing - Glockenspiel | Composing - Glockenspiel | Improvising - Glockenspiel | Singing |
| Year 6 | Appraising - Classical Review | Appraising - Modern Ed Sheeran | Appraising - Jazz Ezra Collective | Appraising - Modern Stormzy | Appraising - World South America | Appraising - Classical Review |
| | Performing - Ukulele | Performing - Ukulele | Composing - Ukulele | Composing - Ukulele | Improvising - Ukulele | Singing |

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Skills Progression Mapping – Music

| Skills Progression Mapping – Music | | | | | | |
|---|--|---|---|--|---|--|
| | | FS1 | | | FS2 | |
| Singing | | <ul style="list-style-type: none"> Remember and sing an entire song. | | | <ul style="list-style-type: none"> Match a pitch and follow a melody | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Singing | <ul style="list-style-type: none"> Join in with whole group singing. Make loud and quiet noises with your voice. Sing and follow a melody | <ul style="list-style-type: none"> Sing with others. Follow a melody when singing. Sing at a given pitch. Sing with increasing and decreasing dynamics. Sing a song with increasing or decreasing tempo. | <ul style="list-style-type: none"> Sing in tune with expression. Know when to breathe in the song. Change my voice suddenly to sing loud and soft (piano and forte). Sing parts of a song from memory in the correct pitch. | <ul style="list-style-type: none"> Begin to breathe in the correct place when singing. Sing louder and softer (crescendo and decrescendo) Recognise and sing as part of a round. Maintain part in a round when performing with others. | <ul style="list-style-type: none"> Know when to breathe at the correct place when singing. Sing using expression in a duet or trio. Use pitches to sing a simple harmony. Maintain part whilst others are performing. | <ul style="list-style-type: none"> Perform part in a song using correct breathing, tune and expression Show vocal independence during a group song. Use correct rhythm, phrasing and pitch. Sing a solo part confidently and accurately. |

Skills Progression Mapping – Music

| Skills Progression Mapping – Music | | | | | | |
|---|---|---|---|--|--|--|
| | | FS1 | | | FS2 | |
| Performing | | <ul style="list-style-type: none"> Explore the sounds of a range of instruments. Respond to commands such as stop and start | | | <ul style="list-style-type: none"> Play instruments with increasing control to express feelings and ideas. | |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Performing | <ul style="list-style-type: none"> Copy short, clapping rhythms. Make a loud and quiet noise. Clap a rhythmic pattern. Use the drum to create and perform a rhythmic pattern. | <ul style="list-style-type: none"> Copy a simple, rhythmic pattern on a tuned instrument. Keep a pulse with an increasing and decreasing tempo. Play a pattern with a contrasting tempo on the Boomwhackers. Perform a given part within a group. | <ul style="list-style-type: none"> Identify simple notation (CDE) Know some note values. Follow the notation CDE to play a Ocarina. Follow the staff notation (CDE) to perform a simple part. | <ul style="list-style-type: none"> Read simple staff notation (BAGCDE) Follow the staff notation to practise a repeated pattern. (BAGCDE) Follow the staff notation to perform a simple part. Follow the staff notation to perform rhythmically. | <ul style="list-style-type: none"> Perform in 4/4 time. Follow staff notation to perform different melodic and rhythmic phrases. Use different notes simultaneously to build up chords. | <ul style="list-style-type: none"> Read chord tabs on sheet music. Perform using up to 6 chords Perform a piece of music keeping the correct rhythm and pulse |

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Skills Progression Mapping – Music

| Skills Progression Mapping – Music | | | | | | | |
|---|--|--|---|---|---|---|---|
| | | FS1 | | | FS2 | | |
| Composing | | <ul style="list-style-type: none"> Recognise when sounds are long or short. Recognise when sounds are loud or quiet | | | <ul style="list-style-type: none"> Purposefully make a range of different sounds using a single instrument. | | |
| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Composing | | <ul style="list-style-type: none"> Make sounds that are long and short. Make sounds that are loud and quiet. Create a sequence of sounds in response to a stimuli. Say what I could improve on in my sequence. | <ul style="list-style-type: none"> Know that sounds can be recorded as graphic notation. Show the links between graphic notation and musical sounds. Create my own graphic notation to record musical sounds. Say how I could improve my musical composition. | <ul style="list-style-type: none"> Recognise the notes c,d and e on the staff. Combine different sounds to create a given mood. Combine different tempos to create contrast in my music. Record music using dot notation. | <ul style="list-style-type: none"> Explore different pitches on the recorder. Use notations to record a sequence of music. Use notations to record and create a pentatonic phrase (BAGCDE). Suggest how changing the key of the music could change the mood of the piece. | <ul style="list-style-type: none"> Use the pentatonic scale to compose a simple melody Compose melodies made from pairs of phrases. Explain why you chose to use this pentatonic scale | <ul style="list-style-type: none"> Use 3 chords to compose a simple tune. Use 6 chords to create a composition and develop a motif Develop your motif to include repeating phrases |

Skills Progression Mapping – Music

| Skills Progression Mapping – Music | | | | | | | |
|---|--|---|---|--|--|--|--|
| | | FS1 | | | FS2 | | |
| Improvising | | <ul style="list-style-type: none"> Take turns when playing music | | | <ul style="list-style-type: none"> Continue a simple rhythmic pattern | | |
| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Improvising | | <ul style="list-style-type: none"> Listen to a musical question. Answer a musical question. Make a sequence of sounds in response to an image. Make changes to a musical response. Make a sequence of sound in response to an image. | <ul style="list-style-type: none"> Know that music can be created in response to a stimulus. Create a musical question. Respond in different ways to a musical question. Choose sounds to create an effect. | <ul style="list-style-type: none"> Create music in response to a given stimuli. Use the ocarina to improvise repeated patterns in response to a stimulus. Create a musical response to stimuli with a beginning, middle and end. Explain how an improvisation links to the stimuli | <ul style="list-style-type: none"> Know that notes can be played in certain ways to create different effects. Explore the impact of using a variety of musical features. Use known notes to develop the use of musical features and create an improvised piece. Begin to reflect on the impact of compositional decisions. | <ul style="list-style-type: none"> Respond to the stimulus using notes within an octave and a range of dynamics Experiment with the minor key and reflect on the impact this has on the tone of the piece. | <ul style="list-style-type: none"> Improvise a response to a stimuli and discuss mood and feeling Improvise a response using a range of elements Work in a group to create an improvised sequence. Extend sequence beyond 8 beats to create melodic shape. |

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Skills Progression Mapping – Music

| Skills Progression Mapping – Music | | | | | | | |
|------------------------------------|---|---|---|---|--|--|--|
| FS1 | | | FS2 | | | | |
| Appraising | | | <ul style="list-style-type: none"> • Turn towards music I like. • Move to music that I like. | | | | <ul style="list-style-type: none"> • Talk about sounds I hear in music such as if the music is loud or quiet. • Begin to explain why I like or dislike music linking my ideas to feelings. |
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | |
| Appraising | <ul style="list-style-type: none"> • Follow the pulse in the music. • Link instrument sounds to their names in the music. • Identify the sounds made by specific instruments in the music. | <ul style="list-style-type: none"> • Count the pulse in the music. • Listen for different instruments in the piece of music. • Consider different thoughts and imagery inspired by the music. • Identify any repeating patterns in the music. | <ul style="list-style-type: none"> • Demonstrate how the pulse and rhythm are different in the first part of the piece. • Identify different instruments in the music. • Refer to tempo, dynamics and pitch when sharing opinions about the music. • Identify steps and leaps in the music. | <ul style="list-style-type: none"> • Select from appropriate musical vocabulary to appraise the music. • Identify the purpose and character of a piece of music. • Suggest instruments that could change the character and purpose of the music. | <ul style="list-style-type: none"> • Suggest what the purpose of the music might be. • Identify when musical elements alter the character of the music. • Use knowledge of musical vocabulary to describe the piece of music. • Explain why silence might be used in a piece of music. | <ul style="list-style-type: none"> • Evaluate the impact the choice of instruments has on the piece of music. • Consider why different musical features are used within pieces of music. • Identify the impact other features of the music have on the piece. | |

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Vocabulary Progression Mapping - Music

Music - Foundation

instrument, song, singing, Nursery Rhyme, listen, ears, hear, noise, focus, likes, dislikes, feelings, rhyme, voice, perform, loud, quiet, long, short, fast, slow

Music - Year 1

| Unit 1 - Classical (Chopin) | Unit 2 - Modern (The Beatles) | Unit 3 - Jazz (Gregory Porter) | Unit 4 - Modern (Disney) | Unit 5 - World (African Drumming) | Unit 6 - Classical (Debussy) |
|-----------------------------|-------------------------------|--------------------------------|----------------------------|-----------------------------------|------------------------------|
| canon Piano | Guitar verse | Trumpet Bass Drum | lyrics sound track | stroke pattern signals | classical tempo |
| Unit 1 - Performing (Drums) | Unit 2 - Singing | Unit 3 - Performing (Drums) | Unit 4 - Composing (Drums) | Unit 5 - Composing (Drums) | Unit 6 - Improvising (Drums) |
| percussion Dejembe | posture audience | rhythm pattern | sequence compose | stimulus response | improvisation sounds |

Music - Year 2

| Unit 1 - Classical (Tchaikovsky) | Unit 2 - Modern (Abba) | Unit 3 - Jazz (Duke Ellington) | Unit 4 - Modern (The Beach Boys) | Unit 5 - World (Asia) | Unit 6 - Classical (Beethoven) |
|------------------------------------|------------------------|------------------------------------|-----------------------------------|-----------------------------------|-------------------------------------|
| ballet brass | steps leaps | Double Bass Trombone | Pop Boy band | traditions cultural | composer symphony |
| Unit 1 - Performing (Boomwhackers) | Unit 2 - singing | Unit 3 - Performing (Boomwhackers) | Unit 4 - Composing (Boomwhackers) | Unit 5 - Composing (Boomwhackers) | Unit 6 - Improvising (Boomwhackers) |
| pulse contrast | pitch melody | phrase beat | dynamic composition | ensemble musical cues | musical conversation hook |

Music - Year 3

| Unit 1 - Classical (Holst) | Unit 2 - Modern (Rolling Stones) | Unit 3 - Jazz (Billie Holiday) | Unit 4 - Modern (Coldplay) | Unit 5 - World (Spain) | Unit 6 - Classical (Mozart) |
|-------------------------------|----------------------------------|--------------------------------|----------------------------|------------------------------|--------------------------------|
| Flute Clarinet | gradual sudden | backbeat riff | baritone falsetto | Castanets Maraccas | orchestra baroque |
| Unit 1 - Performing (Ocarina) | Unit 2 - Performing (Ocarina) | Unit 3 - Composing (Ocarina) | Unit 4 - Singing | Unit 5 - Composing (Ocarina) | Unit 6 - Improvising (Ocarina) |
| staff notation | crochet minim | quaver dot notation | piano forte | semi breve (musical) rest | elements Treble Clef |

Vocabulary Progression Mapping - Music

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| Music - Year 4 | | | | | |
|---|---|--|--|---|--|
| Unit 1 - Classical (Schubert) | Unit 2 - Modern (Dolly Parton) | Unit 3 - Jazz (Miles Davis) | Unit 4 - Modern (Adele) | Unit 5 - World (Australia) | Unit 6 - Classical (Elgar) |
| quintet character | timbre theme | block chord fusion | solo artist R and B | digeridoo bullroarer | repertoire concerto |
| Unit 1 - Performing (Recorder) | Unit 2 - singing (Recorder) | Unit 3 - Performing (Recorder) | Unit 4 - Singing | Unit 5 - Composing (Recorder) | Unit 6 - Improvising (Recorder) |
| woodwind descant recorder | crescendo decesendo | saxophone soprano | range unison | pentatonic Oboe | legato staccato |
| Music - Year 5 | | | | | |
| Unit 1 - Classical (Ravel) | Unit 2 - Modern (Stevie Wonder) | Unit 3 - Jazz (Ella Fitzgerald) | Unit 4 - Modern (Whitney Houston) | Unit 5 - World (North America - Country) | Unit 6 - Classical (Bach) |
| Piccolo conductor | allegro social context | dimensions bridge | mezzo-soprano soul music | Banjo Harmonica | modulation allegro |
| Unit 1 - Performing (Glockenspiel) | Unit 2 - Performing (Glockenspiel) | Unit 3 - Composing (Glockenspiel) | Unit 4 Composing - (Glockenspiel) | Unit 5 - Improvising (Glockenspiel) | Unit 6 - Singing |
| Time signature melodic | Mood pianissimo | Minor key coda | Mezzo forte semi breve rest | Groove octave | Harmony expression |
| Music - Year 6 | | | | | |
| Unit 1 - Classical (Free Choice) | Unit 2 - Modern (Ed Sheeran) | Unit 3 - Jazz (Ezra Collective) | Unit 4 - Modern (Stormzy) | Unit 5 - World (South America) | Unit 6 - Classical (Classical Review) |
| reoccurring theme texture | eras mezzo piano | jazz chops bossa nova | Hip Hop Grime | Güiro Cajón | homophonic polyphonic |
| Unit 1 - Performing (Ukulele) | Unit 2 - Performing (Ukulele) | Unit 3 - Composing (Ukulele) | Unit 4 - Composing (Ukulele) | Unit 5 - improvising (Ukulele) | Unit 6 - singing |
| Chord Down stroke (strumming) | Chord progression ostinato | Fretting fingerstyle | Motif Repeating pattern | 8 beat phrase Melodic shape | Unison Syncopated rhythm |

| Learning Overview - Music Appraisal - Year 1 | | | | | |
|--|-------------------------------|--------------------------------|--------------------------|-----------------------------------|------------------------------|
| Unit 1 - Classical (Chopin - Piano) | Unit 2 - Modern (The Beatles) | Unit 3 - Jazz (Gregory Porter) | Unit 4 - Modern (Disney) | Unit 5 - World (African Drumming) | Unit 6 - Classical (Debussy) |

Blidworth & Rainworth Primary School Partnership
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| To respond to different musical features. | To respond to different musical features. | To respond to different musical features. | To respond to different musical features. | To respond to different musical features. | To respond to different musical features. |
|--|--|--|--|--|--|
| <input type="checkbox"/> Follow the pulse in the music. <input type="checkbox"/> Identify contrasting sounds in the music. <input type="checkbox"/> Link instrument sounds to their names in the music. <input type="checkbox"/> Identify the sounds made by specific instruments in the music. | <input type="checkbox"/> Follow the pulse in the music. <input type="checkbox"/> Identify contrasting sounds in the music. <input type="checkbox"/> Link instrument sounds to their names in the music. <input type="checkbox"/> Identify the sounds made by specific instruments in the music. | <input type="checkbox"/> Follow the pulse in the music. <input type="checkbox"/> Identify contrasting sounds in the music. <input type="checkbox"/> Link instrument sounds to their names in the music. <input type="checkbox"/> Identify the sounds made by specific instruments in the music. | <input type="checkbox"/> Follow the pulse in the music. <input type="checkbox"/> Identify contrasting sounds in the music. <input type="checkbox"/> Link instrument sounds to their names in the music. <input type="checkbox"/> Identify the sounds made by specific instruments in the music. | <input type="checkbox"/> Follow the pulse in the music. <input type="checkbox"/> Identify contrasting sounds in the music. <input type="checkbox"/> Link instrument sounds to their names in the music. <input type="checkbox"/> Identify the sounds made by specific instruments in the music. | <input type="checkbox"/> Follow the pulse in the music. <input type="checkbox"/> Identify contrasting sounds in the music. <input type="checkbox"/> Link instrument sounds to their names in the music. <input type="checkbox"/> Identify the sounds made by specific instruments in the music. |
| Canon Piano | Guitar verse | Trumpet Bass Drum | lyrics sound track | stroke pattern signals | classical tempo |
| Learning Overview - Music Skills - Year 1 | | | | | |
| Unit 1 - Performing (Drums) | Unit 2 - Singing | Unit 3 - Performing (Drums) | Unit 4 - Composing (Drums) | Unit 5 - Composing (Drums) | Unit 6 - Improvising (Drums) |
| To create the Bass, Tone and Slap sounds using instruments. | To perform songs using your voice. | To perform rhythmic patterns using instruments. | To compose sequences of music using different types of sounds. | To compose a sequence of sounds in response to a given stimulus. | To create a sequences of sounds. |
| <input type="checkbox"/> Know the importance of treating instruments carefully and with respect. <input type="checkbox"/> Play Bass, Tone and Slap sounds on an instrument. <input type="checkbox"/> Play a phrase of music on an instrument using Bass, tone and Slap sounds. <input type="checkbox"/> Explore the instrument to create different kinds of sounds. | <input type="checkbox"/> Join in with whole group singing. <input type="checkbox"/> Make loud and quiet sounds with your voice. <input type="checkbox"/> Look at the audience when you sing. <input type="checkbox"/> Sing and follow the melody. | <input type="checkbox"/> Copy short rhythmic patterns by clapping. <input type="checkbox"/> Use drum to copy a rhythmic pattern. <input type="checkbox"/> Use drum to perform own rhythmic pattern. <input type="checkbox"/> Perform rhythmically alongside someone else. | <input type="checkbox"/> Play known sounds individually <input type="checkbox"/> Use taught sounds as part of a repeating pattern. <input type="checkbox"/> Create a sequence of sounds that include Bass, Tone and Slap <input type="checkbox"/> Identify and suggest own improvements. | <input type="checkbox"/> Play a simple sequence of sounds on the instrument. <input type="checkbox"/> Use the instruments to create different sounds. <input type="checkbox"/> Create a sequence of sound in response to a stimuli <input type="checkbox"/> Create a sequence of sounds that have two parts (<i>work with a partner to compose</i>) | <input type="checkbox"/> Listen to a musical question. <input type="checkbox"/> Make a sequence of sounds in response to a musical question. <input type="checkbox"/> Create a sequence of sounds in response to an image. <input type="checkbox"/> Compare sequence with others. |
| percussion Dejembe | posture audience | rhythm pattern | sequence compose | stimulus response | improvisation sounds |

Learning Overview - Music Appraisal - Year 2

| Unit 1 - Classical (Tchaikovsky - Brass) | Unit 2 - Modern (Abba) | Unit 3 - Jazz (Duke Ellington) | Unit 4 - Modern (The Beach Boys) | Unit 5 - World (Asia) | Unit 6 - Classical (Beethoven) |
|--|------------------------|--------------------------------|----------------------------------|-----------------------|--------------------------------|
|--|------------------------|--------------------------------|----------------------------------|-----------------------|--------------------------------|

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| To interact with different musical features. | To interact with different musical features. | To interact with different musical features. | To interact with different musical features. | To interact with different musical features. | To interact with different musical features. |
| <input type="checkbox"/> Count the pulse in the music. <input type="checkbox"/> Listen for different instruments in the piece of music. <input type="checkbox"/> Consider different thoughts and imagery inspired by the music. <input type="checkbox"/> Identify any repeating patterns in the music. | <input type="checkbox"/> Count the pulse in the music. <input type="checkbox"/> Listen for different instruments in the piece of music. <input type="checkbox"/> Consider different thoughts and imagery inspired by the music. <input type="checkbox"/> Identify any repeating patterns in the music. | <input type="checkbox"/> Count the pulse in the music. <input type="checkbox"/> Listen for different instruments in the piece of music. <input type="checkbox"/> Consider different thoughts and imagery inspired by the music. <input type="checkbox"/> Identify any repeating patterns in the music. | <input type="checkbox"/> Count the pulse in the music. <input type="checkbox"/> Listen for different instruments in the piece of music. <input type="checkbox"/> Consider different thoughts and imagery inspired by the music. <input type="checkbox"/> Identify any repeating patterns in the music. | <input type="checkbox"/> Count the pulse in the music. <input type="checkbox"/> Listen for different instruments in the piece of music. <input type="checkbox"/> Consider different thoughts and imagery inspired by the music. <input type="checkbox"/> Identify any repeating patterns in the music. | <input type="checkbox"/> Count the pulse in the music. <input type="checkbox"/> Listen for different instruments in the piece of music. <input type="checkbox"/> Consider different thoughts and imagery inspired by the music. <input type="checkbox"/> Identify any repeating patterns in the music. |
| ballet brass | steps leaps | Double Bass Trombone | Pop Boy band | traditions cultural | composer symphony |
| Learning Overview - Music Skills - Year 2 | | | | | |
| Unit 1 - Performing (Boomwhackers) | Unit 2 - Singing | Unit 3 - Performing (Boomwhackers) | Unit 4 - Composing (Boomwhackers) | Unit 5 - Composing (Boomwhackers) | Unit 6 - Improvising (Boomwhackers) |
| To use boomwhackers to provide pulse and rhythm. | To sing accurately at a given pitch. | To perform as part of a small group. | To create and record graphic notations to compose music. | To develop graphic notations to compose music. | To improvise music using a sequence of sounds. |
| <input type="checkbox"/> Copy simple rhythmic patterns. <input type="checkbox"/> Play your own simple rhythmic patterns. <input type="checkbox"/> Maintain a consistent pulse. <input type="checkbox"/> Play rhythmic patterns in contrasting tempo; keeping to the pulse. | <input type="checkbox"/> Sing with others following the melody. <input type="checkbox"/> Know that voices can sing at a different pitch <input type="checkbox"/> Sing accurately at a given pitch. <input type="checkbox"/> Keep a steady pulse when singing. | <input type="checkbox"/> Listen and follow instructions from a musical leader. <input type="checkbox"/> Know when your part needs to be played. <input type="checkbox"/> Perform a given part within a group. <input type="checkbox"/> Suggest how the performance could be developed. | <input type="checkbox"/> Know that graphic notations are linked to specific musical sounds. <input type="checkbox"/> Identify links between graphic notations and musical sounds. <input type="checkbox"/> Use graphic notations to record musical sounds. <input type="checkbox"/> Suggest alternative graphic notations to develop the composition. | <input type="checkbox"/> Suggest graphic notations that could be used to record music. <input type="checkbox"/> Develop different graphic notations to use to record music. <input type="checkbox"/> Incorporate a range of graphic notations to record a piece of music. <input type="checkbox"/> Suggest which of the graphic notations used were the most successful and why. | <input type="checkbox"/> Create music in response to given stimuli. <input type="checkbox"/> Respond to and create a musical question from your partner, using a sequence of sounds. <input type="checkbox"/> Choose sounds in the musical conversation that create an effect. <input type="checkbox"/> Improve your own improvisations. |
| pulse contrast | pitch melody | phrase beat | dynamic composition | ensemble musical cues | musical conversation hook |
| Learning Overview - Music Appraisal - Year 3 | | | | | |
| Unit 1 - Classical (Holst - Woodwind) | Unit 2 - Modern (Rolling Stones) | Unit 3 - Jazz (Billie Holiday) | Unit 4 - Modern (Coldplay) | Unit 5 - World (Spain) | Unit 6 - Classical (Mozart) |

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|---|---|---|---|---|---|
| To consider different elements of appraisal when listening to music. <input type="checkbox"/> Demonstrate how the pulse and rhythm are different in the first part of the piece. <input type="checkbox"/> Identify different instruments in the music. <input type="checkbox"/> Refer to tempo, dynamics and pitch when sharing opinions about the music. <input type="checkbox"/> Identify steps and leaps in the music. | To consider different elements of appraisal when listening to music. <input type="checkbox"/> Demonstrate how the pulse and rhythm are different in the first part of the piece. <input type="checkbox"/> Identify different instruments in the music. <input type="checkbox"/> Refer to tempo, dynamics and pitch when sharing opinions about the music. <input type="checkbox"/> Identify steps and leaps in the music. | To consider different elements of appraisal when listening to music. <input type="checkbox"/> Demonstrate how the pulse and rhythm are different in the first part of the piece. <input type="checkbox"/> Identify different instruments in the music. <input type="checkbox"/> Refer to tempo, dynamics and pitch when sharing opinions about the music. <input type="checkbox"/> Identify steps and leaps in the music. | To consider different elements of appraisal when listening to music. <input type="checkbox"/> Demonstrate how the pulse and rhythm are different in the first part of the piece. <input type="checkbox"/> Identify different instruments in the music. <input type="checkbox"/> Refer to tempo, dynamics and pitch when sharing opinions about the music. <input type="checkbox"/> Identify steps and leaps in the music. | To consider different elements of appraisal when listening to music. <input type="checkbox"/> Demonstrate how the pulse and rhythm are different in the first part of the piece. <input type="checkbox"/> Identify different instruments in the music. <input type="checkbox"/> Refer to tempo, dynamics and pitch when sharing opinions about the music. <input type="checkbox"/> Identify steps and leaps in the music. | To consider different elements of appraisal when listening to music. <input type="checkbox"/> Demonstrate how the pulse and rhythm are different in the first part of the piece. <input type="checkbox"/> Identify different instruments in the music. <input type="checkbox"/> Refer to tempo, dynamics and pitch when sharing opinions about the music. <input type="checkbox"/> Identify steps and leaps in the music. |
| Flute Clarinet | gradual sudden | backbeat riff | baritone falsetto | Castanets Maraccas | orchestra baroque |
| Learning Overview - Music Skills - Year 3 | | | | | |
| Unit 1 - Performing (Ocarina) | Unit 2 - Performing (Ocarina) | Unit 3 - Composing (Ocarina) | Unit 4 - Singing | Unit 5 - Composing (Ocarina) | Unit 6 - Improvising (Ocarina) |
| To begin to perform following staff notation. (3 notes) | To confidently perform following staff notation. (3 notes) | To compose to create a sequence of music using the notes CDE. | To sing with expression and control. | To compose to create a sequence of music with feelings and contrast. | To improvise music using different elements and patterns. |
| <input type="checkbox"/> Know what staff notation is. <input type="checkbox"/> Identify given notes on a musical staff (CDE). <input type="checkbox"/> Play your ocarina following the staff notation. <input type="checkbox"/> Suggest ways to develop your performance. | <input type="checkbox"/> Identify given notes on a musical staff (CDE) <input type="checkbox"/> Know the value of the notes. <input type="checkbox"/> Play your ocarina keeping the rhythm of the note values <input type="checkbox"/> Explain improvements to your own performance | <input type="checkbox"/> Demonstrate notes on the Ocarina. <input type="checkbox"/> Combine different sounds to create a given mood <input type="checkbox"/> Create a sequence of music. <input type="checkbox"/> Record music using dot notation. | <input type="checkbox"/> Sing in tune with expression. <input type="checkbox"/> Know phrases are where we breathe in a song. <input type="checkbox"/> Control your voice when singing piano and forte. <input type="checkbox"/> Sing elements of song from memory, with expression. | <input type="checkbox"/> Demonstrate notes on the Ocarina. <input type="checkbox"/> Combine different notes to produce a sequence of sounds. <input type="checkbox"/> Combine different tempo to provide contrast within a piece of music. <input type="checkbox"/> Record music using dot notation. | <input type="checkbox"/> Know that music can be created in response to a stimulus. <input type="checkbox"/> Improvise repeated patterns in response to a stimulus using an ocarina <input type="checkbox"/> Create a musical response to a stimuli with a beginning, middle and end. <input type="checkbox"/> Explain how improvisation links to given stimuli. |
| staff notation | crochet minim | quaver dot notation | piano forte | semi breve (musical) rest | elements Treble Clef |
| Learning Overview - Music Appraisal - Year 4 | | | | | |
| Unit 1 - Classical (Schubert - Strings) | Unit 2 - Modern (Dolly Parton) | Unit 3 - Jazz (Miles Davis) | Unit 4 - Modern (Adele) | Unit 5 - World (Australia) | Unit 6 - Classical (Elgar) |

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| To link musical vocabulary when appraising the purpose of a piece of music. | To link musical vocabulary when appraising the purpose of a piece of music. | To link musical vocabulary when appraising the purpose of a piece of music. | To link musical vocabulary when appraising the purpose of a piece of music. | To link musical vocabulary when appraising the purpose of a piece of music. | To link musical vocabulary when appraising the purpose of a piece of music. |
| <input type="checkbox"/> Identify musical elements within the music. <input type="checkbox"/> Select from appropriate musical vocabulary to appraise the music. <input type="checkbox"/> Identify the purpose and character of a piece of music. <input type="checkbox"/> Suggest instruments that could change the character and purpose of the music | <input type="checkbox"/> Identify musical elements within the music. <input type="checkbox"/> Select from appropriate musical vocabulary to appraise the music. <input type="checkbox"/> Identify the purpose and character of a piece of music. <input type="checkbox"/> Suggest instruments that could change the character and purpose of the music | <input type="checkbox"/> Identify musical elements within the music. <input type="checkbox"/> Select from appropriate musical vocabulary to appraise the music. <input type="checkbox"/> Identify the purpose and character of a piece of music. <input type="checkbox"/> Suggest instruments that could change the character and purpose of the music | <input type="checkbox"/> Identify musical elements within the music. <input type="checkbox"/> Select from appropriate musical vocabulary to appraise the music. <input type="checkbox"/> Identify the purpose and character of a piece of music. <input type="checkbox"/> Suggest instruments that could change the character and purpose of the music | <input type="checkbox"/> Identify musical elements within the music. <input type="checkbox"/> Select from appropriate musical vocabulary to appraise the music. <input type="checkbox"/> Identify the purpose and character of a piece of music. <input type="checkbox"/> Suggest instruments that could change the character and purpose of the music | <input type="checkbox"/> Identify musical elements within the music. <input type="checkbox"/> Select from appropriate musical vocabulary to appraise the music. <input type="checkbox"/> Identify the purpose and character of a piece of music. <input type="checkbox"/> Suggest instruments that could change the character and purpose of the music |
| quintet character | timbre theme | block chord fusion | solo artist R and B | digeridoo bullroarer | repertoire concerto |

Learning Overview - Music Skills - Year 4

| Unit 1 - Performing (Recorder) | Unit 2 - Singing | Unit 3 - Performing (Recorder) | Unit 4 - Singing | Unit 5 - Composing (Recorder) | Unit 6 - Improvising (Recorder) |
|--|--|---|--|---|--|
| To use tuned instruments to perform patterns and rhythms. (Notes BAG) | To maintain different parts when singing in a group | To use tuned instruments to perform patterns and rhythms. (Notes BAG +CDE) | To develop resonance whilst singing as part of a group | To use known rhythmic notation to create a short pentatonic phrase. (Notes BAGCDE) | To improvise using musical features (legato, staccato). |
| <input type="checkbox"/> Identify simple staff notation. (BAG) <input type="checkbox"/> Follow staff notation to practice repeated patterns. <input type="checkbox"/> Perform a simple part rhythmically on your own. <input type="checkbox"/> Evaluate if your performance was technically accurate. | <input type="checkbox"/> Follow instructions to sing crescendo and decrescendo. <input type="checkbox"/> Sing as part of a round. <input type="checkbox"/> Know when your part joins the round and sing it accurately. <input type="checkbox"/> Maintain your part whilst others are performing their part. | <input type="checkbox"/> Identify given notes on a musical staff (BAGCDE) <input type="checkbox"/> Identify the purpose and character of a piece of music. <input type="checkbox"/> Perform a piece of music confidently following the staff notation. <input type="checkbox"/> Perform a simple part rhythmically as part of a group. | <input type="checkbox"/> Maintain your part in a round whilst others are singing. <input type="checkbox"/> Begin to sing with diction <input type="checkbox"/> Develop appropriate resonance when singing to produce a clear sound. <input type="checkbox"/> Begin to include vibrato when singing. | <input type="checkbox"/> Explore and use sets of pitches within a composition. <input type="checkbox"/> Use notations to record a sequence of music. <input type="checkbox"/> Use notations to record and create a pentatonic phrase. <input type="checkbox"/> Suggest how changing the key of the music could change the mood of the piece. | <input type="checkbox"/> Know that notes can be played in certain ways to create different effects. <input type="checkbox"/> Explore impact of using a variety of musical features. <input type="checkbox"/> Using known notes, develop the use of musical features to create an improvised piece. <input type="checkbox"/> Reflect on the impact of compositional decisions. |
| woodwind descant recorder | crescendo decrescendo | saxophone soprano | range unison | pentatonic Oboe | legato staccato |

Learning Overview - Music Appraisal - Year 5

| Unit 1 - Classical (Ravel - Full Orchestra) | Unit 2 - Modern (Stevie Wonder) | Unit 3 - Jazz (Ella Fitzgerald) | Unit 4 - Modern (Whitney Houston) | Unit 5 - World (North America - Country) | Unit 6 - Classical (Bach) |
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| To independently use musical vocabulary when appraising. | To independently use musical vocabulary when appraising. | To independently use musical vocabulary when appraising. | To independently use musical vocabulary when appraising. | To independently use musical vocabulary when appraising. | To independently use musical vocabulary when appraising. |
| <p><input type="checkbox"/> Suggest what the purpose of the music might be.</p> <p><input type="checkbox"/> Identify when musical elements alter the character of the music.</p> <p><input type="checkbox"/> Use knowledge of musical vocabulary to describe the piece of music.</p> <p><input type="checkbox"/> Explain why silence might be used in a piece of music.</p> | <p><input type="checkbox"/> Suggest what the purpose of the music might be.</p> <p><input type="checkbox"/> Identify when musical elements alter the character of the music.</p> <p><input type="checkbox"/> Use knowledge of musical vocabulary to describe the piece of music.</p> <p><input type="checkbox"/> Explain why silence might be used in a piece of music.</p> | <p><input type="checkbox"/> Suggest what the purpose of the music might be.</p> <p><input type="checkbox"/> Identify when musical elements alter the character of the music.</p> <p><input type="checkbox"/> Use knowledge of musical vocabulary to describe the piece of music.</p> <p><input type="checkbox"/> Explain why silence might be used in a piece of music.</p> | <p><input type="checkbox"/> Suggest what the purpose of the music might be.</p> <p><input type="checkbox"/> Identify when musical elements alter the character of the music.</p> <p><input type="checkbox"/> Use knowledge of musical vocabulary to describe the piece of music.</p> <p><input type="checkbox"/> Explain why silence might be used in a piece of music.</p> | <p><input type="checkbox"/> Suggest what the purpose of the music might be.</p> <p><input type="checkbox"/> Identify when musical elements alter the character of the music.</p> <p><input type="checkbox"/> Use knowledge of musical vocabulary to describe the piece of music.</p> <p><input type="checkbox"/> Explain why silence might be used in a piece of music.</p> | <p><input type="checkbox"/> Suggest what the purpose of the music might be.</p> <p><input type="checkbox"/> Identify when musical elements alter the character of the music.</p> <p><input type="checkbox"/> Use knowledge of musical vocabulary to describe the piece of music.</p> <p><input type="checkbox"/> Explain why silence might be used in a piece of music.</p> |
| Piccolo conductor | allegro social context | dimensions bridge | mezzo-soprano soul music | Banjo Harmonica | modulation allegro |
| Learning Overview - Music Skills - Year 5 | | | | | |
| Unit 1 - Performing (Glockenspiel) | Unit 2 Performing (Glockenspiel) | Unit 3 - Composing (Glockenspiel) | Unit 4 - Composing (Glockenspiel) | Unit 5 - Improvising (Glockenspiel) | Unit 6 -Singing |
| To perform using melodies and rhythms (Notes CDEFGABC) | To perform using melodies, rhythms. (Notes CDEFGABC) | To plan and compose a melodic phrase using a pentatonic scale. (Choose 5 notes from CDEFGABC) | To compose melodies made from pairs of phrases. | To improvise over a simple groove. | To sing using expression and simple harmonies. |
| <p><input type="checkbox"/> Explore staff notation using tuned instruments.</p> <p><input type="checkbox"/> Perform using 4/4 time and from simple notations.</p> <p><input type="checkbox"/> Follow staff notation to perform a melodic and phrase.</p> <p><input type="checkbox"/> Discuss how your performance could be developed.</p> | <p><input type="checkbox"/> Identify some notes on the staff.</p> <p><input type="checkbox"/> Follow simple notations to play a melody.</p> <p><input type="checkbox"/> Follow staff notation to perform different melodic and rhythmic phrases.</p> <p><input type="checkbox"/> Use different notes simultaneously to build up simple chords.</p> | <p><input type="checkbox"/> Identify the notes that make up the octave.</p> <p><input type="checkbox"/> Use a pentatonic scale to compose a simple melody.</p> <p><input type="checkbox"/> Compose melodies made from pairs of phrases.</p> <p><input type="checkbox"/> Enhance a piece with rhythmic accompaniment using both hands to play simultaneously.</p> | <p><input type="checkbox"/> Identify and select the notes from the pentatonic scale</p> <p><input type="checkbox"/> Explore how the sounds work together.</p> <p><input type="checkbox"/> Use and record a sequence of notes to develop the melody.</p> <p><input type="checkbox"/> Explain why you chose to use this pentatonic scale.</p> | <p><input type="checkbox"/> Know what a groove is.</p> <p><input type="checkbox"/> Identify the time signature of the music.</p> <p><input type="checkbox"/> respond to the stimulus using notes within the octave and a range of dynamics (pianissimo, mezzo forte, mezzo piano)</p> <p><input type="checkbox"/> Experiment with using sharp and flat notes and reflect on the impact this has on the tone of the piece.</p> | <p><input type="checkbox"/> Breathe in the correct place when singing.</p> <p><input type="checkbox"/> Sing using expression in a duet or trio.</p> <p><input type="checkbox"/> Use selected pitches to produce simple harmony.</p> <p><input type="checkbox"/> Maintain your part whilst others are performing their part.</p> |
| time signature Melodic | mood pianissimo | Minor key coda | mezzo forte semi breve rest | groove octave | harmony expression |
| Learning Overview - Music Appraisal - Year 6 | | | | | |
| Unit 1 - Classical (Review) | Unit 2 - Modern (Ed Sheeran) | Unit 3 - Jazz (Ezra Collective) | Unit 4 - Modern (Stormzy) | Unit 5 - World (South America) | Unit 6 - Classical (Classical Review) |

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| To reflect on a range of musical features when comparing and appraising music. | To reflect on a range of musical features when comparing and appraising music. | To reflect on a range of musical features when comparing and appraising music. | To reflect on a range of musical features when comparing and appraising music. | To reflect on a range of musical features when comparing and appraising music. | To reflect on a range of musical features when comparing and appraising music. |
| <p><input type="checkbox"/> Evaluate the impact the choice of instruments has on the piece of music.</p> <p><input type="checkbox"/> Consider why different musical features are used within pieces of music.</p> <p><input type="checkbox"/> Compare similar and contrasting music when appraising.</p> <p><input type="checkbox"/> Identify the impact other features of the music have on the piece.</p> | <p><input type="checkbox"/> Evaluate the impact the choice of instruments has on the piece of music.</p> <p><input type="checkbox"/> Consider why different musical features are used within pieces of music.</p> <p><input type="checkbox"/> Compare similar and contrasting music when appraising.</p> <p><input type="checkbox"/> Identify the impact other features of the music have on the piece.</p> | <p><input type="checkbox"/> Evaluate the impact the choice of instruments has on the piece of music.</p> <p><input type="checkbox"/> Consider why different musical features are used within pieces of music.</p> <p><input type="checkbox"/> Compare similar and contrasting music when appraising.</p> <p><input type="checkbox"/> Identify the impact other features of the music have on the piece.</p> | <p><input type="checkbox"/> Evaluate the impact the choice of instruments has on the piece of music.</p> <p><input type="checkbox"/> Consider why different musical features are used within pieces of music.</p> <p><input type="checkbox"/> Compare similar and contrasting music when appraising.</p> <p><input type="checkbox"/> Identify the impact other features of the music have on the piece.</p> | <p><input type="checkbox"/> Evaluate the impact the choice of instruments has on the piece of music.</p> <p><input type="checkbox"/> Consider why different musical features are used within pieces of music.</p> <p><input type="checkbox"/> Compare similar and contrasting music when appraising.</p> <p><input type="checkbox"/> Identify the impact other features of the music have on the piece.</p> | <p><input type="checkbox"/> Evaluate the impact the choice of instruments has on the piece of music.</p> <p><input type="checkbox"/> Consider why different musical features are used within pieces of music.</p> <p><input type="checkbox"/> Compare similar and contrasting music when appraising.</p> <p><input type="checkbox"/> Identify the impact other features of the music have on the piece.</p> |
| reoccurring theme texture | eras mezzo piano | jazz chops bossa nova | Hip Hop Grime | Güiro Cajón | homophonic polyphonic |
| Learning Overview - Music Skills - Year 6 | | | | | |
| Unit 1 - Performing (Ukulele) | Unit 2 - Performing (Ukulele) | Unit 3 - Composing (Ukulele) | Unit 4 - Composing (Ukulele) | Unit 5 - Improvising (Ukulele) | Unit 6 - Singing |
| To use tuned instruments to perform a piece of music with 3 chord progressions. | To confidently use tuned instruments to perform music with up to 6 chord progressions. | To create a composition that includes a range of different chords. | To develop composition to include a variety of musical features. | To extend improvisation skills by working in small groups. | To sing a contrasting part in group performance |
| <p><input type="checkbox"/> Read simple chord tabs.</p> <p><input type="checkbox"/> Follow chords to perform a piece of music.</p> <p><input type="checkbox"/> Perform a piece of music containing 3 chords.</p> <p><input type="checkbox"/> Evaluate the success of performance and set a goal for next time.</p> | <p><input type="checkbox"/> Read simple chord tabs on sheet music.</p> <p><input type="checkbox"/> Perform using up to 6 taught chords.</p> <p><input type="checkbox"/> Perform a piece of music keeping the correct rhythm and pulse.</p> <p><input type="checkbox"/> Discuss how the performance could be enhanced.</p> | <p><input type="checkbox"/> Identify chords that could be used in the composition.</p> <p><input type="checkbox"/> Use 3 chords to compose a simple tune.</p> <p><input type="checkbox"/> Compose a simple tune using up to 6 known chords.</p> <p><input type="checkbox"/> Enhance piece by experimenting with different fingerstyle.</p> | <p><input type="checkbox"/> Consider how to build on previous composition.</p> <p><input type="checkbox"/> Use the chords to develop a simple motif.</p> <p><input type="checkbox"/> Develop motif to include repeating phrases.</p> <p><input type="checkbox"/> Evaluate the effectiveness of your improvements.</p> | <p><input type="checkbox"/> Listen to a given stimuli and discuss mood and feelings.</p> <p><input type="checkbox"/> Improvise a response using a range of elements.</p> <p><input type="checkbox"/> Work in a group to create an improvised sequence.</p> <p><input type="checkbox"/> Extend sequences beyond 8 beats to create a melodic shape.</p> | <p><input type="checkbox"/> Perform your part from memory.</p> <p><input type="checkbox"/> Show vocal independence during a group performance.</p> <p><input type="checkbox"/> Use correct rhythm, phrasing and pitch.</p> <p><input type="checkbox"/> Perform part in a song using correct breathing, tune and expression</p> |
| chord down stroke (strumming) | Chord progression ostinato | fretting fingerstyle | motif repeating phrases | 8 beat phrase melodic shape | unison syncopated rhythm |