



**Key characteristics we want to promote with our children:**

- The confidence to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- The ability to sing and to use their voices, to create and compose music on their own and with others.
- The opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- The knowledge and understanding of how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- A passion for and commitment to a diverse range of musical activities.

Range of Opportunities	
<b>Early Years</b>	
<ul style="list-style-type: none"> <li>• To enjoy a large range of songs and rhymes.</li> <li>• To explore the different sounds of tuned and un-tuned musical instruments.</li> <li>• To create simple representations of events, people and objects. To listen with increased concentration to a range of high-quality live and recorded music.</li> </ul>	
Range of Opportunities	
<b>Key Stage 1</b>	<b>Key Stage 2</b>
<ul style="list-style-type: none"> <li>• Use their voices expressively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and un-tuned instruments musically.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Make and combine sounds using the inter-related dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using voice and playing instruments.</li> <li>• Improvise and compose music using the inter-related dimensions of music.</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>• Use and understand the basics of the staff and other musical notations.</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music from great musicians and composers around the world.</li> </ul>

	Milestone 1		Milestone 2		Milestone 3	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To Listen and Appraise...	<ul style="list-style-type: none"> <li>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> </ul>	<ul style="list-style-type: none"> <li>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>To learn how songs can tell a story or describe an idea.</li> </ul>	<ul style="list-style-type: none"> <li>To confidently identify and move to the pulse.</li> <li>To think about what the words of a song mean.</li> <li>To take it in turn to discuss how the song makes them feel.</li> <li>Listen carefully and respectfully to other people's thoughts about the music.</li> </ul>	<ul style="list-style-type: none"> <li>To appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</li> <li>To develop an understanding of the history of music</li> </ul>	<ul style="list-style-type: none"> <li>To identify and move to the pulse with ease.</li> <li>To think about the message of songs.</li> <li>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>Listen carefully and respectfully to other people's thoughts about the music.</li> <li>To talk about the musical dimensions working together in songs.</li> <li>Talk about the music and how it makes you feel.</li> </ul>	<ul style="list-style-type: none"> <li>To identify and move to the pulse with ease.</li> <li>To think about the message of songs.</li> <li>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>Listen carefully and respectfully to other people's thoughts about the music.</li> <li>Use musical words when talking about the songs.</li> <li>To talk about the musical dimensions working together in songs.</li> <li>Talk about the music and how it makes you feel, using musical language to describe the music.</li> </ul>
To sing...	<ul style="list-style-type: none"> <li>To learn about voices, singing notes of different pitches (high and low).</li> <li>Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</li> <li>Learn to start and stop singing when following a leader.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about voices singing notes of different pitches (high and low).</li> <li>Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</li> <li>Learn to find a comfortable singing position.</li> <li>Learn to start and stop singing when following a leader.</li> </ul>	<ul style="list-style-type: none"> <li>To sing in unison and in simple two-parts.</li> <li>To demonstrate a good singing posture.</li> <li>To follow a leader when singing.</li> <li>To enjoy exploring singing solo.</li> <li>To sing with awareness of being 'in tune'.</li> <li>To have an awareness of the pulse internally when singing.</li> </ul>	<ul style="list-style-type: none"> <li>To sing in unison and in simple two-parts.</li> <li>To demonstrate a good singing posture.</li> <li>To follow a leader when singing.</li> <li>To enjoy exploring singing solo.</li> <li>To sing with awareness of being 'in tune'.</li> <li>To rejoin the song if lost.</li> <li>To listen to the group when singing.</li> </ul>	<ul style="list-style-type: none"> <li>To sing in unison and to sing backing vocals.</li> <li>To enjoy exploring singing solo.</li> <li>To listen to the group when singing.</li> <li>To demonstrate a good singing posture.</li> <li>To follow a leader when singing.</li> <li>To experience rapping and solo singing.</li> <li>To listen to each other and be aware of how you fit into the group.</li> <li>To sing with awareness of being 'in tune'</li> </ul>	<ul style="list-style-type: none"> <li>To sing in unison and to sing backing vocals.</li> <li>To demonstrate a good singing posture.</li> <li>To follow a leader when singing.</li> <li>To experience rapping and solo singing.</li> <li>To listen to each other and be aware of how you fit into the group.</li> <li>To sing with awareness of being 'in tune'.</li> </ul>

To play/perform...	<ul style="list-style-type: none"> <li>• Treat instruments carefully and with respect.</li> <li>• Play a tuned instrumental part with the song they perform.</li> <li>• Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</li> <li>• Listen to and follow musical instructions from a leader.</li> </ul>	<ul style="list-style-type: none"> <li>• Treat instruments carefully and with respect.</li> <li>• Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</li> <li>• Play the part in time with the steady pulse.</li> <li>• Listen to and follow musical instructions from a leader.</li> </ul>	<ul style="list-style-type: none"> <li>• To treat instruments carefully and with respect.</li> <li>• Play any one, or all of four, differentiated parts on a tuned instrument – (a one-note, simple or medium part or the melody of the song) from memory or using notation.</li> <li>• To rehearse and perform their part within the context of the Unit song.</li> <li>• To listen to and follow musical instructions from a leader.</li> </ul>	<ul style="list-style-type: none"> <li>• To treat instruments carefully and with respect.</li> <li>• Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>• To rehearse and perform their part within the context of the Unit song.</li> <li>• To listen to and follow musical instructions from a leader.</li> <li>• To experience leading the playing by making sure everyone plays in the playing section of the song.</li> </ul>	<ul style="list-style-type: none"> <li>• Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>• Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>• To rehearse and perform their part within the context of the Unit song.</li> <li>• To listen to and follow musical instructions from a leader.</li> <li>• To lead a rehearsal session.</li> </ul>	<ul style="list-style-type: none"> <li>• Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>• Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>• To rehearse and perform their part within the context of the Unit song.</li> <li>• To listen to and follow musical instructions from a leader.</li> <li>• To lead a rehearsal session.</li> </ul>
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To develop rhythmic skills...	<ul style="list-style-type: none"> <li>• To find the pulse.</li> <li>• To copy back short rhythmic phrases</li> <li>• based on words, with one and two syllables whilst marching to the</li> <li>• steady beat.</li> <li>• To create rhythms for others to copy</li> <li>• To listen and sing back. Use your voices to copy back using 'la', whist</li> <li>• marching to the steady beat</li> </ul>	<ul style="list-style-type: none"> <li>• To find the pulse.</li> <li>• To copy back short rhythmic phrases</li> <li>• based on words, with one and two syllables whilst marching to the</li> <li>• steady beat.</li> <li>• To create rhythms for others to copy</li> <li>• To listen and sing back. Use your voices to copy back using 'la', whist</li> <li>• marching to the steady beat</li> </ul>	<ul style="list-style-type: none"> <li>• To find the pulse.</li> <li>• To clap and say back rhythms</li> <li>• To create your own simple rhythm patterns</li> <li>• To lead the class using their simple rhythms</li> <li>• To copy back – 'Listen and sing back' (no notation)</li> <li>• To copy back with instruments, without then with notation</li> <li>• To copy back with instruments, without and then with notation</li> </ul>	<ul style="list-style-type: none"> <li>• To find the pulse.</li> <li>• To clap and say back rhythms</li> <li>• To create your own simple rhythm patterns</li> <li>• To lead the class using their simple rhythms</li> <li>• To copy back – 'Listen and sing back' (no notation)</li> <li>• To copy back with instruments, without then with notation</li> <li>• To copy back with instruments, without and then with notation</li> </ul>	<p><b>Easier</b></p> <ul style="list-style-type: none"> <li>• To find the pulse</li> <li>• To copy back rhythms based on the words of the main song, that</li> <li>• include syncopation/off beat</li> <li>• To copy back one-note riffs using simple and syncopated rhythm patterns</li> </ul> <p><b>Medium</b></p> <ul style="list-style-type: none"> <li>• To lead the class by inventing rhythms for others to copy back</li> <li>• To copy back two-note riffs by ear and with notation</li> </ul> <p><b>Harder</b></p> <ul style="list-style-type: none"> <li>• To question and answer using two different notes</li> <li>• To lead the class by inventing rhythms for them to copy back</li> <li>• To copy back three-note riffs by ear and with notation</li> <li>• To question and answer using three different notes</li> </ul>	<p><b>Easier</b></p> <ul style="list-style-type: none"> <li>• To find the pulse</li> <li>• To copy back rhythms based on the words of the main song, that</li> <li>• include syncopation/off beat</li> <li>• To copy back one-note riffs using simple and syncopated rhythm patterns</li> </ul> <p><b>Medium</b></p> <ul style="list-style-type: none"> <li>• To lead the class by inventing rhythms for others to copy back</li> <li>• To copy back two-note riffs by ear and with notation</li> <li>• To question and answer using two different notes</li> </ul> <p><b>Harder</b></p> <ul style="list-style-type: none"> <li>• To lead the class by inventing rhythms for them to copy back</li> <li>• To copy back three-note riffs by ear and with notation</li> <li>• To question and answer using three different notes</li> </ul>
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To improvise...	<p><b>Clap and Improvise –</b></p> <ul style="list-style-type: none"> <li>• To Listen and clap back, then listen and clap your own answer (rhythms of words).</li> </ul> <p><b>Sing, Play and Improvise</b></p> <ul style="list-style-type: none"> <li>• Use voices and instruments, listen and</li> <li>• sing back, then listen and play your own answer using one or two notes.</li> </ul> <p><b>Improvise!</b></p> <ul style="list-style-type: none"> <li>• Take it in turns to improvise using one or two notes.</li> </ul>	<p><b>Clap and Improvise –</b></p> <ul style="list-style-type: none"> <li>• To Listen and clap back, then listen and clap your own answer (rhythms of words).</li> </ul> <p><b>Sing, Play and Improvise</b></p> <ul style="list-style-type: none"> <li>• Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> </ul> <p><b>Improvise!</b></p> <ul style="list-style-type: none"> <li>• Take it in turns to improvise using one or two notes</li> </ul>	<p><b>Easier</b></p> <p><b>Copy Back</b></p> <ul style="list-style-type: none"> <li>• To listen and sing back</li> </ul> <p><b>Play and Improvise</b></p> <ul style="list-style-type: none"> <li>• Using instruments, listen and play your own answer using one note.</li> </ul> <p><b>Improvise!</b></p> <ul style="list-style-type: none"> <li>• To take it in turns to improvise using one note.</li> </ul> <p><b>Medium</b></p> <p><b>Copy Back</b></p> <ul style="list-style-type: none"> <li>• Listen and copy back using instruments, using two different notes.</li> </ul> <p><b>Play and Improvise</b></p> <ul style="list-style-type: none"> <li>• Using instruments, listen and play your own answer using one or two notes.</li> </ul> <p><b>Improvise!</b></p> <ul style="list-style-type: none"> <li>• To take it in turns to improvise using one or two notes.</li> </ul> <p><b>Harder</b></p> <p><b>Copy Back</b></p> <ul style="list-style-type: none"> <li>• Listen and copy back using instruments, two different notes.</li> </ul> <p><b>Play and Improvise</b></p> <ul style="list-style-type: none"> <li>• Using your instruments, listen and play your own answer using two different notes.</li> </ul> <p><b>Improvise!</b></p> <ul style="list-style-type: none"> <li>• Take it in turns to improvise using three different notes.</li> </ul>	<p><b>Easier</b></p> <p><b>Copy Back</b></p> <ul style="list-style-type: none"> <li>• To listen and sing back</li> </ul> <p><b>Play and Improvise</b></p> <ul style="list-style-type: none"> <li>• Using instruments, listen and play your own answer using one note.</li> </ul> <p><b>Improvise!</b></p> <ul style="list-style-type: none"> <li>• To take it in turns to improvise using one note.</li> </ul> <p><b>Medium</b></p> <p><b>Copy Back</b></p> <ul style="list-style-type: none"> <li>• Listen and copy back using instruments, using two different notes.</li> </ul> <p><b>Play and Improvise</b></p> <ul style="list-style-type: none"> <li>• Using instruments, listen and play your own answer using one or two notes.</li> </ul> <p><b>Improvise!</b></p> <ul style="list-style-type: none"> <li>• To take it in turns to improvise using one or two notes.</li> </ul> <p><b>Harder</b></p> <p><b>Copy Back</b></p> <ul style="list-style-type: none"> <li>• Listen and copy back using instruments, two different notes.</li> </ul> <p><b>Play and Improvise</b></p> <ul style="list-style-type: none"> <li>• Using your instruments, listen and play your own answer using two different notes.</li> </ul> <p><b>Improvise!</b></p> <ul style="list-style-type: none"> <li>• Take it in turns to improvise using three different notes.</li> </ul>	<ul style="list-style-type: none"> <li>• To Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</li> <li>• Copy back using instruments. Use one, two or three notes.</li> </ul> <p><b>Play and Improvise</b></p> <ul style="list-style-type: none"> <li>• Use up to three notes to improvise with instruments answer.</li> </ul> <p><b>Classroom Jazz 2</b></p> <ul style="list-style-type: none"> <li>• Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</li> </ul>	<ul style="list-style-type: none"> <li>• To Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</li> <li>• Copy back using instruments. Use one, two or three notes.</li> </ul> <p><b>Play and Improvise</b></p> <ul style="list-style-type: none"> <li>• Use up to three notes to improvise with instruments answer.</li> </ul> <p><b>Classroom Jazz 2</b></p> <ul style="list-style-type: none"> <li>• Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</li> </ul>
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To compose...	<ul style="list-style-type: none"> <li>• To help to create a simple melody using one, two or three notes.</li> <li>• To learn how the notes of the composition can be written down and changed if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• To help to create a simple melody using one, two or three notes.</li> <li>• To learn how the notes of the composition can be written down and changed if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• To help create at least one simple melody using one, three or five different notes.</li> <li>• To plan and create a section of music that can be performed within the context of the unit song.</li> <li>• To talk about how it was created.</li> <li>• To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>• To record the composition in any way appropriate that recognises the Connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	<ul style="list-style-type: none"> <li>• To help create at least one simple melody using one, three or five different notes.</li> <li>• To plan and create a section of music that can be performed within the context of the unit song.</li> <li>• To talk about how it was created.</li> <li>• To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>• To record the composition in any way appropriate that recognises the Connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	<ul style="list-style-type: none"> <li>• To help create at least one simple melody using one, three or five different notes.</li> <li>• To plan and create a section of music that can be performed within the context of the unit song.</li> <li>• To talk about how it was created.</li> <li>• To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>• To record the composition in any way appropriate that recognises the Connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	<ul style="list-style-type: none"> <li>• To help create at least one simple melody using one, three or five different notes.</li> <li>• To plan and create a section of music that can be performed within the context of the unit song.</li> <li>• To talk about how it was created.</li> <li>• To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>• To record the composition in any way appropriate that recognises the Connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>
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To perform...	<b>KS1 Nativity Performance in December</b>	<b>KS1 Nativity Performance in December</b>	<b>Year 3 Showcase Assembly in the Spring Term.</b>	<b>Year 4 Showcase Assembly in the Spring Term.</b>	<b>Show Time – Summer term show.</b>	<b>Show Time – Summer term show.</b>	
	<ul style="list-style-type: none"> <li>To choose a song they have learnt from the Scheme and perform it.</li> <li>To add their ideas to the performance.</li> <li>To record the performance and say how they were feeling about it.</li> </ul>	<ul style="list-style-type: none"> <li>To choose a song they have learnt from the Scheme and perform it. To add their ideas to the performance.</li> <li>To record the performance and say how they were feeling about it.</li> </ul>	<ul style="list-style-type: none"> <li>To choose what to perform and create a programme.</li> <li>To communicate the meaning of the words and clearly articulate them.</li> <li>To talk about the best place to be when performing and how to stand or sit.</li> <li>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>	<ul style="list-style-type: none"> <li>To choose what to perform and create a programme.</li> <li>To communicate the meaning of the words and clearly articulate them.</li> <li>To talk about the best place to be when performing and how to stand or sit.</li> <li>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</li> </ul>	<ul style="list-style-type: none"> <li>To choose what to perform and create a programme.</li> <li>To communicate the meaning of the words and clearly articulate them.</li> <li>To talk about the venue and how to use it to best effect.</li> <li>To record the performance and compare it to a previous performance.</li> <li>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ul>	<ul style="list-style-type: none"> <li>To choose what to perform and create a programme.</li> <li>To communicate the meaning of the words and clearly articulate them.</li> <li>To talk about the venue and how to use it to best effect.</li> <li>To record the performance and compare it to a previous performance.</li> <li>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ul>	<ul style="list-style-type: none"> <li>To choose what to perform and create a programme.</li> <li>To communicate the meaning of the words and clearly articulate them.</li> <li>To talk about the venue and how to use it to best effect.</li> <li>To record the performance and compare it to a previous performance.</li> <li>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ul>

Support					
Generic music skills					
<b>P4</b>	<b>P5</b>	<b>P6</b>	<b>P7</b>	<b>P8</b>	<b>Early Years</b>
<ul style="list-style-type: none"> <li>Use single words, gestures, signs, objects, pictures or symbols to communicate about familiar musical activities or name familiar instruments.</li> <li>With some support, listen and attend to familiar musical activities and follow and join in familiar routines.</li> <li>Show an awareness of cause and effect in familiar events.</li> </ul>	<ul style="list-style-type: none"> <li>Take part in simple musical performances.</li> <li>Respond to signs given by a musical conductor.</li> <li>Pick out a specific musical instrument when asked. Play loudly, quietly, quickly and slowly in imitation.</li> <li>Play an instrument when prompted by a cue card. Listen to, and imitate, distinctive sounds played on a particular instrument.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to other pupils in music sessions.</li> <li>Join in and take turns in songs and play instruments with others.</li> <li>Begin to play, sing and move expressively in response to the music or the meaning of words in a song.</li> <li>Explore the range of effects that can be made by an instrument or sound maker.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and describe music by describing musical experiences, using phrases or statements, combining a small number of words, signs, symbols or gestures.</li> <li>Respond to prompts to play faster, slower, louder or softer.</li> <li>Follow simple graphic scores with symbols or pictures and play simple patterns or sequences of music.</li> <li>Listen and contribute to sound stories.</li> </ul>	<ul style="list-style-type: none"> <li>Listen carefully to music.</li> <li>Understand and respond to words, symbols and signs that relate to tempo, dynamics and pitch, e.g. faster, slower, louder, higher and lower.</li> <li>Create own simple compositions, carefully selecting sounds.</li> <li>Create simple graphic scores using pictures or symbols.</li> <li>Use a growing musical vocabulary of words, signs or symbols to describe what is played and heard.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to build a repertoire of songs.</li> <li>Explore the different sounds of musical instruments.</li> <li>Create simple representations of events, people and objects.</li> </ul>

<ul style="list-style-type: none"> <li>• Begin to look for an instrument or noise maker played out of sight.</li> <li>• Repeat, copy and imitate actions, sounds or words in songs and musical performances.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to a familiar instrument played behind a screen and match the sound to the correct instrument on a table.</li> </ul>	<ul style="list-style-type: none"> <li>• Copy simple rhythms and musical patterns or phrases.</li> <li>• Play groups of sounds indicated by a simple picture- or symbol-based score.</li> <li>• Begin to categorise percussion instruments by how they can be played.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise and make basic choices about the sound and instruments used.</li> <li>• Make simple compositions.</li> </ul>	<ul style="list-style-type: none"> <li>• Make and communicate choice when performing, playing, composing, listening and appraising.</li> </ul>	
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