

YEAR 1

	Knowledge of Instruments and Genre	Notation	Composition and Improvisation	Performance and Evaluation	Musical Skills and Knowledge
	<p>Know the name of the instrument they are playing.</p> <p>Understand the difference between rapping and singing.</p> <p>Begin learning the glockenspiel and understand that the sound changes when you play different keys.</p>	<p>Understand that notes and rhythms of a composition can be written down and changed if necessary.</p> <p>Use symbols to show a rhythm or note.</p>	<p>Be able to compose short one, two or three note rhythms using their bodies and instruments.</p> <p>Understand that improvising is about making up your own tunes and rhythms on the spot.</p> <p>Know that everyone can improvise!</p>	<p>Choose a song they have learnt from the scheme and perform it in a group.</p> <p>Be able to sing or rap 5 songs from the scheme and perform them from memory in unison.</p> <p>Record the performance and say how they feel about it.</p>	<p>Be able to listen and repeat back a rhythm using claps, voice and instruments.</p> <p>Understand that music has a steady pulse, like a heartbeat.</p>

YEAR 2

	Knowledge of Instruments and Genre	Notation	Composition and Improvisation	Performance and Evaluation	Musical Skills and Knowledge
	<p>Understand that songs and genres have a musical style.</p> <p>Understand how songs can tell a story or describe an idea.</p> <p>Know the names of the untuned percussion instruments played in class.</p> <p>Continue learning the glockenspiel and be able to play parts that match their musical challenge (one note, simple or medium level parts)</p>	<p>Learn the names of the notes in their instrumental part when written down. (note names for tuned and symbols for untuned)</p> <p>Understand we can change these notes to whatever we want.</p>	<p>Help create three simple melodies within the units using one, three or five different notes.</p> <p>Understand that they can add their own ideas to a composition.</p>	<p>Be able to sing or rap 5 songs from the scheme by heart in a group.</p> <p>Understand that some songs have a response/ answer part and perform them.</p> <p>Learn to start and stop performing when following a leader.</p> <p>Play in time with a steady pulse.</p> <p>When listening back to a performance say what they liked about it and how it made them feel.</p>	<p>Understand that rhythms are different from the steady pulse.</p> <p>Know that we can create rhythms from words, or names, colours and animals.</p> <p>Understand that unison is everyone singing/ playing at the same time.</p> <p>Learn why we need to warm up our voices.</p> <p>Understand what a performance is and that we can invite our family and friends to watch.</p>

YEAR 3

	Knowledge of Instruments and Genre	Notation	Composition and Improvisation	Performance and Evaluation	Musical Skills and Knowledge
	<p>Start to be able to pick out and name individual instruments in a song.</p> <p>Understand that songs can change the way you feel (make you feel energetic, happy, sad etc)</p> <p>Begin to learn the recorder. Be able to play single notes, simple parts or medium parts cleanly without the instrument squealing.</p>	<p>Record compositions in any way that recognises the connection between sound and symbol.</p> <p>When learning recorder, begin to recognise music staves and that changing the height of the note on the staff changes the pitch.</p>	<p>Know that using one or two notes confidently is better than using five.</p> <p>Know that if you improvise using the notes you are given, you cannot make a mistake.</p> <p>Be able to reflect on a composition while it is in the process of being created and make informed decisions about pitch, dynamics, tempo and texture.</p> <p>Help create at least one simple melody using one, three or five different notes.</p>	<p>Be able to confidently identify and move to the pulse.</p> <p>Be able to perform a simple one three or five note composition confidently.</p> <p>Be able to take it in turns to discuss how a song made them feel.</p> <p>Talk about how their composition came about.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p>	<p>Start to identify what the lyrics of a song mean.</p> <p>Understand what dynamics are and how they're used in music.</p> <p>For one of the five songs learnt this year, be able to:</p> <ul style="list-style-type: none"> Express what the lyrics of the song are about Talk about the musical features of the song (pitch, dynamics, tempo and texture) Name some of the instruments heard in a song. Identify the main sections of a song (verse, chorus etc.)

YEAR 4

	Knowledge of Instruments and Genre	Notation	Composition and Improvisation	Performance and Evaluation	Musical Skills and Knowledge
	<p>Be able to pick out and name a growing list of individual instruments in a song and ask if they hear something they don't recognise.</p> <p>Begin to learn the guitar. Able to play 4 chords and increasingly difficult riffs. Play notes cleanly with no buzzing or muting.</p> <p>Understand how a guitar makes sound and how to effectively change the pitch, dynamics and texture.</p>	<p>Begin to recognise and write their own TABS. Be able to understand the letter names for chords and how they translate onto the guitar.</p> <p>Build upon the stave notation learned in Y3 adding more notes.</p> <p>Understand what sharps and flats are in music.</p>	<p>Be able to create their own chord progressions using learned chords on the guitar. Be able to create their own riffs and record them using TAB.</p>	<p>Be able to confidently perform 5 songs learnt throughout the year on guitar.</p> <p>When speaking about songs and music, begin to use musical terms.</p> <p>Demonstrate good singing posture and understand why this is important.</p> <p>Begin to sing with awareness of being 'in tune'.</p> <p>Be able to talk about why specific musical decisions were made when in a group.</p>	<p>Look at the lyrics of a song and be able to say what the song is about.</p> <p>Understand the difference between riffs and chords.</p> <p>Understand that most genres of music use chords and that we can play along if we know these chords.</p>

YEAR 5

	Knowledge of	Notation	Composition and	Performance and	Musical Skills and
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	Instruments and Genre		Improvisation	Evaluation	Knowledge
	<p>Be able to pick out and name a growing list of individual instruments in a song and ask if they hear something they don't recognise.</p> <p>Continue learning to play the guitar. Be able to confidently play 6 chords cleanly and increasingly difficult riffs. Play notes with no buzzing or muting.</p> <p>Understand how you effectively change the pitch, dynamics and texture while playing guitar. Understand how extra guitar peripherals work e.g. capo</p>	<p>Be able to read TAB with confidence.</p> <p>Be able to understand the letter names for chords and play them confidently on the guitar.</p> <p>Understand what time signature means in written notation and how we can count it out.</p>	<p>Be able to create their own chord progressions using learned chords on the guitar. Be able to create their own riffs and record them using TAB.</p> <p>Begin to explore the idea of playing guitar and singing at the same time by writing lyrics and chords together.</p>	<p>Be able to confidently perform 5 more songs learnt throughout the year on guitar.</p> <p>Regularly use musical terms when speaking about songs and music.</p> <p>Begin to explore rapping and singing solo.</p> <p>Be able to talk about why specific musical decisions were made.</p> <p>Discuss what went well/ what could be improved after a performance in a musical way.</p>	<p>Look at the lyrics of a song and be able to say what the message behind the lyrics are.</p> <p>Speak confidently about how the music makes you feel.</p> <p>Understand the difference between riffs and chords and understand why we use one over the other in a particular situation.</p> <p>Be able to play along with a song when given the chords and identify if a wrong chord is played.</p>

YEAR 6

	Knowledge of Instruments and Genre	Notation	Composition and Improvisation	Performance and Evaluation	Musical Skills and Knowledge
	<p>Be able to pick out and name individual instruments in a song and ask if they hear something they don't recognise.</p> <p>Explore different musical cultures and understand how they differ musically from each other.</p>	<p>Be able to create musical symbols which relate to a composition which can be read back and played by a group.</p> <p>Be able to explain and justify these notation marks, improving them if necessary.</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style being worked on.</p> <p>Be able to improvise effectively on an instrument or with a voice, using simple short melodies, that fit the style of music being worked on.</p>	<p>Be able to sing confidently in a group.</p> <p>Be able to follow a music leader.</p> <p>Experience rapping and solo singing.</p> <p>Be able to play 'in time' with consideration of pitch, dynamics, texture and tempo.</p> <p>Be able to talk about why specific musical decisions were made and back them up when challenged.</p> <p>Discuss what went well/ what could be improved after a performance in a musical way.</p> <p>Understand that much of music is subjective.</p>	<p>Be able to compare two songs in the same style, talking about what stands out musically in each.</p> <p>Think about the historical context of the songs and understand their potential use in society.</p> <p>Speak confidently about how the music makes you feel, using musical language to do so.</p>