

MUSIC							
Objectives Year 1		A1	A2	A3	A4	A5	A6
Singing songs	To find their singing voice and use their voices confidently.	✓	✓	✓	✓	✓	✓
	Sing a melody accurately	✓	✓	✓	✓	✓	✓
	Sing with a sense of awareness of pulse and control of rhythm.	✓	✓	✓	✓	✓	✓
	Recognise phrase lengths and know when to breathe.	✓	✓	✓	✓	✓	✓
	Follow pitch movements with their hands and use high, low and middle voices.	✓	✓	✓	✓	✓	✓
	Begin to sing with control of pitch	✓	✓	✓	✓	✓	✓
	Sing with an awareness of other performers.	✓	✓	✓	✓	✓	✓
Listening, Memory and Movement.	Recall and remember short songs and sequences and patterns of sounds.	✓					
	Respond physically when performing, composing and appraising music.	✓				✓	✓
	Identify different sound sources.		✓		✓	✓	✓
	Identify well-defined musical features.		✓			✓	
	Appreciate a wide range of high-quality recorded and live music	✓	✓	✓	✓	✓	✓
	Appreciate a wide range of high-quality music by noteworthy composers and musicians	✓	✓	✓	✓	✓	✓
	Appreciate a wide range of genres of music, [e.g. jazz, classical, pop]	✓	✓	✓	✓	✓	✓
Exploring sounds, melody and instruments	To explore different sound sources.					✓	
	Make sounds and recognise how they can give a message.	✓			✓		
	Identify and name classroom instruments.	✓	✓		✓		
	Create and chose sounds in response to a given stimulus.	✓					
	Identify how sounds can be changed.			✓			✓
	Create differing pitch using a variety of instruments including the voice.			✓			✓
	Create differing dynamics using a variety of instruments including the voice.	✓	✓				
	Create long and short sounds using a variety of instruments including the voice.		✓			✓	
	Create differing timbres using a variety of instruments including the voice.		✓				
	Create differing layers of music using a variety of instruments including the voice.	✓					✓
	Select and combine sounds using the interrelated dimensions of duration, tempo, timbre and texture.						✓
Reading and writing notation	Perform long and short sounds in response to symbols.	✓					✓
	Play and sing phrase from graphic notation.	✓					
	Record their own ideas.				✓		✓
	Make their own symbols as part of a class score.				✓		
Controlling pulse and rhythm	Identify the pulse in different pieces of music.	✓	✓		✓	✓	
	Identify the pulse and join in getting faster and slower together.	✓	✓			✓	
	Perform a rhythm to a given pulse.	✓	✓				
	Begin to internalise and create rhythmic patterns.	✓	✓		✓		✓
	Accompany a chant or song by clapping or playing the pulse or rhythm.	✓	✓	✓			
Composing	Contribute to the creation of a class composition.				✓		✓
	Begin to create own music independently				✓		✓
	Compose music in pairs and make improvements to their own work.				✓		
Performance and Evaluation	Perform in different ways, exploring the way the performers are a musical resource. Perform together and follow instructions that combine the musical elements. Choose sounds and instruments carefully and make improvements to their own and others' work.	✓	✓	✓	✓	✓	✓

A1 = Ourselves, Number, Animals

A2 = Weather and Machines

A3 = Seasons

A4 = Our School and Pattern

A5 = Storytime and Our Bodies

A6 = Travel and Water

MUSIC							
Objectives Year 2		A1	A2	A3	A4	A5	A6
Singing songs	To find their singing voice and use their voices confidently.	√	√	√	√	√	√
	Sing a melody accurately	√	√	√	√	√	√
	Sing with a sense of awareness of pulse and control of rhythm.	√	√	√	√	√	√
	Recognise phrase lengths and know when to breathe.	√	√	√	√	√	√
	Follow pitch movements with their hands and use high, low and middle voices.	√	√	√	√	√	√
	Begin to sing with control of pitch	√	√	√	√	√	√
	Sing with an awareness of other performers.	√	√	√	√	√	√
Listening, Memory and Movement.	Recall and remember short songs and sequences and patterns of sounds.		√		√		√
	Respond physically when performing, composing and appraising music.		√	√	√		√
	Identify different sound sources.		√	√			√
	Identify well-defined musical features.			√			√
	Appreciate a wide range of high-quality recorded and live music	√	√	√	√	√	√
	Appreciate a wide range of high-quality music by noteworthy composers and musicians	√	√	√	√	√	√
	Appreciate a wide range of genres of music, [e.g. jazz, classical, pop]	√	√	√	√	√	√
Exploring sounds, melody and instruments	To explore different sound sources.	√					
	Make sounds and recognise how they can give a message.	√		√			
	Identify and name classroom instruments.	√					
	Create and chose sounds in response to a given stimulus.	√		√		√	√
	Identify how sounds can be changed.			√			√
	Create differing pitch using a variety of instruments including the voice.	√			√		√
	Create differing dynamics using a variety of instruments including the voice.				√		
	Create long and short sounds using a variety of instruments including the voice.			√			√
	Create differing timbres using a variety of instruments including the voice.			√			√
	Create differing layers of music using a variety of instruments including the voice.						√
Select and combine sounds using the interrelated dimensions of duration, tempo, timbre and texture.							
Reading and writing notation	Perform long and short sounds in response to symbols.		√			√	
	Play and sing phrase from graphic notation.	√	√			√	
	Record their own ideas.					√	√
	Make their own symbols as part of a class score.					√	√
Controlling pulse and rhythm	Identify the pulse in different pieces of music.	√	√	√		√	
	Identify the pulse and join in getting faster and slower together.	√	√	√		√	
	Perform a rhythm to a given pulse.	√	√	√		√	
	Begin to internalise and create rhythmic patterns.	√	√	√		√	
	Accompany a chant or song by clapping or playing the pulse or rhythm.	√	√	√		√	
Composing	Contribute to the creation of a class composition.	√		√	√	√	√
	Begin to create own music independently			√	√	√	√
	Compose music in pairs and make improvements to their own work.			√	√	√	√
Performance and Evaluation	Perform in different ways, exploring the way the performers are a musical resource. Perform together and follow instructions that combine the musical elements. Choose sounds and instruments carefully and make improvements to their own and others' work.			√		√	√
Instruments	To learn a music instrument, understand its subtleties and be able to perform with increasing confidence	√	√				

A1 = Ourselves, Toys, Our Land

A2 = Our Bodies and Animals

A3 = Number and Storytime

A4 = Seasons and Weather

A5 = Pattern and Water

A6 = Travel

MUSIC							
Objectives Year 3		A1	A2	A3	A4	A5	A6
Singing songs	Sing in tune with confidence using a wider vocal range	✓			✓	✓	
	Sing with awareness of pulse and control of rhythm	✓			✓	✓	
	Recognise simple structures.	✓			✓	✓	
	Sing expressively with awareness and control at the expressive elements	✓			✓	✓	
	Sing songs and create different vocal effects	✓			✓	✓	
	Internalise sounds by singing parts of a song 'in their heads.'	✓			✓	✓	
Listening, Memory and Movement.	Identify melodic phrases and play them by ear.				✓	✓	
	Create sequences of movements in response to sounds.				✓		
	Explore and chose different movements to describe animals.				✓		
	Demonstrate the ability to recognise the use of structure and expressive elements through dance.						
	Identify phrases that could be used as an introduction, interlude and ending.				✓		
	Appreciate a wide range of high-quality recorded and live music	✓	✓	✓	✓	✓	✓
	Appreciate a wide range of high-quality music by noteworthy composers and musicians	✓	✓	✓	✓	✓	✓
Appreciate a wide range of genres of music, [e.g. jazz, classical, pop]	✓	✓	✓	✓	✓	✓	
Exploring sounds, melody and instruments	Identify ways sounds are used to accompany a song.	✓	✓			✓	✓
	Analyse and comment on how sounds are used to create different moods.					✓	✓
	Explore and perform different types of accompaniment.	✓					✓
	Explore and select different melodic patterns.					✓	
	Recognise and explore different combinations of pitch sounds. Identify melodic phrases and play them by ear.		✓				✓
Reading and writing notation	Select instruments to describe visual images and on the basis of internalised sounds.			✓			
	Perform long and short sounds in response to symbols.			✓			
	Create long and short sounds on instruments.		✓	✓			
	Play and sing phrase from graphic notation.			✓	✓		
	Record their own ideas.			✓	✓		
	Use/understand symbols to represent pitch and long/short sounds		✓	✓	✓		
	Use and understand symbols to represent dynamics and tempo		✓	✓	✓		
	Use and understand staff notations for duration [e.g. crotchet, quaver, minim, rests]	✓		✓	✓	✓	
Use and understand the staff notations for pitch	✓		✓	✓	✓		
Controlling pulse and rhythm	Recognise rhythmic patterns.	✓			✓		
	Perform a repeated pattern to a steady pulse.	✓			✓		
	Identify and recall rhythmic and melodic patterns.	✓					
	Identify repeated patterns used in a variety of music. (Ostinato).	✓					
Composing	Compose using a range of layers of music	✓	✓				✓
	Compose using a range of pitch and dynamics		✓	✓	✓		✓
	Compose using a range of rhythmic patterns and ostinato		✓	✓			
	Create music that describes contrasting moods/emotions.	✓	✓				✓
	Improvise simple tunes based on the pentatonic scale.			✓			
	Create an accompaniment to a known song.						✓
Performance and Evaluation	Create descriptive music in pairs or small groups.						✓
	Perform in different ways, exploring the way the performers are a musical resource.			✓			
	Perform with awareness of different parts.			✓		✓	
Instruments	Recognise how music can reflect different intentions.	✓	✓	✓	✓	✓	
	To learn a music instrument, understand its subtleties and be able to perform with increasing confidence	✓	✓				

A1 = Environment and Building

A2 = Sounds and Poetry

A3 = China and Time

A4 = In the Past and Communication

A5 = Human Body and Singing French

A6 = Ancient Worlds and Food and Drink

MUSIC							
Objectives Year 4		A1	A2	A3	A4	A5	A6
vSinging songs	Sing in tune with confidence using a wider vocal range	✓			✓	✓	✓
	Sing with awareness of pulse and control of rhythm	✓	✓		✓	✓	✓
	Recognise simple structures.	✓	✓			✓	✓
	Sing expressively with awareness and control at the expressive elements	✓			✓	✓	✓
	Sing songs and create different vocal effects	✓			✓	✓	✓
	Internalise sounds by singing parts of a song 'in their heads.'	✓			✓	✓	✓
Listening, Memory and Movement.	Identify melodic phrases and play them by ear.				✓	✓	
	Create sequences of movements in response to sounds.				✓	✓	
	Explore and chose different movements to describe animals.	✓					
	Demonstrate the ability to recognise the use of structure and expressive elements through dance.					✓	✓
	Identify phrases that could be used as an introduction, interlude and ending.	✓			✓	✓	
	Appreciate a wide range of high-quality recorded and live music	✓	✓	✓	✓	✓	✓
	Appreciate a wide range of high-quality music by noteworthy composers and musicians	✓	✓	✓	✓	✓	✓
Exploring sounds, melody and instruments	Appreciate a wide range of genres of music, [e.g. jazz, classical, pop]	✓	✓	✓	✓	✓	✓
	Identify ways sounds are used to accompany a song.	✓					✓
	Analyse and comment on how sounds are used to create different moods.	✓					✓
	Explore and perform different types of accompaniment.	✓					✓
	Explore and select different melodic patterns.						✓
	Recognise and explore different combinations of pitch sounds. Identify melodic phrases and play them by ear.		✓				✓
Reading and writing notation	Select instruments to describe visual images and on the basis of internalised sounds.	✓		✓			✓
	Perform long and short sounds in response to symbols.		✓	✓			
	Create long and short sounds on instruments.		✓				
	Play and sing phrase from graphic notation.		✓				
	Record their own ideas.		✓				
	Use/understand symbols to represent pitch and long/short sounds		✓				
	Use and understand symbols to represent dynamics and tempo			✓			
	Use and understand staff notations for duration [e.g. crotchet, quaver, minim, rests]	✓	✓				
Controlling pulse and rhythm	Use and understand the staff notations for pitch	✓	✓				
	Recognise rhythmic patterns.		✓		✓		
	Perform a repeated pattern to a steady pulse.		✓		✓		
	Identify and recall rhythmic and melodic patterns.		✓		✓		
Composing	Identify repeated patterns used in a variety of music. (Ostinato).	✓	✓		✓		
	Compose using a range of layers of music	✓		✓			
	Compose using a range of pitch and dynamics	✓		✓			
	Compose using a range of rhythmic patterns and ostinati	✓	✓				
	Create music that describes contrasting moods/emotions.			✓			
	Improvise simple tunes based on the pentatonic scale.			✓			
	Create an accompaniment to a known song.				✓		
Performance and Evaluation	Create descriptive music in pairs or small groups.			✓			
	Perform in different ways, exploring the way the performers are a musical resource.	✓	✓	✓	✓	✓	✓
	Perform with awareness of different parts.	✓	✓	✓	✓	✓	✓
Instruments	Recognise how music can reflect different intentions.	✓	✓	✓	✓	✓	✓
	To learn a music instrument, understand its subtleties and be able to perform with increasing confidence	✓	✓				

A1 = Poetry and Environment and Sounds

A2 = Recycling and Building

A3 = Around the World and Ancient Worlds

A4 = Singing Spanish and Communication

A5 = Time and In the Past

A6 = Food and Drink

		A1	A2	A3	A4	A5	A6
Objectives Year 5		A1	A2	A3	A4	A5	A6
Singing songs	Sing songs with increasing control of breathing, posture and sound projection.	√	√	√	√	√	√
	Sing songs in tune and with an awareness of other parts.	√	√	√	√	√	√
	Identify phrases through breathing in appropriate places.	√	√	√	√	√	√
	Sing with expression and rehearse with others.	√	√	√	√	√	√
	Sing a round in two parts and identify the melodic phrases and how they fit together.	√	√	√	√	√	√
	Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.	√	√	√	√	√	√
Listening, Memory and Movement.	Internalise short melodies and play these on pitched percussion (play by ear).						
	Create dances that reflect musical features.						
	Identify different moods and textures.			√			
	Identify how a mood is created by music and lyrics.			√			
	Listen to longer pieces of music and identify features.			√			
	Appreciate a wide range of high-quality recorded and live music	√	√	√	√	√	√
	Appreciate a wide range of high-quality music by noteworthy composers and musicians	√	√	√	√	√	√
	Appreciate a wide range of genres of music, [e.g. jazz, classical, pop]	√	√	√	√	√	√
Exploring sounds, melody and instruments	Identify and control different ways percussion instruments make sounds.						√
	Play accompaniments with control and accuracy.						√
	Create different effects using combinations of pitched sounds.						√
	Use ICT to change and manipulate sounds.						
Reading and writing notation	Perform using notation as a support.			√			√
	Sing songs with staff notation as support.			√			
	Use/understand symbols to represent pitch and long/short sounds			√			
	Use and understand symbols to represent dynamics and tempo	√	√	√	√	√	√
	Use and understand staff notations for duration [e.g. crotchet, quaver, minim, rests]	√	√	√	√	√	√
	Use and understand the staff notations for pitch	√	√	√	√	√	√
Controlling pulse and rhythm	Identify different speeds of pulse (tempo) by clapping and moving.					√	
	Improvise rhythm patterns.					√	
	Perform an independent part keeping to a steady beat.					√	
	Identify the metre of different songs through recognising the pattern of strong and weak beats.					√	
	Subdivide the pulse while keeping to a steady beat.					√	
Composing	Identify different starting points or composing music.			√			√
	Compose using a range of layers of music	√	√		√		√
	Compose using a range of pitch and dynamics				√		√
	Compose using a range of rhythmic patterns and ostinati				√		√
	Write lyrics to a known song.	√	√				
	Compose a short song to own lyrics based on everyday phrases.	√	√				
	Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.	√	√				√
Performance and Evaluation	Present performances effectively with awareness of audience, venue and occasions	√	√	√	√	√	√
	Improve work through analysis, evaluation and comparison.	√	√	√	√	√	√
Instruments	To learn a music instrument, understand its subtleties and be able to perform with increasing confidence	√	√				

MUSIC							
Objectives Year 6		A1	A2	A3	A4	A5	A6
Singing songs	Sing songs with increasing control of breathing, posture and sound projection.	√	√	√	√	√	√
	Sing songs in tune and with an awareness of other parts.	√	√	√	√	√	√
	Identify phrases through breathing in appropriate places.	√	√	√	√	√	√
	Sing with expression and rehearse with others.	√	√	√	√	√	√
	Sing a round in two parts and identify the melodic phrases and how they fit together.	√	√	√	√	√	√
	Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.	√	√	√	√	√	√
Listening, Memory and Movement.	Internalise short melodies and play these on pitched percussion (play by ear).				√		√
	Create dances that reflect musical features.	√		√	√		
	Identify different moods and textures.			√	√		√
	Identify how a mood is created by music and lyrics.			√	√		
	Listen to longer pieces of music and identify features.			√	√		√
	Appreciate a wide range of high-quality recorded and live music	√	√	√	√	√	√
	Appreciate a wide range of high-quality music by noteworthy composers and musicians	√	√	√	√	√	√
	Appreciate a wide range of genres of music, [e.g. jazz, classical, pop]	√	√	√	√	√	√
Exploring sounds, melody and instruments	Identify and control different ways percussion instruments make sounds.	√					
	Play accompaniments with control and accuracy.	√					
	Create different effects using combinations of pitched sounds.	√					
	Use ICT to change and manipulate sounds.						
Reading and writing notation	Perform using notation as a support.			√	√		√
	Sing songs with staff notation as support.			√	√		
	Use/understand symbols to represent pitch and long/short sounds			√	√		
	Use and understand symbols to represent dynamics and tempo	√	√	√	√	√	√
	Use and understand staff notations for duration [e.g. crotchet, quaver, minim, rests]	√	√	√	√	√	√
	Use and understand the staff notations for pitch	√	√	√	√	√	√
Controlling pulse and rhythm	Identify different speeds of pulse (tempo) by clapping and moving.	√					√
	Improvise rhythm patterns.	√					
	Perform an independent part keeping to a steady beat.	√			√		√
	Identify the metre of different songs through recognising the pattern of strong and weak beats.	√			√		√
	Subdivide the pulse while keeping to a steady beat.	√			√		√
Composing	Identify different starting points or composing music.				√	√	
	Compose using a range of layers of music				√	√	
	Compose using a range of pitch and dynamics				√	√	
	Compose using a range of rhythmic patterns and ostinati				√	√	
	Write lyrics to a known song.				√	√	
	Compose a short song to own lyrics based on everyday phrases.					√	
	Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.					√	
Performance and Evaluation	Present performances effectively with awareness of audience, venue and occasions	√	√	√	√	√	√
	Improve work through analysis, evaluation and comparison.	√	√	√	√	√	√
Instruments	To learn a music instrument, understand its subtleties and be able to perform with increasing confidence	√	√				

