	MUSIC						
	Objectives Year 1	A1	A2	A3	A4	A5	A6
Singing songs	To find their singing voice and use their voices confidently.	V	٧	٧	V	٧	V
	Sing a melody accurately	V	٧	٧	V	٧	V
	Sing with a sense of awareness of pulse and control of rhythm.	V	٧	V	V	٧	V
	Recognise phrase lengths and know when to breathe.	V	٧	V	V	V	V
	Follow pitch movements with their hands and use high, low and middle voices.	V	٧	V	V	V	٧
	Begin to sing with control of pitch	V	٧	٧	٧	V	٧
	Sing with an awareness of other performers.	V	٧	V	V	V	V
	Recall and remember short songs and sequences and patterns of sounds.	V					ļ
=	Respond physically when performing, composing and appraising music.	V				V	٧
Listening, Memory and Movement. Exploring sounds, melody and instruments	Identify different sound sources.		٧		V	V	٧
	Identify well-defined musical features.		V			V	
	Appreciate a wide range of high-quality recorded and live music	V	V	V	V	٧	V
	Appreciate a wide range of high-quality music by noteworthy composers and musicians	V	٧	٧	V	V	V
	Appreciate a wide range of genres of music, [e.g. jazz, classical, pop]	V	V	٧	V	V	V
	To explore different sound sources.					V	
	Make sounds and recognise how they can give a message.	V			V		
	Identify and name classroom instruments.	V	V		V		
Evaloring counds	Create and chose sounds in response to a given stimulus.	V					
	Identify how sounds can be changed.			V			V
	Create differing pitch using a variety of instruments including the voice.			٧			٧
	Create differing dynamics using a variety of instruments including the voice.	V	٧				
	Create long and short sounds using a variety of instruments including the voice.		٧			V	
	Create differing timbres using a variety of instruments including the voice.		٧				
	Create differing layers of music using a variety of instruments including the voice.	V					V
	Select and combine sounds using the interrelated dimensions of duration, tempo, timbre and texture.						V
	Perform long and short sounds in response to symbols.	V					V
Reading and	Play and sing phrase from graphic notation.	V					
writing notation	Record their own ideas.	_			V		V
	Make their own symbols as part of a class score.				V		
	Identify the pulse in different pieces of music.	V	V		V	V	
Controlling pulse	Identify the pulse and join in getting faster and slower together.	V	٧			V	
and rhythm	Perform a rhythm to a given pulse.	V	V				
	Begin to internalise and create rhythmic patterns.	V	V		V		V
	Accompany a chant or song by clapping or playing the pulse or rhythm.	V	V	V			
	Contribute to the creation of a class composition.		-	-	V		V
Composing	Begin to create own music independently				v √		v v
	Compose music in pairs and make improvements to their own work.			+	۰ ۷		
	Perform in different ways, exploring the way the performers are a musical resource. Perform together and follow instructions that combine	N	V	V	v 	N	N
Performance and Evaluation	the musical elements. Choose sounds and instruments carefully and make improvements to their own and others' work.	v	V	v	V	v	V

A1 = Ourselves, Number, Animals

A2 = Weather and Machines

A3 = Seasons

A4 = Our School and Pattern

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.	V	V	V	V	V	٧
	Sing a melody accurately	V	V	V	٧	٧	٧
	Sing with a sense of awareness of pulse and control of rhythm.	V	V	V	V	٧	V
	Recognise phrase lengths and know when to breathe.	V	V	V	V	٧	V
	Follow pitch movements with their hands and use high, low and middle voices.	V	V	V	٧	٧	٧
	Begin to sing with control of pitch	V	V	V	V	٧	V
	Sing with an awareness of other performers.	V	٧	٧	V	٧	V
	Recall and remember short songs and sequences and patterns of sounds.		V		V		V
Listening, Memory	Respond physically when performing, composing and appraising music.		V	V	V		V
and Movement.	Identify different sound sources.		V	V			V
	Identify well-defined musical features.			V			V
	Appreciate a wide range of high-quality recorded and live music	V	٧	٧	V	٧	V
	Appreciate a wide range of high-quality music by noteworthy composers and musicians	V	V	V	V	V	٧
Listening, Memory and Movement. I Exploring sounds, melody and instruments I Reading and writing notation I I I I I I I I I I I I I	Appreciate a wide range of genres of music, [e.g. jazz, classical, pop]	V	V	V	V	V	V
	To explore different sound sources.	V					
	Make sounds and recognise how they can give a message.	V		V			
	Identify and name classroom instruments.	V					
Exploring sounds.	Create and chose sounds in response to a given stimulus.	V		V		V	V
	Identify how sounds can be changed.			V			V
	Create differing pitch using a variety of instruments including the voice.	V			V		V
	Create differing dynamics using a variety of instruments including the voice.				V		
	Create long and short sounds using a variety of instruments including the voice.			V			V
	Create differing timbres using a variety of instruments including the voice.			V			V
	Create differing layers of music using a variety of instruments including the voice.						V
	Select and combine sounds using the interrelated dimensions of duration, tempo, timbre and texture.						
	Perform long and short sounds in response to symbols.		V			V	
Reading and	Play and sing phrase from graphic notation.	V	V			V	
writing notation	Record their own ideas.					V	V
	Make their own symbols as part of a class score.					V	V
	Identify the pulse in different pieces of music.	V	V	V		V	
Controlling pulse	Identify the pulse and join in getting faster and slower together.	V	V	V		V	
and rhythm	Perform a rhythm to a given pulse.	V	V	V		V	
	Begin to internalise and create rhythmic patterns.	V	V	V		V	
	Accompany a chant or song by clapping or playing the pulse or rhythm.	V	V	V		V	
	Contribute to the creation of a class composition.	V		V	٧	V	V
Composing	Begin to create own music independently			V	V	V	V
	Compose music in pairs and make improvements to their own work.			V	V	V	V
	Perform in different ways, exploring the way the performers are a musical resource. Perform together and follow instructions that combine			V		V	٧
Performance and Evaluation	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	V	V				

	MUSIC						
	Objectives Year 3	A1	A2	A3	A4	A5	A6
Singing songs	Sing in tune with confidence using a wider vocal range	٧			V	V	
	Sing with awareness of pulse and control of rhythm	٧			V	٧	
	Recognise simple structures.	٧			V	V	
	Sing expressively with awareness and control at the expressive elements	٧			V	V	
	Sing songs and create different vocal effects	٧			V	V	
	Internalise sounds by singing parts of a song 'in their heads.'	٧			٧	V	
Listening, Memory	Identify melodic phrases and play them by ear.				٧	V	
and Movement.	Create sequences of movements in response to sounds.				٧		
	Explore and chose different movements to describe animals.				V		
	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.				٧		
	Appreciate a wide range of high-quality recorded and live music	٧	٧	٧	٧	٧	٧
	Appreciate a wide range of high-quality music by noteworthy composers and musicians	٧	V	V	V	٧	٧
	Appreciate a wide range of genres of music, [e.g. jazz, classical, pop]	√	V	V	V	V	٧
	Identify ways sounds are used to accompany a song.	٧	V			V	V
Exploring sounds,	Analyse and comment on how sounds are used to create different moods.					V	٧
melody and	Explore and perform different types of accompaniment.	٧					٧
instruments	Explore and select different melodic patterns.					V	
	Recognise and explore different combinations of pitch sounds. Identify melodic phrases and play them by ear.		V				V
	Select instruments to describe visual images and on the basis of internalised sounds.			V			
	Perform long and short sounds in response to symbols.			V			
Reading and	Create long and short sounds on instruments.		V	V			
writing notation	Play and sing phrase from graphic notation.			V	V		
	Record their own ideas.			V	V		
	Use/understand symbols to represent pitch and long/short sounds		V	V	V		
	Use and understand symbols to represent dynamics and tempo		V	√	V		
	Use and understand staff notations for duration [e.g. crotchet, quaver, minim, rests]	√		V	V	√	
	Use and understand the staff notations for pitch			 √	√ 	 √	
	Recognise rhythmic patterns.			•	v v	•	
Controlling pulse	Perform a repeated pattern to a steady pulse.	V			v v		
and rhythm	Identify and recall rhythmic and melodic patterns.	V					
·	Identify repeated patterns used in a variety of music. (Ostinato).	V					
	Compose using a range of layers of music	V	<u>ار</u>				V
Composing	Compose using a range of pitch and dynamics	V	v 	N	V		V V
6	Compose using a range of rhythmic patterns and ostinato		v v	v V	v		v
		v	v v	v			
	Create music that describes contrasting moods/emotions.	v	v	V			V
	Improvise simple tunes based on the pentatonic scale.			V			V
	Create an accompaniment to a known song.						v v
	Create descriptive music in pairs or small groups.			1			V
Performance and	Perform in different ways, exploring the way the performers are a musical resource.			V		-1	
Evaluation	Perform with awareness of different parts.			V		V	
	Recognise how music can reflect different intentions.	V	V	V	V	V	
Instruments	To learn a music instrument, understand its subtleties and be able to perform with increasing confidence	V	V				

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	√			V	V	V
	Sing with awareness of pulse and control of rhythm	٧	V		٧	V	V
	Recognise simple structures.	٧	V			٧	V
	Sing expressively with awareness and control at the expressive elements	٧			٧	V	V
	Sing songs and create different vocal effects	٧			٧	٧	V
	Internalise sounds by singing parts of a song 'in their heads.'	٧			٧	٧	V
Listening, Memory	Identify melodic phrases and play them by ear.				V	V	
and Movement.	Create sequences of movements in response to sounds.				V	V	
	Explore and chose different movements to describe animals.	٧					
	Demonstrate the ability to recognise the use of structure and expressive elements through dance.					V	V
	Identify phrases that could be used as an introduction, interlude and ending.	٧			V	V	
	Appreciate a wide range of high-quality recorded and live music	٧	V	V	V	V	V
	Appreciate a wide range of high-quality music by noteworthy composers and musicians	√	V	V	V	V	V
	Appreciate a wide range of genres of music, [e.g. jazz, classical, pop]	· · · · · · · · · · · · · · · · · · ·	v v	v v	V	V	v v
	Identify ways sounds are used to accompany a song.	V					V
Exploring sounds,	Analyse and comment on how sounds are used to create different moods.	V					v v
nelody and	Explore and perform different types of accompaniment.	V					v v
nstruments		V					V V
	Explore and select different melodic patterns.		V				v v
	Recognise and explore different combinations of pitch sounds. Identify melodic phrases and play them by ear.		V	-/			v v
	Select instruments to describe visual images and on the basis of internalised sounds.	V	N	V V			V
Reading and	Perform long and short sounds in response to symbols.		V V	V			
writing notation	Create long and short sounds on instruments.		•				
	Play and sing phrase from graphic notation.		V				
	Record their own ideas.		V				
	Use/understand symbols to represent pitch and long/short sounds		V				
	Use and understand symbols to represent dynamics and tempo			V			
	Use and understand staff notations for duration [e.g. crotchet, quaver, minim, rests]	√	V				
	Use and understand the staff notations for pitch	√	V				
	Recognise rhythmic patterns.		V		V		
Controlling pulse	Perform a repeated pattern to a steady pulse.		V		V		
and rhythm	Identify and recall rhythmic and melodic patterns.		V		V		
	Identify repeated patterns used in a variety of music. (Ostinato).	√	V		V		
	Compose using a range of layers of music	٧		V			
Composing	Compose using a range of pitch and dynamics	٧		V			
	Compose using a range of rhythmic patterns and ostinati	٧	٧				
	Create music that describes contrasting moods/emotions.			V			
	Improvise simple tunes based on the pentatonic scale.			V			
	Create an accompaniment to a known song.				V		
	Create descriptive music in pairs or small groups.			V			
	Perform in different ways, exploring the way the performers are a musical resource.	√	V	V	V	V	V
Performance and	Perform with awareness of different parts.	√	V	V	V	V	<u>ا</u>
Evaluation	Recognise how music can reflect different intentions.	√	v v	v v	V	V	v v
Instruments	To learn a music instrument, understand its subtleties and be able to perform with increasing confidence	V	V				

A5 = Time and In the Past A6 = Food and Drink

A3 = Around the World

	Objectives Year 5	A1	A2	A3	A4	A5	A6
Singing songs	Sing songs with increasing control of breathing, posture and sound projection.	V	V	V	V	V	V
	Sing songs in tune and with an awareness of other parts.	٧	V	V	V	V	V
	Identify phrases through breathing in appropriate places.	٧	٧	٧	V	V	V
	Sing with expression and rehearse with others.	٧	٧	٧	V	V	V
	Sing a round in two parts and identify the melodic phrases and how they fit together.	٧	٧	٧	V	V	V
	Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.	٧	٧	٧	V	V	V
Listening, Memory	Internalise short melodies and play these on pitched percussion (play by ear).						
and Movement.	Create dances that reflect musical features.						
	Identify different moods and textures.			٧			
	Identify how a mood is created by music and lyrics.			V			
	Listen to longer pieces of music and identify features.			٧			
	Appreciate a wide range of high-quality recorded and live music	V	٧	٧	V	V	V
	Appreciate a wide range of high-quality music by noteworthy composers and musicians	v	٧	٧	V	V	٧
	Appreciate a wide range of genres of music, [e.g. jazz, classical, pop]	V	V	V	V	V	<u>۷</u>
	Identify and control different ways percussion instruments make sounds.						V
Exploring sounds,	Play accompaniments with control and accuracy.						V
melody and	Create different effects using combinations of pitched sounds.						V
instruments	Use ICT to change and manipulate sounds.						-
	Perform using notation as a support.			V			V
Reading and	Sing songs with staff notation as support.			V			
writing notation	Use/understand symbols to represent pitch and long/short sounds			V			-
	Use and understand symbols to represent dynamics and tempo	V	V	V	V	V	V
	Use and understand staff notations for duration [e.g. crotchet, quaver, minim, rests]	V	V	V	V	V	V
	Use and understand the staff notations for pitch	V	 √	 √	 √	 √	V
	Identify different speeds of pulse (tempo) by clapping and moving.					V	-
Controlling pulse	Improvise rhythm patterns.					V	
and rhythm	Perform an independent part keeping to a steady beat.					v v	
	Identify the metre of different songs through recognising the pattern of strong and weak beats.					V	
	Subdivide the pulse while keeping to a steady beat.					V	
	Identify different starting points or composing music.			V			V
Composing	Compose using a range of layers of music	V	V		V		V
	Compose using a range of pitch and dynamics		•		v v		V
	Compose using a range of rhythmic patterns and ostinati				v v		V
	Write lyrics to a known song.	V	V		•		
	Compose a short song to own lyrics based on everyday phrases.	V	۰ ۷				-
	Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.	V	V V			+	V
	Present performances effectively with awareness of audience, venue and occasions		v 	٧	V	<u>ار</u>	v v
Performance and Evaluation	Improve work through analysis, evaluation and comparison.	V	V V	V	 √	V V	V V
Instruments	To learn a music instrument, understand its subtleties and be able to perform with increasing confidence	V	V				

A3= Solar Systems

	MUSIC						
	Objectives Year 6	A1	A2	A3	A4	A5	A6
Singing songs	Sing songs with increasing control of breathing, posture and sound projection.	V	٧	V	V	V	V
	Sing songs in tune and with an awareness of other parts.	V	V	V	V	V	V
	Identify phrases through breathing in appropriate places.	V	V	V	V	V	V
	Sing with expression and rehearse with others.	٧	V	V	V	V	V
	Sing a round in two parts and identify the melodic phrases and how they fit together.	V	V	V	V	V	V
	Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.	<u>۷</u>	٧	٧	٧	V	V
Listening, Memory	Internalise short melodies and play these on pitched percussion (play by ear).				٧		V
and Movement.	Create dances that reflect musical features.	V		٧	٧		
	Identify different moods and textures.			V	٧		V
	Identify how a mood is created by music and lyrics.			٧	٧		
	Listen to longer pieces of music and identify features.			٧	٧		V
	Appreciate a wide range of high-quality recorded and live music	V	V	٧	٧	V	V
	Appreciate a wide range of high-quality music by noteworthy composers and musicians	V	V	٧	V	٧	V
	Appreciate a wide range of genres of music, [e.g. jazz, classical, pop]	V	V	٧	V	V	V
	Identify and control different ways percussion instruments make sounds.	V					
Exploring sounds,	Play accompaniments with control and accuracy.	V					
melody and	Create different effects using combinations of pitched sounds.	V					
instruments	Use ICT to change and manipulate sounds.						
	Perform using notation as a support.			V	V		V
Reading and	Sing songs with staff notation as support.			V	V		
writing notation	Use/understand symbols to represent pitch and long/short sounds			V	V		
	Use and understand symbols to represent dynamics and tempo	V	V	V	V	V	V
	Use and understand staff notations for duration [e.g. crotchet, quaver, minim, rests]	V	V	V	V	V	V
	Use and understand the staff notations for pitch	V	 √	 √	 √	 √	 √
	Identify different speeds of pulse (tempo) by clapping and moving.	 √	-				V
Controlling pulse	Improvise rhythm patterns.	V					
and rhythm	Perform an independent part keeping to a steady beat.	V			V		V
	Identify the metre of different songs through recognising the pattern of strong and weak beats.	V			V		V
	Subdivide the pulse while keeping to a steady beat.	V			v v		V
	Identify different starting points or composing music.				V	V	-
Composing	Compose using a range of layers of music				v v	√ V	
	Compose using a range of pitch and dynamics				v v	v v	
	Compose using a range of rhythmic patterns and ostinati				v v	V V	
	Write lyrics to a known song.			+	v v	v v	+
	Compose a short song to own lyrics based on everyday phrases.			+	v	v v	
	Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.					v v	
	Present performances effectively with awareness of audience, venue and occasions		V	<u>ار</u>	V	v V	V
Performance and Evaluation	Improve work through analysis, evaluation and comparison.	V V	√ √	V V	V V	V	V V
Instruments	To learn a music instrument, understand its subtleties and be able to perform with increasing confidence	V	V				

A6 = At the Movies