

Music at Sheepy Magna C of E Primary School

	Term	Year A	Year B
Portland FS / Y1	Autumn	Music Express Year 1 Long and Short of it	ME Y1 Taking off ME FS Senses
	Spring	Music Express FS Moving patterns, Going places	ME Y1 Feel the pulse
	Summer	Music Express Y1 What's the score	ME Y1 Rain,rain go away ME FS Going places
Cotswold Y1 / Y2	Autumn	Music Express Y2 Feel the pulse	ME Y2 Long and short of it
	Spring	Music Express Y2 Sounds interesting	ME Y2 What's the score
	Summer	Music Express Y2 Taking off	ME Y2 Rain, rain go away
Swaledale Y3/ Y4	Autumn	Music Express Y4 Play it again	WCET or ME Y4 Class Orchestra
	Spring	ME Y4 Dragon Scales	WCET or Recorders & Ocarinas
	Summer	Music Express Y4 Animal Magic	WCET or Glockenspiels & Boomwhackers
Woodlands Y5 /Y6	Autumn	Music Express Y6 Songwriter AND Composer study	ME Y 5 Y6 Journey into space
	Spring	Music Express Y6 Cyclic patterns	ME Y6 Roundabout
	Summer	Music Express Y5 Who Knows	ME Y5 Stars Hide your Fires

	Portland (EYFS / Year 1)	
	Year A	Year B
Objectives	use their voices expressively and creatively by singing songs and speaking chants and rhymes play untuned instruments musically experiment with, create, select and combine sounds using the inter-related dimensions of music. listen with concentration	use their voices expressively and creatively by singing songs and speaking chants and rhymes play untuned instruments musically experiment with, create, select and combine sounds using the inter-related dimensions of music.
Skills / Knowledge	Explore different types of voices Use movement to show phrases Make a sequence of sounds Tap out words and phrases Create long and short sounds Listen to music to reflect fireworks Recognise different length sounds	Sing up and down, following hand gestures Name a variety of instruments Learn to follow the conductor or band leader Make labels for instruments Play and sing using dot notation to support Recognise high and low sounds Create sounds to respond to a stimulus Listen to short excerpts of music Listen to different sounds in the environment Explore high and low sounds Express thoughts and feelings about music and respond physically through simple language and movement
	Music Express Year 1 Long and Short of it	ME Y1 taking off ME FS senses
Objectives	use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically experiment with, create, select and combine sounds using the inter-related dimensions of music	use their voices expressively and creatively by speaking chants and rhymes play untuned instruments musically experiment with, create, select and combine sounds.
Skills / Knowledge	Chant and keep to a steady beat Try to match pitches Play singing games Sing songs with expression Play an instrument to the beat Recognise high and low sounds Explore different sounds using body percussion Explore high and low Sing back a tune Match high and low to hand movement	Sing songs to a beat Name a variety of instruments Learn to follow the conductor or band leader Play along with a rhythm Chant/ sing to the rhythm Make labels for instruments Recognise a beat Play to a beat Identify rhythm Talk about high and low sounds in the environment
	Music Express FS Moving patterns, going places	ME Y1 feel the pulse
Objectives	use their voices expressively and creatively by singing songs play 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.	use their voices expressively and creatively by singing songs 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.
Skills / Knowledge	Play untuned instruments with control Play as part of an ensemble Play together with symbols to support Discuss what was good Make sounds to communicate feeling Change sounds Describe sounds Identify loud and quiet Use movement and dance to reinforce the enjoyment of music and the sense of pulse	Sing songs in different ways Summer Name a variety of instruments Learn to follow the conductor or band leader Create a sound story Summer Make and sounds Summer Select sounds to match a story Summer Order sounds Summer Express thoughts and feelings about music and respond physically through simple language and movement
	Music Express Y1 what's the score	ME Y1 Rain,rain go away ME FS going places

Cotswold (Year 1 / Year 2)		
	Year A	Year B
Objectives	use their voices expressively and creatively by singing songs and speaking chants and rhymes play untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music	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.
Skills / Knowledge	Chant and clap in time with a steady pulse Perform as an ensemble Chant/sing, clap the rhythm of the song; transfer the rhythm onto an un-tuned instrument; use it to accompany the chanting Count with a steady pulse Use symbols as a support Talk about and devise signs/gestures/symbols for the concepts: high/low, fast/slow, long/short. Make own short sequence of sounds using symbols as a support Begin to internalise and create rhythmic patterns Use tuned and untuned classroom percussion to compose and improvise Build an understanding of the pulse Recognise and explore different music styles Identify the pulse Recall and perform rhythmic patterns to a steady pulse	Sing songs in different ways and discuss the effect Contribute ideas and control sounds as part of a class composition and performance Perform long and short sounds in response to symbols Children order sounds in response to the stimulus and make their own short sequence of sounds using symbols as a support Identify how sounds can be changed e.g. grip triangle to 'stop it from vibrating well Identify the pulse and explore getting faster and slower Experiment and change sounds Create long and short sounds on instruments Recognise long and short sounds and make longer and shorter sounds with their voices
	Music Express Y2 Feel the pulse	ME Y2 long and short of it
Objectives	use their voices expressively and creatively by singing songs play untuned instruments musically experiment with, create, select and combine sounds using the inter-related dimensions of music.	use their voices expressively and creatively by 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.
Skills / Knowledge	Use their voices confidently to create sound effects Sing songs while maintaining a steady beat: tapping/walking Sing songs expressively increasingly in tune within a limited pitch Play instruments or use body percussion in different ways to create sound effects and follow directions to 'perform' together Handle and play a variety of tuned and untuned instruments with control Start to understand basic musical notation	Sing a song in two parts Sing the same song in different ways: loud, quiet; fast, slow, and in various moods Spring Play singing games in which children sing phrases alone Spring Describe, name and group a variety of instruments Spring Start to understand basic musical notation Suggest which instruments would make a particular sound Suggest instruments that make sounds like those described by the selected words and create sound pictures

	Follow a conductor and be the conductor themselves, responding to a range of gestures Create and choose sounds in response to stimulus Recognise and explore different music styles Begin to develop an understanding of the history and context of music Identify a variety of instruments that can be heard and describe sounds Sing a familiar song, identify then tap the rhythm of the words Sing back melodic phrases from known songs Play instruments using the correct techniques with respect Y2 Understand terms: timbre; texture; structure Y1 Understand terms: pitch; tempo; dynamics Illustrate stories or nursery rhymes by playing up or down the notes at appropriate moments Sing back melodic phrases from known songs	Use voices to provide sound effects Make up tunes Listen to pieces of music that describe Y2 Understand terms: timbre; texture; structure Y1 Understand terms: pitch; tempo; dynamics
	Music Express Y2 sounds interesting	ME Y2 what's the score
Objectives	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	use their voices expressively and creatively by singing songs play tuned 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.
Skills / Knowledge	Slide the voice upwards in pitch to a high voice and downwards in pitch to a low voice Follow the shape of the melody when singing songs. (Use hand/arm to gesture) Start to understand basic musical notation Play and sing phrases using 'pitch cards' Explore the concept high/low Use tuned and untuned classroom percussion to compose and improvise Create songs of their own using high-middle-low pitches Recognise and explore different music styles Begin to develop an understanding of the history and context of music Sing back melodic phrases from known songs Identify features e.g. Loud/quiet, fast/slow, high/low Y2 Understand terms: timbre; texture; structure Y1 Understand terms: pitch; tempo; dynamics Use hand position to reinforce high, middle, low	Sing a song in two parts Perform as an ensemble Use tuned and untuned classroom percussion to play accompaniments and tunes Start to understand basic musical notation Evaluate own music and that of others Summer Suggest how it might be improved Summer Make various sounds to describe thematic words Summer Experiment with different timbres (sound qualities) Summer Explore the effect of silence Summer Build an understanding of the pulse Recognise and explore different music styles Begin to develop an understanding of the history and context of music Sing back melodic phrases from known songs Play instruments using the correct techniques with respect Y2 Understand terms: timbre; texture; structure Y1 Understand terms: pitch; tempo; dynamics
	Music Express Y2 taking off	ME Y2 Rain, rain go away

Swaledale (Year 3 / Year 4)		
	Year A	Year B
Objectives	Play and perform in solo and ensemble contexts using their voices and playing musical instruments Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and musical notation	Play and perform in solo and ensemble contexts using their voices and playing musical instruments Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and musical notation
Skills / Knowledge	Keep in time with a steady pulse when chanting, singing. Be aware of correct posture whilst singing/playing Keep in time with a steady pulse when playing instruments Perform a repeated pattern to a steady pulse Maintain own part with awareness of how the different parts fit together to achieve an overall effect Play new pieces by ear Suggest and make improvements to work and that of others Contribute to a class performance Explore repeated patterns in music/art/dance Create repeated patterns and combine several layers of sound with awareness of the combined effect Identify rhythmic patterns, instruments and repetitions of sound/pattern	Sing/ perform rhythmically straightforward parts Sing/play appropriate material confidently and fluently Make improvements to singing - rehearse together to achieve objectives Sing melodic phrases Perform rhythmic patterns Y3 Develop an understanding of formal, written notation which includes crochets and rests Y4 Develop an understanding of formal, written notation which includes minims and quavers Comment on the intended effect and how to achieve it Express song meanings/lyrics using voices or instruments Perform repeated rhythmic patterns Learn a melodic phrase Join sequences together to create structures of rhythmic, descriptive or dance patterns Learn new songs; sing from memory Play short melodies by ear on pitched instruments Analyse and compare different sound qualities (TIMBRES)
	Music Express Y4 play it again	WCET or ME Y4 Class Orchestra
Objectives	Play and perform in solo and ensemble contexts using their voices and playing musical instruments Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and musical Notation	Play and perform in solo and ensemble contexts using their voices and playing musical instruments Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and musical notation
Skills / Knowledge	Sing melodic ostinato; songs in two parts; scale passages; with expression; a round in two parts Play new pieces from simple notations Y3: crochets and rests; Y4: minims and quavers Recognise and explore the ways sounds can be combined and used expressively Identify how songs are structured and accompanied Learn a melodic phrase Combine sounds to create textures Use a variety of notations including pictograms Look at the music and follow each part	Use graphic notation to illustrate the shape and formation of melodies Create and control sounds on instruments (including tempo/speed-dynamics/volume and pitch) Spring Y3 Develop an understanding of formal, written notation which includes crochets and rests Y4 Develop an understanding of formal, written notation which includes minims and quavers Begin to recognise notes on a stave Spring Identify and control different ways instruments make sounds Spring

	Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary Recognise and explore the ways sounds can be combined and used expressively Identify how songs are structured and accompanied	Select and sequence pitches (limited range) to create melodic phrases Recognise a range of musical instruments and the different sounds they make Recognise a range of musical styles and traditions Understand terms: improvisation and composition
	ME Y4 Dragon Scales	WCET or Recorders & Ocarinas
Objectives	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. Play and perform in solo and ensemble contexts using their voices and playing musical instruments Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and musical notation	Play and perform in solo and ensemble contexts using their voices and playing musical instruments Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and musical notation
Skills / Knowledge	Use voices to create and control sounds (including tempo/speed-dynamics/volume and pitch) Sing with confidence and precision Sing in tune in a group and alone Select instruments and create sounds to describe visual images Rehearse together to achieve objectives Improvise / devise melodic phrases Use pentatonic scales (limited range of notes: DEGAB or CDEGA) Create sequences of sound – express idea or mood Compose music in pairs - and small groups Use staff notation as a support Recognise how the different musical elements are combined and used expressively Explore ideas and feelings about music using movement, expressive language and musical vocabulary Develop an understanding of a wide range of music from different styles, genres and traditions from a variety of composers and musicians	Use graphic notation to illustrate the shape and formation of melodies Create and control sounds on instruments (including tempo/speed-dynamics/volume and pitch) Y3 Develop an understanding of formal, written notation which includes crochets and rests Y4 Develop an understanding of formal, written notation which includes minims and quavers Play and sing phrases from notation Suggest ideas for performances Identify and control different ways instruments make sounds Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate Add words to melodic phrases to create a class/group song Explore, choose, combine, organise and record musical ideas within musical structures Represent sounds and symbols Find the pulse with ease Evaluate how venue, occasion and purpose affects the way music is created performed and heard Summer Recognise a range of musical instruments and the different sounds they make Recognise a range of musical styles and traditions Understand terms: improvisation and composition
	Music Express Y4 Animal Magic	WCET or glockenspiels & boomwhackers

	Woodlands (Year 5 / Year 6)	
	Year A	Year B
Objectives	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	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
Skills / Knowledge	Sing songs in unison Sing with control of pitch Sing with clear diction and expressions Play instruments with control Perform significant parts from memory and from notations Develop musical imagination through experimenting Learn blues chords and scales Compose music to describe images Analyse and comment on the effectiveness of how sounds, images and lyrics are used to create different moods Describe the effect of different combinations of pitched notes using the terms tense-discord, relaxed-concord Improve performance Listen with concentration and some engagement to longer pieces of instrumental and vocal music Identify how music reflects different intentions Identify how music reflects time and place Show knowledge and understanding of how time and place can influence the way music is created, performed and heard. Develop a broad understanding of a wide range of live and recorded music from different styles, genres and traditions from a variety of composers and musicians	Play instrument with rhythmic accuracy Improvise and adapt sounds Explore the relationship between sounds Recognise combinations of pitched sounds - concords and discords Devise melodic and harmonic accompaniments Apply knowledge and understanding of how combined musical elements can be organised and used to communicate different moods and effects Compose music for different occasions / mood using appropriate musical features and devices (melody, rhythms, chords and structures) Identify musical features (scale, arpeggio, canon, drone, dynamics, ostinato, timbre...) Identify mood / sensation Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary e.g. pitch, tempo, timbre, lyrics
	Music Express Y6 Songwriter AND Composer study	Journey into space ME Y5/6
Objectives	play and perform in solo and ensemble contexts, 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	play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression 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	
Skills / Knowledge	Sing songs written in different metres – tap the pulse on strong beats Sing/play with increased control, expression, fluency and confidence Perform a particular cyclic pattern i.e. rhythmic phrase structured, layered and repeated Keep a steady beat Improvise rhythmic patterns over a steady pulse with confidence Fit different rhythmic patterns together and maintain own part with awareness of the pulse Create texture by combining sound Develop more complex rhythmic ideas Devise rhythmic accompaniments Identify different tempi and meters – grouping of the beat – counting and feeling the pulse on the strong beat Compare / contrast own work with that of others	Maintain their own part when singing songs written in four parts Sing with control of pitch Control breathing, posture and sound projection Sing a round in four parts - identify the melodic phrases and how they fit together Perform a round confidently using voices and instruments. Be aware of other parts when playing an independent part Rehearse with others and help achieve a high quality performance Perform with awareness of audience, venue and occasion Explore different combinations of vocal sounds Understand how pulse, rhythm and pitch work together
	Music Express Y6 Cyclic patterns	ME Roundabout Y6
Objectives	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	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression use and understand staff and other musical notations
Skills / Knowledge	Rehearse with others and help achieve a high quality performance Refine and improve their own and others' work in relation to the intended effect Explore different textures of un-tuned sounds Devise more complex rhythmic patterns using semi-quavers and rests Select and combine different sounds to compose a sound scape Use standard and additional methods of notation as appropriate across a range of different contexts	Breathe in agreed places to identify phrases Use graphic/traditional/other notation to develop a deeper understanding of shape/form of melodies Improvise - developing rhythmic and melodic material within given structures - when performing Create a simple composition and record using formal notation Play from pitched notation (read music) Explore and explain ideas and feelings about music using expressive language and musical vocabulary Identify and explore musical device
	Music Express Y5 Who Knows	ME Stars Hide your Fires Y5