



King's Meadow Academy

Music

Subject Statement Music

Rationale	At King's Meadow Academy, we believe that music is a universal language that inspires creativity, brings people together and enriches children's lives. Through high-quality music education, pupils develop confidence, resilience and self-expression whilst acquiring the knowledge and skills to perform, compose, listen to and appreciate music from a wide range of cultures, traditions and historical periods. Our Reading Enhanced Curriculum enables pupils to develop substantive knowledge of musical concepts alongside the disciplinary knowledge required to perform, improvise, compose and evaluate music. Beginning in the Early Years and progressing throughout primary school, pupils revisit and build upon key musical concepts through carefully sequenced learning. Through our whole-school 4Cs pedagogy, pupils connect prior musical experiences, cultivate new musical knowledge and technical skills, embrace increasingly ambitious musical challenges and develop confidence through coaching, rehearsal and reflection.
Vision for the Curriculum	Our vision is for every child to become a confident, enthusiastic and reflective musician who enjoys singing, performing, composing and listening to music. We want pupils to develop curiosity about music, appreciate the work of composers and musicians from different cultures and understand how music reflects people's lives, beliefs and traditions across the world. Through carefully sequenced learning experiences, pupils develop technical musical skills alongside creativity, resilience and collaboration, enabling them to communicate ideas and emotions through music with increasing confidence. We aspire for every pupil to leave King's Meadow Academy with a lifelong appreciation of music and the confidence to participate in musical experiences beyond primary school.
Intent	Our Music curriculum is designed to inspire a lifelong love of music whilst developing progressively deeper musical knowledge, skills and understanding. Through carefully sequenced units, pupils develop confidence in singing, playing tuned and untuned instruments, improvising, composing, performing and evaluating music with increasing independence. Key musical vocabulary is explicitly taught and revisited so that pupils confidently use subject-specific language including pulse, rhythm, pitch, tempo, dynamics, timbre, notation and structure when discussing musical performances and compositions. The curriculum introduces pupils to a broad range of musical genres, composers, traditions and cultures. Through listening, performing and composing, pupils develop an appreciation of diversity whilst recognising music as an important part of cultural identity and human expression. Our Reading Enhanced Curriculum places purposeful reading at the heart of learning through composer studies, musical stories, high-quality texts and carefully planned Key Concepts to Assess, which identify the essential knowledge and skills pupils are expected to know, remember and apply. Retrieval practice, carefully sequenced progression and regular opportunities to revisit prior learning ensure pupils build secure long-term musical understanding. Learning is carefully structured through King's Meadow Academy's 4Cs pedagogy, enabling pupils to Connect prior musical knowledge, Cultivate new performance, listening and compositional skills, embrace Challenge through increasingly ambitious

	musical experiences and be Coached through high-quality feedback, rehearsal and reflection.
Implementation	Music is taught through a carefully sequenced mixed-age curriculum that ensures clear progression in both substantive and disciplinary knowledge. Learning begins by connecting to previous musical experiences through retrieval activities, revisiting key vocabulary and recalling previously taught musical concepts before introducing new learning. Teachers explicitly model musical techniques, vocabulary and notation before pupils develop confidence through guided practice, collaborative music-making and independent application. Pupils progressively develop skills in singing, listening, playing tuned and untuned percussion, improvising, composing, performing and reading simple notation across a broad range of musical styles. Lessons provide regular opportunities for pupils to listen critically, rehearse, refine performances and perform individually, in pairs, small groups and whole-class ensembles. Teachers use questioning, observation, discussion, practical performance and the Key Concepts to Assess to monitor understanding and adapt teaching responsively. Pupils are challenged to think creatively, make musical decisions, compose original ideas and evaluate performances using increasingly sophisticated musical vocabulary. Teachers provide continuous coaching through modelling, feedback and rehearsal, enabling pupils to refine their technical skills and develop confidence as musicians. The Key Concepts to Assess are revisited throughout each unit through retrieval practice, rehearsal and practical application, ensuring pupils know more, remember more and confidently apply previous learning.
Impact	By the time pupils leave King's Meadow Academy, they have developed the knowledge, skills and confidence to sing, perform, compose and listen with increasing musicality and independence. They understand key musical concepts and confidently use musical vocabulary to discuss performances, compositions and a wide variety of musical genres. Pupils demonstrate increasing technical accuracy, creativity and confidence when performing individually and collaboratively. They appreciate music from different cultures, traditions and historical periods and understand its importance within communities across the world. Progress is demonstrated through pupils' successful acquisition of the Key Concepts to Assess, enabling them to apply previous learning confidently to increasingly sophisticated musical experiences. Through the consistent application of the 4Cs pedagogy, pupils become resilient, reflective and independent musicians who are well prepared for future learning and lifelong participation in music.
Pedagogical Approach	Music is taught through King's Meadow Academy's whole-school 4Cs pedagogical approach, ensuring pupils develop secure musical knowledge, technical skills and creative confidence. Connect – Lessons begin by revisiting prior musical learning, recalling key vocabulary and listening to music that provides the foundation for new learning. Retrieval activities help pupils make meaningful links between previous and current musical knowledge.

	Cultivate – Teachers explicitly model singing techniques, instrumental skills, rhythm, notation and musical vocabulary through carefully sequenced instruction. Pupils develop understanding through listening, performing, composing, rehearsing and guided practice. Challenge – Pupils are encouraged to experiment creatively, compose original musical ideas, perform with increasing independence and evaluate musical performances using subject-specific vocabulary. Learning is ambitious and progressively builds technical accuracy, confidence and musical understanding. Coach – Teachers provide continuous formative feedback through observation, questioning, rehearsal and modelling. Pupils regularly reflect upon their own performances and those of others, refining techniques, improving musical accuracy and developing resilience as confident musicians.
Adaptations for SEND learners	We maintain high expectations for all pupils whilst ensuring appropriate adaptations enable every child to succeed. Teachers reduce cognitive load by introducing new musical concepts in small, carefully sequenced steps supported by explicit modelling, visual prompts and practical demonstrations. Key vocabulary is pre-taught and revisited regularly through songs, visual resources, musical games and retrieval practice. Practical activities are scaffolded through repetition, call-and-response activities, guided rehearsal and opportunities to practise skills before independent performance. Where appropriate, pupils access adapted instruments, colour-coded notation, visual prompts, simplified rhythms and additional adult support to enable successful participation. Flexible grouping, adapted questioning and structured success criteria ensure all pupils experience success whilst maintaining ambitious expectations. Teachers continue to Connect new learning to prior musical experiences, Cultivate confidence through carefully scaffolded instruction, provide appropriate Challenge through ambitious but accessible musical tasks and Coach pupils through responsive feedback so every learner develops as a successful musician.
Strengths	A carefully sequenced mixed-age curriculum that ensures clear progression in musical knowledge, skills and understanding from the Early Years to Year 6. King's Meadow Academy's 4Cs pedagogical approach ensures learning is connected, explicitly taught, appropriately challenged and continually strengthened through responsive coaching. Clear progression through the Key Concepts to Assess, enabling teachers to assess learning precisely and demonstrate progression across year groups. A Reading Enhanced Curriculum that develops substantive and disciplinary knowledge through high-quality texts, composer studies and ambitious musical vocabulary. Progressive teaching of singing, listening, composing, improvising, performing and musical notation. Regular opportunities to perform individually, collaboratively and for audiences, building confidence, resilience and communication skills. Exposure to music from a wide range of cultures, traditions, genres and historical periods, promoting cultural understanding and appreciation. Retrieval practice and the Key Concepts to Assess ensure pupils know more, remember more and confidently apply previous learning.

	Inclusive teaching approaches and adaptive practice ensure all pupils can access ambitious musical learning and achieve success. Music develops creativity, confidence, teamwork, communication and self-expression, preparing pupils well for future learning and fostering a lifelong appreciation of music.
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King's Meadow
Academy

Medium Term Cycle A

Autumn 1		
KS1	Pulse, Rhythm and Pitch	
	Year 1	Year 2
	L1: Find and keep a steady pulse using movement, body percussion and listening activities. L2: Explore the difference between pulse, rhythm and pitch through singing and musical games. L3: Listen and respond to music from different styles, identifying pulse, tempo and dynamics. L4: Learn and perform songs with increasing accuracy of pulse and pitch. L5: Play tuned and untuned percussion instruments to accompany songs and create rhythmic patterns. L6: Improvise, compose and perform simple musical ideas before evaluating performances.	L1: Find and keep a steady pulse using movement, body percussion and listening activities. L2: Explore the difference between pulse, rhythm and pitch through singing and musical games. L3: Listen and respond to music from different styles, identifying pulse, tempo and dynamics. L4: Learn and perform songs with increasing accuracy of pulse and pitch. L5: Play tuned and untuned percussion instruments to accompany songs and create rhythmic patterns. L6: Improvise, compose and perform simple musical ideas before evaluating performances.
Key Concepts to assess	L1: Keep a steady pulse through movement or clapping. L2: Copy simple rhythm patterns and recognise high and low sounds. L3: Identify pulse, fast/slow tempo and loud/quiet dynamics when listening. L4: Sing as part of a group, following the leader and remembering parts of a song. L5: Play untuned percussion in time with a steady pulse. L6: Create a simple rhythm or melody and perform confidently with others.	L1: Maintain a steady pulse independently and while performing with others. L2: Create and copy simple rhythm and pitch patterns accurately. L3: Recognise changes in tempo and dynamics and describe different musical styles. L4: Sing with improved pitch accuracy, expression and confidence. L5: Play tuned and untuned percussion accurately as part of an ensemble. L6: Improvise and compose short musical phrases, perform confidently and evaluate musical choices.
Vocabulary	Pulse, Beat, Rhythm, Pitch, High, Low, Fast, Slow, Loud, Quiet, Tempo, Sing, Song, Instrument, Perform.	Y1+ Dynamics, Melody, Improvisation, Composition, Graphic score, Ensemble, Conductor, Ostinato, Tuned percussion, Untuned percussion, Structure, Audience, Musical style.
Experiences	March, clap and move to a steady beat. Copy rhythm patterns through call-and-response games. Sing songs with actions and movement. Explore tuned and untuned percussion instruments. Create rhythm patterns using names and simple words. Improvise short rhythmic and melodic phrases using voices and instruments. Compose simple musical ideas using graphic notation. Perform songs to another class or an audience. Listen to music from different genres, cultures and historical periods.	
SMSC	Spiritual: Express thoughts and feelings through music and appreciate how music communicates emotion. Moral: Take responsibility for instruments, encourage others and recognise the importance of practising together. Social: Work cooperatively when singing, playing and composing, developing confidence through shared performances. Cultural: Listen to and appreciate music from different cultures, genres and historical periods, recognising music as an important part of communities around the world.	
British Values	Democracy: Work together to make decisions about performances, compositions and group activities. Individual Liberty: Express personal ideas confidently through singing, improvisation and composition. Mutual Respect: Listen attentively to others' performances and value everyone's musical contributions. Tolerance of Different Faiths and Cultures: Explore and appreciate music from a wide range of cultures, traditions and communities. Rule of Law: Follow classroom routines and agreed rules for using instruments safely and respectfully.	
School Values	We are happy: Enjoy singing, playing and performing music together.	

	We are safe: Use instruments safely and responsibly. We enjoy a challenge: Persevere when learning new rhythms, songs and instrumental techniques. We celebrate diversity: Appreciate music from different cultures, traditions and musical styles. We show respect: Listen carefully to others and value everyone's musical ideas and performances. We are ready and fit for our future: Develop creativity, confidence, teamwork and communication through music.
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Autumn 2		
KS1	Exploring Sounds	
	Year 1	Year 2
	L1: Explore high and low, long and short, loud and quiet sounds using voices, body percussion and classroom instruments. L2: Listen and respond to music, identifying different sounds, instruments and musical features. L3: Learn, rehearse and perform songs using expressive voices and accurate pitch. L4: Play tuned and untuned percussion instruments to accompany songs and explore different sound combinations. L5: Improvise and compose simple musical ideas using contrasting sounds and graphic notation. L6: Perform confidently to an audience and evaluate how music can make the world a better place.	L1: Explore high and low, long and short, loud and quiet sounds using voices, body percussion and classroom instruments. L2: Listen and respond to music, identifying different sounds, instruments and musical features. L3: Learn, rehearse and perform songs using expressive voices and accurate pitch. L4: Play tuned and untuned percussion instruments to accompany songs and explore different sound combinations. L5: Improvise and compose simple musical ideas using contrasting sounds and graphic notation. L6: Perform confidently to an audience and evaluate how music can make the world a better place.
Key Concepts to assess	L1: Explore and identify high, low, long, short, loud and quiet sounds. L2: Listen carefully and describe sounds using simple musical vocabulary. L3: Sing songs confidently as part of a group using appropriate actions. L4: Play untuned percussion instruments carefully and keep a steady beat. L5: Create simple sound patterns using voices and instruments. L6: Perform confidently with others and talk about what was enjoyed.	L1: Compare and control contrasting sounds when singing and playing instruments. L2: Describe musical features including pitch, tempo, dynamics and timbre using appropriate vocabulary. L3: Sing with increasing pitch accuracy, expression and confidence. L4: Play tuned and untuned percussion accurately as part of an ensemble. L5: Improvise and compose short musical phrases using graphic or simple stick notation. L6: Perform confidently, explain musical choices and evaluate performances using musical vocabulary.
Vocabulary	Sound, high, low, loud, quiet, long, short, voice, sing, instrument, beat, rhythm, pitch, listen, perform.	Y1+ Dynamics, tempo, timbre, melody, composition, improvisation, graphic score, tuned percussion, untuned percussion, ensemble, notation, audience, musical style.
Experiences	Explore sounds using voices, body percussion and classroom instruments. Sort sounds into high/low, loud/quiet and long/short. Listen to music from different genres and discuss the sounds heard. Play tuned and untuned percussion instruments to accompany songs. Create simple graphic scores to represent sounds. Improvise musical responses to pictures, stories or feelings. Compose short musical phrases using contrasting sounds. Perform songs and compositions to classmates or another audience.	
SMSC	Spiritual: Express emotions through music and recognise how different sounds create different moods. Moral: Respect instruments, take turns and encourage others during musical activities.	

	Social: Collaborate when singing, playing and composing, developing confidence through shared performances. Cultural: Listen to music from different cultures and traditions, appreciating how music reflects communities around the world.
British Values	Democracy: Work together to make decisions about compositions, performances and musical ideas. Individual Liberty: Express personal creativity through improvisation, composition and performance. Mutual Respect: Listen carefully to others and value everyone's musical contributions. Tolerance of Different Faiths and Cultures: Explore and appreciate music from a range of cultures and traditions. Rule of Law: Follow agreed routines for using instruments safely, respectfully and responsibly.
School Values	We are happy: Enjoy exploring and creating music together. We are safe: Use voices and instruments safely and responsibly. We enjoy a challenge: Persevere when exploring new sounds and musical ideas. We celebrate diversity: Appreciate music from different cultures, genres and traditions. We show respect: Listen carefully and encourage others during performances. We are ready and fit for our future: Develop creativity, confidence, communication and teamwork through music.

Spring 1		
In the Groove		
KS1	Year 1	Year 2
	L1: Listen and respond to In the Groove and identify the pulse, rhythm and different musical styles. L2: Learn and sing In the Groove with increasing accuracy, expression and confidence. L3: Play tuned and untuned percussion instruments to accompany the song and maintain a steady pulse. L4: Explore different musical styles by performing the song in Blues, Baroque, Latin, Bhangra, Folk and Funk styles. L5: Improvise and compose simple rhythmic and melodic patterns using voices and instruments. L6: Rehearse, perform and evaluate a final performance, demonstrating confidence and musical understanding.	L1: Listen and respond to In the Groove and identify the pulse, rhythm and different musical styles. L2: Learn and sing In the Groove with increasing accuracy, expression and confidence. L3: Play tuned and untuned percussion instruments to accompany the song and maintain a steady pulse. L4: Explore different musical styles by performing the song in Blues, Baroque, Latin, Bhangra, Folk and Funk styles. L5: Improvise and compose simple rhythmic and melodic patterns using voices and instruments. L6: Rehearse, perform and evaluate a final performance, demonstrating confidence and musical understanding.
Key Concepts to assess	L1: Keep a steady pulse while listening and moving to music. L2: Sing familiar songs confidently with others. L3: Play simple instrumental parts in time with the pulse. L4: Recognise that music can sound different depending on its style. L5: Create simple rhythmic or melodic ideas using voices or instruments. L6: Perform confidently with others and describe what was enjoyed about the performance.	L1: Identify pulse, rhythm and style when listening to different pieces of music. L2: Sing accurately with improved pitch, expression and confidence. L3: Play tuned and untuned percussion accurately as part of an ensemble. L4: Compare musical styles using appropriate musical vocabulary. L5: Improvise and compose short rhythmic and melodic phrases using simple notation where appropriate. L6: Perform confidently, evaluate performances and suggest improvements using musical vocabulary.

Vocabulary	Pulse, beat, rhythm, pitch, style, blues, folk, sing, play, perform, instrument, listen, tempo, melody, groove.	Y1+ Baroque, Latin, Bhangra, Funk, dynamics, improvisation, composition, ensemble, tuned percussion, untuned percussion, notation, accompaniment, audience, expression.
Experiences	Listen to music from a range of musical styles. Sing In the Groove using expressive voices. Play tuned and untuned percussion instruments alongside the song. Explore Blues, Baroque, Latin, Bhangra, Folk and Funk through movement and discussion. Improvise question-and-answer rhythms using clapping, voices and instruments. Compose short musical phrases using two or three notes. Perform as a whole class with actions and instrumental accompaniment. Evaluate performances and celebrate musical achievements.	
SMSC	Spiritual: Explore how different styles of music create different feelings and moods through performance and listening. Moral: Show responsibility by caring for instruments, encouraging others and contributing positively to group performances. Social: Work collaboratively when singing, playing, improvising and performing as an ensemble. Cultural: Explore and appreciate music from a range of musical traditions including Blues, Baroque, Latin, Bhangra, Folk and Funk, recognising music as an important part of cultures around the world.	
British Values	Democracy: Make shared decisions about performances, compositions and group presentations. Individual Liberty: Express personal musical ideas confidently through singing, improvisation and composition. Mutual Respect: Listen carefully to others and value everyone's musical contributions. Tolerance of Different Faiths and Cultures: Appreciate music from different cultures, traditions and historical periods. Rule of Law: Follow agreed routines for rehearsing, performing and using instruments safely and respectfully.	
School Values	We are happy: Enjoy singing, performing and exploring different musical styles together. We are safe: Use instruments safely and responsibly during all musical activities. We enjoy a challenge: Persevere when learning new songs, rhythms, instrumental parts and musical styles. We celebrate diversity: Appreciate music from different cultures and recognise how music connects people across the world. We show respect: Listen attentively and value everyone's ideas and performances. We are ready and fit for our future: Develop creativity, confidence, resilience, teamwork and communication through music-making.	

Spring 2		
KS1	Inventing a Musical Story	
	Year 1	Year 2
	L1: Explore how music can tell a story by listening to and discussing different pieces of music. L2: Learn and perform songs that communicate characters, feelings and events. L3: Play tuned and untuned percussion instruments to create sounds that match a story or emotion. L4: Explore how dynamics, tempo and pitch can change the mood and meaning of music. L5: Improvise and compose simple musical ideas to represent characters, settings or events. L6: Perform a musical story confidently and evaluate how music helps communicate meaning and emotion.	L1: Explore how music can tell a story by listening to and discussing different pieces of music. L2: Learn and perform songs that communicate characters, feelings and events. L3: Play tuned and untuned percussion instruments to create sounds that match a story or emotion. L4: Explore how dynamics, tempo and pitch can change the mood and meaning of music. L5: Improvise and compose simple musical ideas to represent characters, settings or events. L6: Perform a musical story confidently and evaluate how music helps communicate meaning and emotion.

Key Concepts to assess	L1: Identify whether music sounds happy, sad, exciting or calm. L2: Sing songs confidently and use facial expressions and actions to communicate meaning. L3: Choose instruments to represent different sounds or characters. L4: Recognise loud and quiet, fast and slow sounds in music. L5: Create simple musical ideas to represent a story or picture. L6: Perform confidently with others and explain how music helped tell the story.	L1: Explain how musical elements help communicate feelings and tell a story. L2: Sing expressively with improving pitch, dynamics and confidence. L3: Select tuned and untuned percussion to create appropriate sound effects and accompaniments. L4: Use changes in dynamics, tempo and pitch to create mood and atmosphere. L5: Improvise and compose short musical phrases that represent characters, settings or emotions using simple notation where appropriate. L6: Perform confidently, evaluate musical choices and explain how music communicates meaning.
Vocabulary	Story, music, sound, loud, quiet, fast, slow, high, low, rhythm, pitch, beat, instrument, perform, feeling.	Y1+ Dynamics, tempo, melody, composition, improvisation, graphic score, expression, mood, atmosphere, accompaniment, tuned percussion, untuned percussion, audience, emotion.
Experiences	Listen to music and imagine the stories it tells. Match music to characters, settings and emotions. Sing songs using actions, expression and movement. Explore tuned and untuned percussion to create sound effects. Experiment with loud, quiet, fast and slow sounds to represent different events. Create a graphic score to represent a musical story. Compose simple musical phrases inspired by stories or pictures. Perform musical stories to classmates and discuss how music communicated meaning.	
SMSC	Spiritual: Explore how music communicates emotions, imagination and personal feelings through storytelling. Moral: Respect the ideas of others, take responsibility for instruments and support others during performances. Social: Collaborate to create, rehearse and perform musical stories, developing confidence and teamwork. Cultural: Listen to music from different cultures and traditions, recognising that storytelling through music is valued around the world	
British Values	Democracy: Make shared decisions about musical ideas, stories and performances. Individual Liberty: Express individual creativity through musical storytelling, improvisation and composition. Mutual Respect: Listen carefully to others' ideas and value everyone's contributions during performances. Tolerance of Different Faiths and Cultures: Appreciate stories and music from different cultures and traditions. Rule of Law: Follow agreed routines for rehearsing, performing and using instruments safely and respectfully.	
School Values	We are happy: Enjoy creating and performing musical stories together. We are safe: Use instruments carefully and follow classroom expectations. We enjoy a challenge: Persevere when creating music to express ideas and emotions. We celebrate diversity: Explore stories and music from different cultures and traditions. We show respect: Listen carefully to others and value everyone's creative ideas. We are ready and fit for our future: Develop imagination, creativity, confidence, communication and teamwork through musical storytelling.	

Summer 1		
KS1	Let's Perform Together!	
	Year 1	Year 2
	L1: Revisit songs learnt throughout the year and identify the features of an effective musical performance.	L1: Revisit songs learnt throughout the year and identify the features of an effective musical performance.

	L2: Rehearse songs using accurate pulse, rhythm, pitch and expressive singing. L3: Play tuned and untuned percussion instruments to accompany songs as part of an ensemble. L4: Add movement, actions and simple staging to enhance musical performances. L5: Rehearse collaboratively, refining performances through feedback and practice. L6: Perform confidently to an audience, celebrating musical learning and reflecting on achievements.	L2: Rehearse songs using accurate pulse, rhythm, pitch and expressive singing. L3: Play tuned and untuned percussion instruments to accompany songs as part of an ensemble. L4: Add movement, actions and simple staging to enhance musical performances. L5: Rehearse collaboratively, refining performances through feedback and practice. L6: Perform confidently to an audience, celebrating musical learning and reflecting on achievements.
Key Concepts to assess	L1: Recall familiar songs and join in with confidence. L2: Sing with a steady pulse and remember simple lyrics. L3: Play simple instrumental parts in time with others. L4: Use simple actions and movement to enhance a performance. L5: Rehearse cooperatively by listening and responding to others. L6: Perform confidently as part of a group and talk about what went well.	L1: Recall songs accurately and explain features of successful performances. L2: Sing with improving pitch, expression and control. L3: Play tuned and untuned percussion accurately within an ensemble. L4: Perform with appropriate dynamics, expression and movement to engage an audience. L5: Improve performances by responding positively to feedback and making refinements. L6: Perform confidently, evaluate strengths and identify ways to improve future performances.
Vocabulary	Perform, audience, song, sing, play, rhythm, pulse, beat, instrument, rehearsal, movement, action, concert, applause, confidence.	Y1+ Ensemble, dynamics, expression, accompaniment, presentation, performance, rehearsal, evaluation, feedback, stage, confidence, collaboration, tempo, posture.
Experiences	Revisit favourite songs from across the year. Rehearse songs with actions and movement. Play tuned and untuned percussion to accompany performances. Work in groups to prepare a short concert. Create simple introductions and endings for performances. Practise performing to different audiences within school. Watch and evaluate performances using positive feedback. Celebrate musical achievements through a class or whole-school performance.	
SMSC	Spiritual: Experience pride, enjoyment and confidence through sharing music with others and celebrating personal achievements. Moral: Encourage others, take responsibility during rehearsals and respect shared equipment and performance spaces. Social: Work collaboratively to rehearse, perform and support one another as an ensemble. Cultural: Perform songs from different musical traditions and appreciate how music brings communities together to celebrate important occasions.	
British Values	Democracy: Work together to make decisions about songs, performance order and presentation. Individual Liberty: Express individuality through singing, movement and performance while contributing positively to the group. Mutual Respect: Value everyone's contribution and encourage others during rehearsals and performances. Tolerance of Different Faiths and Cultures: Perform and appreciate music from different cultures and traditions, recognising the importance of music across the world. Rule of Law: Follow agreed routines and expectations during rehearsals, performances and when using instruments safely.	
School Values	We are happy: Celebrate our musical achievements and enjoy performing together. We are safe: Use instruments, equipment and performance spaces safely and responsibly. We enjoy a challenge: Persevere when rehearsing and improving performances. We celebrate diversity: Perform and appreciate music from a variety of cultures, traditions and musical styles. We show respect: Listen attentively, support others and value every performance. We are ready and fit for our future: Develop confidence, resilience, teamwork and communication through performing for an audience.	

Summer 2		
KS1	Friendship Song	
	Year 1	Year 2
	L1: Listen and respond to Friendship Song and explore how music communicates kindness, friendship and belonging. L2: Learn and sing Friendship Song with accurate pulse, rhythm, pitch and expression. L3: Play tuned and untuned percussion instruments to accompany the song and maintain a steady pulse. L4: Improvise simple rhythmic and melodic responses using voices and instruments. L5: Compose simple musical phrases inspired by the song using graphic notation or simple note patterns. L6: Rehearse, perform and evaluate a final performance, celebrating friendship through music.	L1: Listen and respond to Friendship Song and explore how music communicates kindness, friendship and belonging. L2: Learn and sing Friendship Song with accurate pulse, rhythm, pitch and expression. L3: Play tuned and untuned percussion instruments to accompany the song and maintain a steady pulse. L4: Improvise simple rhythmic and melodic responses using voices and instruments. L5: Compose simple musical phrases inspired by the song using graphic notation or simple note patterns. L6: Rehearse, perform and evaluate a final performance, celebrating friendship through music.
Key Concepts to assess	L1: Identify how music can express feelings such as happiness and friendship. L2: Sing confidently with others while keeping a steady pulse. L3: Play simple instrumental parts in time with the music. L4: Copy and create simple rhythmic patterns using voices or instruments. L5: Create simple musical ideas to accompany a song. L6: Perform confidently with others and explain what was enjoyed about the performance.	L1: Explain how music communicates friendship, kindness and emotion using musical vocabulary. L2: Sing with improving pitch, expression and confidence. L3: Play tuned and untuned percussion accurately as part of an ensemble. L4: Improvise question-and-answer phrases using simple rhythms and two-note melodies. L5: Compose short musical phrases using graphic notation or simple note patterns and explain musical choices. L6: Perform confidently, evaluate strengths and suggest improvements using appropriate musical vocabulary.
Vocabulary	Friendship, pulse, beat, rhythm, pitch, melody, sing, perform, instrument, listen, clap, compose, improvise, audience, kindness.	Y1+ Dynamics, tempo, ensemble, expression, accompaniment, improvisation, composition, graphic score, notation, glockenspiel, rehearsal, evaluation, collaboration, respect.
Experiences	Listen to songs about friendship and discuss their messages. Sing Friendship Song using expression and movement. Play tuned and untuned percussion instruments to accompany the song. Explore question-and-answer rhythm games through clapping and singing. Improvise simple melodic phrases using two notes. Create simple compositions using graphic notation. Rehearse performances in small groups and as a whole class. Perform to an audience and reflect on how music can promote friendship and inclusion.	
SMSC	Spiritual: Explore how music communicates friendship, kindness and positive emotions, encouraging children to reflect on their own relationships. Moral: Show kindness, encourage others and respect everyone's ideas and contributions during rehearsals and performances. Social: Work collaboratively to sing, play, compose and perform, developing teamwork and confidence. Cultural: Listen to music from different artists and cultures that celebrate friendship, recognising how music brings people together across the world.	
British Values	Democracy: Make shared decisions about performances, compositions and group presentations. Individual Liberty: Express personal ideas and creativity through singing, improvisation and composition. Mutual Respect: Listen carefully to others, value everyone's contributions and encourage one another during performances.	

	Tolerance of Different Faiths and Cultures: Celebrate friendships between people from different backgrounds and appreciate music from a range of cultures and traditions. Rule of Law: Follow agreed classroom routines and use instruments safely, responsibly and respectfully.
School Values	We are happy: Enjoy making music together and celebrating friendship through performance. We are safe: Use instruments responsibly and create a supportive learning environment. We enjoy a challenge: Persevere when learning new songs, rhythms, melodies and instrumental parts. We celebrate diversity: Appreciate that friendships, cultures and musical traditions make our community stronger. We show respect: Listen to others, value different ideas and support everyone during rehearsals and performances. We are ready and fit for our future: Develop confidence, resilience, creativity, communication and teamwork through collaborative music-making.

Autumn 1		
LKS2	Writing Music Down	
	Year 3	Year 4
	L1: Explore how rhythm and pitch can be represented using musical notation. Learn the names and values of simple notes and identify the pulse in music. L2: Listen and respond to a range of songs, identifying pulse, rhythm, pitch, tempo, dynamics and musical style while discussing how music brings people together. L3: Learn and perform songs confidently from memory, singing with clear diction, accurate pitch, expression and awareness of phrasing. L4: Play tuned instruments using simple staff notation, performing as part of an ensemble while maintaining a steady pulse and accurate rhythm. L5: Improvise and compose short rhythmic and melodic phrases using simple notation before recording and performing original musical ideas. L6: Rehearse and perform songs and compositions confidently, demonstrating understanding of musical notation before evaluating performances and reflecting on musical progress.	L1: Explore how rhythm and pitch can be represented using musical notation. Learn the names and values of simple notes and identify the pulse in music. L2: Listen and respond to a range of songs, identifying pulse, rhythm, pitch, tempo, dynamics and musical style while discussing how music brings people together. L3: Learn and perform songs confidently from memory, singing with clear diction, accurate pitch, expression and awareness of phrasing. L4: Play tuned instruments using simple staff notation, performing as part of an ensemble while maintaining a steady pulse and accurate rhythm. L5: Improvise and compose short rhythmic and melodic phrases using simple notation before recording and performing original musical ideas. L6: Rehearse and perform songs and compositions confidently, demonstrating understanding of musical notation before evaluating performances and reflecting on musical progress.
Key Concepts to assess	L1: Recognise that rhythm and pitch can be represented using simple musical notation. L2: Identify pulse, tempo and dynamics when listening to different pieces of music. L3: Sing confidently in unison with accurate pulse, breathing and clear diction. L4: Play simple tuned instrumental parts from notation while maintaining a steady beat. L5: Improvise and compose simple rhythmic and melodic phrases using basic notation. L6: Perform confidently as part of an ensemble and describe how notation supports performance.	L1: Read and interpret simple staff notation including crotchets, minims, paired quavers and rests. L2: Explain musical features including time signatures, texture, structure and musical style using appropriate vocabulary. L3: Sing accurately with expression, phrasing, articulation and awareness of texture. L4: Perform accurately from notation using secure rhythm, pitch and ensemble awareness. L5: Compose structured melodic phrases using notation, dynamics and tempo markings. L6: Perform confidently from notation, evaluate musical accuracy and explain how notation improves performance and composition.

Vocabulary	Pulse, beat, rhythm, pitch, stave, staff, notation, note, crotchet, minim, quaver, rest, melody, tempo, dynamics, ensemble, composition, improvisation, conductor, performance.	Y3+ treble clef, time signature, bar line, metre, articulation, legato, staccato, texture, structure, phrase, major, minor, pentatonic, accompaniment, harmony, rehearsal, expression, pulse, notation, dynamics.
Experiences	Read simple staff notation. Clap rhythms using notation cards. Play tuned percussion from written notation. Listen to music from different genres and identify musical features. Improvise short rhythmic and melodic phrases. Compose simple melodies using standard notation. Perform songs with instrumental accompaniment. Evaluate performances using musical vocabulary.	
SMSC	Spiritual: Develop confidence and self-expression through composing, performing and sharing original musical ideas. Moral: Take responsibility for rehearsing carefully, respecting instruments and encouraging others to succeed. Social: Work collaboratively in ensembles, listening carefully and valuing everyone's contribution. Cultural: Explore music from different cultures and historical periods, recognising that musical notation enables music to be shared across the world.	
British Values	Democracy: Make collaborative decisions when composing, rehearsing and preparing performances. Individual Liberty: Express creativity through improvisation, composition and musical interpretation. Mutual Respect: Listen attentively to others' ideas and performances, offering constructive feedback. Tolerance of Different Faiths and Cultures: Appreciate music from different cultures and recognise how notation allows music to be performed internationally. Rule of Law: Follow agreed rehearsal expectations and use instruments safely and responsibly.	
School Values	We are happy: Enjoy creating, reading and performing music together. We are safe: Handle instruments carefully and follow rehearsal expectations responsibly. We enjoy a challenge: Persevere when learning to read notation and perform increasingly complex music. We celebrate diversity: Appreciate music from a wide range of cultures, traditions and historical periods. We show respect: Listen carefully, value everyone's musical contributions and encourage others during rehearsals and performances. We are ready and fit for our future: Develop confidence, creativity, resilience, communication and teamwork through composing, performing and understanding written music.	

Autumn 2		
LKS2	Compose Using Your Imagination	
	Year 3	Year 4
	L1: Listen and respond to music that inspires the imagination, exploring how melody, rhythm and dynamics can create pictures, stories and emotions. L2: Learn and perform songs with accurate pitch, rhythm and expression while discussing how music can make the world a better place. L3: Play tuned instruments using simple notation to perform melodies accurately as part of an ensemble. L4: Explore how composers use musical elements to create atmosphere before improvising original musical ideas. L5: Compose imaginative melodies and rhythmic patterns using notation, graphic scores or digital music technology.	L1: Listen and respond to music that inspires the imagination, exploring how melody, rhythm and dynamics can create pictures, stories and emotions. L2: Learn and perform songs with accurate pitch, rhythm and expression while discussing how music can make the world a better place. L3: Play tuned instruments using simple notation to perform melodies accurately as part of an ensemble. L4: Explore how composers use musical elements to create atmosphere before improvising original musical ideas. L5: Compose imaginative melodies and rhythmic patterns using notation, graphic scores or digital music technology.

	L6: Rehearse, perform and evaluate original compositions, explaining how musical choices communicate ideas and emotions.	L6: Rehearse, perform and evaluate original compositions, explaining how musical choices communicate ideas and emotions.
Key Concepts to assess	L1: Describe how music can represent stories, pictures and feelings. L2: Sing confidently in tune with clear diction and accurate rhythm. L3: Play simple melodies from notation while maintaining a steady pulse. L4: Improvise short melodic and rhythmic phrases using tuned instruments. L5: Compose simple melodies that represent an idea or image using basic notation. L6: Perform confidently and explain how music communicates meaning.	L1: Explain how composers use melody, rhythm, tempo and dynamics to create mood and atmosphere. L2: Sing accurately with expression, phrasing and musical control. L3: Perform from notation with secure rhythm, pitch and ensemble awareness. L4: Improvise extended melodic phrases using a wider range of notes and rhythmic patterns. L5: Compose structured melodies using notation, dynamics and tempo markings to communicate a chosen theme. L6: Evaluate compositions and performances using appropriate musical vocabulary and suggest improvements.
Vocabulary	Melody, rhythm, pitch, pulse, dynamics, tempo, notation, compose, improvise, perform, ensemble, imagination, graphic score, expression, atmosphere, motif, phrase, harmony, audience, rehearsal.	Y3+ Crescendo, diminuendo, articulation, legato, staccato, texture, structure, accompaniment, ostinato, pentatonic, phrase, timbre, motif, interpretation, composition, improvisation, refinement, evaluation, inspiration, musical style.
Experiences	Listen to music and describe the images or stories it creates. Explore how tempo, dynamics and pitch affect mood. Play tuned percussion from notation. Improvise short melodies inspired by pictures or stories. Compose original pieces using notation, graphic scores or digital technology. Perform compositions to classmates. Evaluate performances using musical vocabulary and explain creative choices.	
SMSC	Spiritual: Express imagination, emotions and personal experiences through original compositions and performances. Moral: Respect the creative ideas of others, offer constructive feedback and take responsibility for improving performances. Social: Collaborate when composing, rehearsing and performing, recognising the value of teamwork and shared creativity. Cultural: Explore how composers from different cultures and time periods use music to tell stories and communicate ideas.	
British Values	Democracy: Make shared decisions when composing, rehearsing and presenting musical ideas. Individual Liberty: Express individuality through imaginative composition and musical interpretation. Mutual Respect: Listen carefully to others' compositions and value different creative approaches. Tolerance of Different Faiths and Cultures: Appreciate how music from different cultures communicates ideas, beliefs and emotions in unique ways. Rule of Law: Follow agreed rehearsal routines and use instruments and equipment safely and responsibly.	
School Values	We are happy: Enjoy expressing ideas creatively through composing and performing music. We are safe: Use instruments, equipment and technology responsibly. We enjoy a challenge: Persevere when composing original music and refining performances. We celebrate diversity: Appreciate music inspired by different cultures, traditions and experiences. We show respect: Value everyone's creative ideas and support each other through rehearsals and performances. We are ready and fit for our future: Develop creativity, resilience, communication, collaboration and confidence through composition and performance.	

Spring 1	
LKS2	Feelings Through Music

	Year 3	Year 4
	L1: Listen and respond to a range of music, exploring how tempo, dynamics, pitch and timbre communicate different feelings and emotions. L2: Learn and perform songs with accurate pitch, rhythm and expression, considering how music reflects people and communities. L3: Play tuned instruments from notation, using dynamics and articulation to communicate emotion as part of an ensemble. L4: Explore how composers create atmosphere before improvising melodies that represent different emotions. L5: Compose short musical pieces that communicate a chosen feeling using changes in tempo, dynamics, pitch and texture. L6: Rehearse, perform and evaluate compositions and songs, explaining how musical elements were used to communicate emotion.	L1: Listen and respond to a range of music, exploring how tempo, dynamics, pitch and timbre communicate different feelings and emotions. L2: Learn and perform songs with accurate pitch, rhythm and expression, considering how music reflects people and communities. L3: Play tuned instruments from notation, using dynamics and articulation to communicate emotion as part of an ensemble. L4: Explore how composers create atmosphere before improvising melodies that represent different emotions. L5: Compose short musical pieces that communicate a chosen feeling using changes in tempo, dynamics, pitch and texture. L6: Rehearse, perform and evaluate compositions and songs, explaining how musical elements were used to communicate emotion.
Key Concepts to assess	L1: Describe how music can express different feelings and moods. L2: Sing confidently with accurate rhythm, pitch and expression. L3: Play simple instrumental parts from notation while maintaining a steady pulse. L4: Improvise short melodic phrases to represent different emotions. L5: Compose simple melodies using changes in tempo or dynamics to create mood. L6: Perform confidently and explain how music communicates feelings.	L1: Explain how tempo, dynamics, pitch, articulation and timbre affect the mood of a piece of music. L2: Sing accurately with expressive phrasing, dynamics and musical control. L3: Perform confidently from notation, using dynamics and articulation to enhance expression. L4: Improvise melodic phrases that communicate contrasting emotions using a wider range of notes. L5: Compose structured pieces using notation, dynamics, tempo and texture to communicate a chosen emotion. L6: Evaluate performances using appropriate musical vocabulary and explain how musical choices influence the listener.
Vocabulary	Emotion, mood, dynamics, tempo, pitch, rhythm, melody, pulse, expression, notation, compose, improvise, perform, ensemble, timbre, audience, rehearsal, atmosphere, feeling, harmony.	Y4+ Articulation, legato, staccato, crescendo, diminuendo, texture, structure, phrasing, interpretation, accompaniment, motif, contrast, expression, refinement, evaluation, communication, resonance, musical style, symbolism, character.
Experiences	Listen to contrasting pieces of music and discuss the emotions they create. Explore how tempo, dynamics and pitch change the mood of music. Perform songs with expressive singing and instrumental accompaniment. Play tuned percussion from notation using dynamics. Improvise melodies to represent different emotions. Compose original pieces inspired by feelings, images or stories. Perform compositions to the class and evaluate how effectively they communicate emotion.	
SMSC	Spiritual: Reflect on how music expresses emotions, personal experiences and individual identity through listening, composing and performing. Moral: Respect the emotions and ideas expressed by others, offering thoughtful and supportive feedback. Social: Work collaboratively to rehearse, compose and perform, recognising the importance of communication and teamwork. Cultural: Explore music from different cultures and traditions, recognising how communities use music to express feelings, celebrate events and share experiences.	
British Values	Democracy: Make collaborative decisions when creating compositions and planning performances. Individual Liberty: Express personal thoughts, feelings and creativity through music. Mutual Respect: Listen attentively to others' performances and value different interpretations and ideas. Tolerance of Different Faiths and Cultures: Appreciate how different cultures use music to express emotions, traditions and community identity. Rule of Law: Follow agreed rehearsal expectations and use instruments safely, responsibly and respectfully.	
School Values	We are happy: Enjoy expressing emotions and ideas through music together.	

	We are safe: Use instruments, equipment and rehearsal spaces safely and responsibly. We enjoy a challenge: Persevere when developing expressive performances and original compositions. We celebrate diversity: Appreciate how music from different cultures expresses a wide range of feelings and experiences. We show respect: Listen carefully, value everyone's creative ideas and encourage others throughout rehearsals and performances. We are ready and fit for our future: Develop confidence, creativity, empathy, resilience and communication through expressive music-making.
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Spring 1		
LKS2	Printing	
	Year 3	Year 4
Key Concepts to assess		
Vocabulary		
Experiences		
SMSC		
British Values		
School Values		

1 term of African Drumming delivered by Wakefield Music Services

Autumn 1		
Classroom Jazz 1 (Recorder)		
UKS2	Year 5	Year 6
	L1: Listen and respond to Classroom Jazz 1, identifying the features of Bossa Nova and Swing, including pulse, syncopation, improvisation and musical structure. L2: Learn and perform the melodies with accurate pitch, rhythm, phrasing and expression, singing and playing confidently as part of an ensemble. L3: Play tuned instrumental parts from notation using Bossa Nova and Swing rhythms, maintaining accurate pulse and ensemble awareness. L4: Improvise melodic phrases using notes from the scale, responding to musical question-and-answer patterns and developing rhythmic confidence. L5: Compose an original jazz-inspired melody using notation, syncopated rhythms and contrasting musical ideas before rehearsing collaboratively. L6: Perform the class compositions and instrumental pieces confidently, evaluating musical accuracy, improvisation and ensemble performance using appropriate musical vocabulary.	L1: Listen and respond to Classroom Jazz 1, identifying the features of Bossa Nova and Swing, including pulse, syncopation, improvisation and musical structure. L2: Learn and perform the melodies with accurate pitch, rhythm, phrasing and expression, singing and playing confidently as part of an ensemble. L3: Play tuned instrumental parts from notation using Bossa Nova and Swing rhythms, maintaining accurate pulse and ensemble awareness. L4: Improvise melodic phrases using notes from the scale, responding to musical question-and-answer patterns and developing rhythmic confidence. L5: Compose an original jazz-inspired melody using notation, syncopated rhythms and contrasting musical ideas before rehearsing collaboratively. L6: Perform the class compositions and instrumental pieces confidently, evaluating musical accuracy, improvisation and ensemble performance using appropriate musical vocabulary.
Key Concepts to assess	L1: Identify the musical features of Bossa Nova and Swing, including pulse, rhythm and syncopation. L2: Perform confidently with accurate pitch, rhythm and clear phrasing. L3: Play melodic parts from notation while maintaining a steady pulse within an ensemble. L4: Improvise short melodic phrases using notes from the scale and respond to musical questions. L5: Compose a simple jazz melody using notation and repeated rhythmic ideas. L6: Perform confidently and evaluate strengths using appropriate musical vocabulary.	L1: Explain how Bossa Nova and Swing use syncopation, rhythm, structure and improvisation to create distinctive musical styles. L2: Perform with expressive phrasing, confident intonation, dynamic control and stylistic accuracy. L3: Perform accurately from staff notation with secure rhythm, articulation and ensemble awareness. L4: Improvise extended melodic phrases using syncopated rhythms, varied note patterns and confident musical responses. L5: Compose a structured jazz-inspired piece using notation, syncopation, contrasting phrases and dynamic markings. L6: Evaluate performances critically, commenting on stylistic interpretation, musical accuracy and effective ensemble performance.
Vocabulary	azz, Bossa Nova, Swing, pulse, beat, rhythm, syncopation, melody, improvisation, notation, phrase, ensemble, tempo, dynamics, compose, perform, rehearsal, accompaniment, structure, harmony.	Off-beat, articulation, phrasing, riff, motif, chord progression, swing rhythm, improvisation, syncopated rhythm, texture, tonality, interpretation, intonation, balance, musical style, expression, refinement, evaluation, cadence, variation.
Experiences	Listen to examples of Bossa Nova and Swing. Identify syncopated rhythms by clapping and body percussion. Perform melodies from staff notation using tuned instruments. Explore question-and-answer improvisation activities. Compose short jazz melodies using notation or music technology. Rehearse as an ensemble, focusing on balance and timing. Perform to an audience and evaluate performances using accurate musical vocabulary.	
SMSC	Spiritual: Develop confidence, creativity and self-expression through improvisation and performance. Moral: Show perseverance when learning challenging rhythms and demonstrate responsibility by supporting others during rehearsals. Social: Collaborate effectively during ensemble rehearsals, improvisation and performance, recognising the importance of listening and responding to others. Cultural: Explore the origins of jazz, Bossa Nova and Swing, recognising their cultural significance and influence on modern music.	
British Values	Democracy: Work collaboratively to develop improvisations, compositions and ensemble performances.	

	Individual Liberty: Express individuality through improvisation and musical interpretation while respecting the work of others. Mutual Respect: Listen carefully to others' ideas, value different musical approaches and provide constructive feedback. Tolerance of Different Faiths and Cultures: Appreciate jazz as a musical tradition influenced by a range of cultures and recognise its importance in world music. Rule of Law: Follow agreed rehearsal routines, performance expectations and safe procedures when using instruments.
School Values	We are happy: Enjoy creating, improvising and performing jazz music together. We are safe: Use instruments responsibly and maintain a safe rehearsal environment. We enjoy a challenge: Persevere when learning syncopated rhythms, improvising and reading more complex notation. We celebrate diversity: Appreciate the cultural heritage of jazz, Bossa Nova and Swing and recognise how different musical traditions influence one another. We show respect: Encourage others, listen attentively and value every contribution to the ensemble. We are ready and fit for our future: Develop creativity, resilience, leadership, communication and collaboration through high-quality ensemble performance and improvisation.

Autumn 2		
Enjoying Musical Styles		
UKS2	Year 5	Year 6
	L1: Listen and respond to music from a range of musical styles, identifying how texture, melody, rhythm, harmony and instrumentation create different musical effects. L2: Learn and perform songs with accurate pitch, rhythm, expression and phrasing while exploring how music reflects communities, traditions and cultures. L3: Play tuned instrumental parts from notation, performing confidently as part of an ensemble with secure pulse, rhythm and dynamic control. L4: Improvise melodic and rhythmic ideas inspired by different musical styles, responding confidently to musical questions and developing original ideas. L5: Compose an original piece using contrasting textures, melody, rhythm and harmony to reflect a chosen musical style or community theme. L6: Rehearse, perform and evaluate songs and original compositions, explaining how musical texture, style and expression communicate meaning to an audience.	L1: Listen and respond to music from a range of musical styles, identifying how texture, melody, rhythm, harmony and instrumentation create different musical effects. L2: Learn and perform songs with accurate pitch, rhythm, expression and phrasing while exploring how music reflects communities, traditions and cultures. L3: Play tuned instrumental parts from notation, performing confidently as part of an ensemble with secure pulse, rhythm and dynamic control. L4: Improvise melodic and rhythmic ideas inspired by different musical styles, responding confidently to musical questions and developing original ideas. L5: Compose an original piece using contrasting textures, melody, rhythm and harmony to reflect a chosen musical style or community theme. L6: Rehearse, perform and evaluate songs and original compositions, explaining how musical texture, style and expression communicate meaning to an audience.
Key Concepts to assess	L1: Identify features of different musical styles, including texture, pulse, rhythm and instrumentation. L2: Sing confidently with accurate pitch, rhythm and expressive phrasing. L3: Perform melodic parts from notation while maintaining a secure pulse within an ensemble. L4: Improvise short melodic phrases using notes from the key and appropriate rhythmic patterns. L5: Compose a structured melody using contrasting musical textures and simple notation.	L1: Explain how texture, harmony, structure and instrumentation define different musical styles and traditions. L2: Perform with expressive phrasing, confident intonation, dynamic control and stylistic awareness. L3: Perform accurately from staff notation using secure rhythm, articulation, balance and ensemble awareness. L4: Improvise extended melodic phrases using stylistically appropriate rhythms, dynamics and expressive techniques. L5: Compose a structured piece using notation, contrasting textures, harmony, dynamics and stylistic features.

	L6: Perform confidently and explain how musical elements create different styles and moods.	L6: Evaluate performances critically, explaining how texture, style and musical interpretation communicate meaning and engage an audience.
Vocabulary	Texture, melody, harmony, rhythm, pulse, beat, tempo, dynamics, pitch, notation, ensemble, accompaniment, compose, improvise, perform, rehearsal, style, tradition, expression, community.	Y6+ Polyphonic, monophonic, homophonic, syncopation, articulation, phrasing, timbre, tonality, structure, interpretation, balance, contrast, arrangement, chord progression, stylistic features, refinement, evaluation, musical heritage, cultural identity, instrumentation.
Experiences	Listen to music from a wide range of musical styles and cultures. Compare how texture changes within different pieces. Sing songs from contrasting traditions with expression and confidence. Perform instrumental accompaniments from notation as part of an ensemble. Improvise melodies inspired by different musical genres. Compose original pieces exploring texture and harmony using notation or music technology. Perform to an audience and evaluate performances using accurate musical vocabulary.	
SMSC	Spiritual: Reflect on how music expresses identity, emotions and community through different musical styles and traditions. Moral: Respect the ideas and performances of others, demonstrating perseverance and responsibility during rehearsals and performances. Social: Work collaboratively to rehearse, compose and perform, recognising that successful music-making depends on teamwork, communication and mutual support. Cultural: Explore music from different communities, cultures and historical traditions, recognising how musical styles reflect identity, heritage and shared experiences.	
British Values	Democracy: Work collaboratively to make decisions about compositions, rehearsals and performances. Individual Liberty: Express personal creativity through performance, improvisation and composition while respecting the ideas of others. Mutual Respect: Listen attentively, value different musical traditions and provide constructive feedback. Tolerance of Different Faiths and Cultures: Appreciate music from different cultures and communities, recognising the diversity of musical traditions around the world. Rule of Law: Follow agreed rehearsal routines, performance expectations and safe procedures when using instruments and equipment.	
School Values	We are happy: Enjoy exploring and performing music from a wide range of musical styles. We are safe: Use instruments, equipment and rehearsal spaces safely and responsibly We enjoy a challenge: Persevere when performing increasingly complex music and composing in unfamiliar musical styles. We celebrate diversity: Appreciate the rich variety of musical traditions, cultures and communities represented through music. We show respect: Listen carefully, encourage others and value every contribution to ensemble performances. We are ready and fit for our future: Develop confidence, creativity, leadership, resilience, communication and collaboration through performing, composing and exploring music from around the world.	

Spring 1		
UKS2	Classroom Jazz 1	
	Year 5	Year 6
	L1: Listen and appraise Three Note Bossa and The Five Note Swing, identifying the key musical features of jazz including pulse, rhythm, syncopation, improvisation and style. L2: Learn and perform the jazz melodies with accurate pitch, rhythm, phrasing and expression, developing confidence as part of an ensemble.	L1: Listen and appraise Three Note Bossa and The Five Note Swing, identifying the key musical features of jazz including pulse, rhythm, syncopation, improvisation and style. L2: Learn and perform the jazz melodies with accurate pitch, rhythm, phrasing and expression, developing confidence as part of an ensemble.

	L3: Play tuned instrumental parts from notation, maintaining a steady pulse, accurate rhythm and balance while performing with others. L4: Improvise melodic phrases using the notes provided, responding to musical question-and-answer patterns and developing confidence when performing independently. L5: Compose a short jazz-inspired melody using notation, syncopated rhythms and contrasting phrases before rehearsing collaboratively. L6: Perform the class arrangements confidently, demonstrating secure ensemble skills before evaluating performances using appropriate musical vocabulary.	L3: Play tuned instrumental parts from notation, maintaining a steady pulse, accurate rhythm and balance while performing with others. L4: Improvise melodic phrases using the notes provided, responding to musical question-and-answer patterns and developing confidence when performing independently. L5: Compose a short jazz-inspired melody using notation, syncopated rhythms and contrasting phrases before rehearsing collaboratively. L6: Perform the class arrangements confidently, demonstrating secure ensemble skills before evaluating performances using appropriate musical vocabulary.
Key Concepts to assess	L1: Identify the features of jazz, including pulse, rhythm, syncopation and improvisation. L2: Perform confidently with accurate pitch, rhythm and expressive phrasing. L3: Play melodic parts from notation while maintaining a secure pulse within an ensemble. L4: Improvise short melodic phrases using a limited range of notes and rhythmic patterns. L5: Compose a simple jazz melody using notation and repeated rhythmic ideas. L6: Perform confidently within an ensemble and evaluate strengths using musical vocabulary.	L1: Explain how rhythm, syncopation, improvisation and structure create the distinctive sound of jazz. L2: Perform with expressive phrasing, confident intonation, dynamic control and stylistic accuracy. L3: Perform accurately from staff notation using secure rhythm, articulation, dynamics and ensemble awareness. L4: Improvise extended melodic phrases using syncopated rhythms, varied note patterns and confident musical responses. L5: Compose a structured jazz-inspired piece using notation, syncopation, contrasting phrases and expressive dynamics. L6: Evaluate performances critically, commenting on stylistic interpretation, musical accuracy and effective ensemble performance.
Vocabulary	azz, Bossa Nova, Swing, pulse, beat, rhythm, melody, syncopation, improvisation, notation, phrase, ensemble, tempo, dynamics, compose, perform, rehearsal, accompaniment, harmony, structure.	Y5+ Off-beat, articulation, phrasing, riff, motif, chord progression, swing rhythm, syncopated rhythm, texture, tonality, interpretation, intonation, balance, stylistic features, expression, refinement, evaluation, cadence, variation.
Experiences	Listen to and compare Three Note Bossa and The Five Note Swing. Identify jazz rhythms through clapping and body percussion. Perform melodies from staff notation using tuned instruments. Explore question-and-answer improvisation activities. Compose short jazz melodies using notation or music technology. Rehearse as an ensemble, focusing on timing, balance and communication. Perform to an audience and evaluate performances using accurate musical vocabulary.	
SMSC	Spiritual: Develop confidence, creativity and self-expression through improvisation, composition and performance. Moral: Show perseverance when learning challenging rhythms and demonstrate responsibility by supporting others during rehearsals. Social: Collaborate effectively during ensemble rehearsals, improvisation and performance, recognising the importance of listening and responding to others. Cultural: Explore the origins and development of jazz, recognising its cultural significance and influence on music across the world.	
British Values	Democracy: Work collaboratively to develop improvisations, compositions and ensemble performances. Individual Liberty: Express individuality through improvisation and musical interpretation while respecting the ideas of others. Mutual Respect: Listen carefully to others' ideas, value different musical approaches and provide constructive feedback. Tolerance of Different Faiths and Cultures: Appreciate jazz as a musical tradition influenced by a range of cultures and recognise its importance in world music. Rule of Law: Follow agreed rehearsal routines, performance expectations and safe procedures when using instruments and equipment.	
School Values	We are happy: Enjoy creating, improvising and performing jazz music together. We are safe: Use instruments responsibly and maintain a safe rehearsal environment. We enjoy a challenge: Persevere when learning syncopated rhythms, improvising and reading increasingly complex notation. We celebrate diversity: Appreciate the cultural heritage of jazz and recognise how different musical traditions influence one another.	

We show respect: Encourage others, listen attentively and value every contribution to the ensemble.
We are ready and fit for our future: Develop creativity, resilience, leadership, communication and collaboration through high-quality ensemble performance, improvisation and composition.

Spring 2		
UKS2	Fresh Prince of Bel Air	
	Year 5	Year 6
	L1: Listen and appraise The Fresh Prince of Bel Air, identifying the musical features of Old School Hip Hop, including pulse, rhythm, structure, texture and style. L2: Learn and perform the song with accurate pitch, rhythm, phrasing and expression, developing confidence when singing individually and as an ensemble. L3: Play tuned instrumental parts from notation, maintaining accurate pulse, rhythm and balance while performing alongside the song. L4: Improvise melodic and rhythmic phrases using the first five notes of the scale, responding confidently to musical ideas and developing original material. L5: Compose an original Hip Hop-inspired piece using notation, repeated rhythmic patterns and contrasting sections before rehearsing collaboratively. L6: Perform the song and original compositions confidently, evaluating musical accuracy, ensemble performance and stylistic interpretation using appropriate musical vocabulary	L1: Listen and appraise The Fresh Prince of Bel Air, identifying the musical features of Old School Hip Hop, including pulse, rhythm, structure, texture and style. L2: Learn and perform the song with accurate pitch, rhythm, phrasing and expression, developing confidence when singing individually and as an ensemble. L3: Play tuned instrumental parts from notation, maintaining accurate pulse, rhythm and balance while performing alongside the song. L4: Improvise melodic and rhythmic phrases using the first five notes of the scale, responding confidently to musical ideas and developing original material. L5: Compose an original Hip Hop-inspired piece using notation, repeated rhythmic patterns and contrasting sections before rehearsing collaboratively. L6: Perform the song and original compositions confidently, evaluating musical accuracy, ensemble performance and stylistic interpretation using appropriate musical vocabulary
Key Concepts to assess	L1: Identify the musical features of Old School Hip Hop, including pulse, rhythm, texture and structure. L2: Perform confidently with accurate pitch, rhythm and expressive phrasing. L3: Play melodic parts from notation while maintaining a secure pulse within an ensemble. L4: Improvise short melodic phrases using the first five notes of the scale. L5: Compose a structured Hip Hop melody using notation and repeated rhythmic ideas. L6: Perform confidently within an ensemble and evaluate strengths using appropriate musical vocabulary.	L1: Explain how rhythm, texture, structure and historical context create the distinctive style of Old School Hip Hop. L2: Perform with expressive phrasing, confident intonation, dynamic control and stylistic awareness. L3: Perform accurately from staff notation using secure rhythm, articulation, dynamics and ensemble awareness. L4: Improvise extended melodic phrases using the first five notes of the scale with rhythmic variation and confident musical responses. L5: Compose a structured Hip Hop-inspired piece using notation, contrasting sections, rhythmic development and expressive dynamics. L6: Evaluate performances critically, commenting on stylistic interpretation, musical accuracy and effective ensemble performance.
Vocabulary	Hip Hop, pulse, beat, rhythm, pitch, melody, texture, structure, verse, chorus, notation, improvisation, composition, ensemble, tempo, dynamics, rehearsal, performance, scale, accompaniment.	Y5+ Old School Hip Hop, syncopation, articulation, phrasing, intonation, motif, riff, texture, timbre, stylistic features, interpretation, chord progression, refinement, evaluation, contrast, rhythmic variation, musical era, geographical origin, expression, collaboration.

Experiences	Listen to and analyse The Fresh Prince of Bel Air alongside other Hip Hop tracks. Identify the pulse, rhythm and stylistic features through movement and discussion. Sing confidently with expression and accurate phrasing. Perform tuned instrumental parts from notation as part of an ensemble. Improvise using the first five notes of the scale. Compose original Hip Hop-inspired melodies using notation or music technology. Perform to an audience and evaluate performances using accurate musical vocabulary.
SMSC	Spiritual: Develop confidence and self-expression through singing, improvisation and composition while exploring how music communicates personal experiences and identity. Moral: Show perseverance when rehearsing, respect the contributions of others and demonstrate responsibility when using instruments and equipment. Social: Collaborate effectively within an ensemble, recognising the importance of listening, communication and teamwork during rehearsals and performances. Cultural: Explore the origins of Old School Hip Hop, recognising its historical development and cultural significance as a musical style originating in the United States.
British Values	Democracy: Work collaboratively to make decisions when composing, rehearsing and refining performances. Individual Liberty: Express individuality confidently through singing, improvisation and musical interpretation. Mutual Respect: Listen carefully to others' ideas, value different musical approaches and provide constructive feedback. Tolerance of Different Faiths and Cultures: Appreciate Hip Hop as a musical tradition shaped by different communities and recognise how music reflects diverse cultural experiences. Rule of Law: Follow agreed rehearsal routines, performance expectations and safe procedures when using instruments and equipment.
School Values	We are happy: Enjoy creating, performing and sharing Hip Hop music together. We are safe: Use instruments, equipment and rehearsal spaces safely and responsibly. We enjoy a challenge: Persevere when learning more complex rhythms, improvising and performing from notation. We celebrate diversity: Appreciate the cultural heritage of Hip Hop and recognise how music reflects different communities and traditions. We show respect: Encourage others, listen attentively and value every contribution to ensemble performances. We are ready and fit for our future: Develop confidence, creativity, resilience, leadership, communication and teamwork through high-quality musical performance, improvisation and composition.

Summer 1		
UKS2	Evolution, Inheritance and Classification	
	Year 5	Year 6
	L1: Explore the features of Hip Hop music and music production before creating an original drum beat and bassline using music technology. L2: Create simple chord progressions and explore how harmony supports melody within a Hip Hop track. L3: Compose and record an original melody using a chosen key and scale, developing confidence when using digital music software. L4: Arrange a complete Hip Hop track by organising musical sections, adding audio samples and developing structure. L5: Refine compositions by balancing tracks, adjusting volume, applying sound effects and improving the overall mix. L6: Perform, share and evaluate completed Hip Hop compositions, explaining creative decisions and reflecting on musical progress	L1: Explore the features of Hip Hop music and music production before creating an original drum beat and bassline using music technology. L2: Create simple chord progressions and explore how harmony supports melody within a Hip Hop track. L3: Compose and record an original melody using a chosen key and scale, developing confidence when using digital music software. L4: Arrange a complete Hip Hop track by organising musical sections, adding audio samples and developing structure. L5: Refine compositions by balancing tracks, adjusting volume, applying sound effects and improving the overall mix. L6: Perform, share and evaluate completed Hip Hop compositions, explaining creative decisions and reflecting on musical progress
Key Concepts to assess	L1: Create a simple Hip Hop drum beat and bassline using music technology. L2: Build simple chord progressions using an appropriate musical key.	L1: Create a stylistically accurate Hip Hop rhythm using layered drum patterns and basslines.

	L3: Compose a melody using notes from a chosen scale. L4: Arrange musical sections to create a clear beginning, middle and ending. L5: Adjust volume and add simple sound effects to improve a composition. L6: Present a completed composition and explain the musical choices made.	L2: Compose effective chord progressions that support melody and harmonic development. L3: Create expressive melodies using scales, octave changes and musical phrasing. L4: Arrange tracks effectively by manipulating texture, structure and audio samples to create musical interest. L5: Produce a balanced final mix using volume control, sound effects and critical listening to refine the composition. L6: Evaluate the effectiveness of compositions using subject-specific musical vocabulary and explain how production techniques enhance the finished track.
Vocabulary	Hip Hop, beat, bassline, melody, rhythm, pulse, tempo, key, scale, chord, loop, track, compose, arrange, mix, sample, performance, digital audio workstation (DAW), synthesiser, volume.	Y5+ YuStudio, production, sequencing, piano roll, EQ, delay, FX, texture, structure, octave, articulation, timbre, balance, layering, automation, soundbank, waveform, arrangement, audio clip, mastering.
Experiences	Explore music production using YuStudio or similar music software. Create original drum beats, basslines and melodies using digital instruments. Experiment with loops, samples and synthesisers. Arrange tracks by adding and removing musical sections. Use sound effects and volume controls to refine compositions. Collaborate with peers to review and improve tracks. Perform completed compositions to the class and evaluate the effectiveness of different production techniques.	
SMSC	Spiritual: Express individuality and creativity through original digital compositions, reflecting on how music communicates identity and ideas. Moral: Show responsibility when using technology, respect the creative work of others and provide constructive feedback to improve compositions. Social: Work collaboratively to compose, refine and evaluate music, recognising the importance of communication, cooperation and shared decision-making. Cultural: Explore Hip Hop as an influential musical genre and recognise how technology has transformed music creation and production across different cultures and communities.	
British Values	Democracy: Work collaboratively to make creative decisions when composing, arranging and evaluating digital music. Individual Liberty: Express personal creativity through original compositions and individual musical choices. Mutual Respect: Listen carefully to others' compositions, value different musical ideas and provide supportive, constructive feedback. Tolerance of Different Faiths and Cultures: Appreciate Hip Hop as a global musical style influenced by diverse cultures and recognise how technology enables people from different backgrounds to create and share music. Rule of Law: Follow agreed expectations when using digital technology, software, instruments and online resources safely and responsibly.	
School Values	We are happy: Enjoy creating original music using digital technology and sharing finished compositions. We are safe: Use computers, software and equipment safely, responsibly and respectfully. We enjoy a challenge: Persevere when developing, editing and refining increasingly sophisticated digital compositions. We celebrate diversity: Appreciate the cultural origins of Hip Hop and recognise how music technology enables diverse musical voices to be heard. We show respect: Value everyone's creative ideas, listen carefully to feedback and encourage others throughout the creative process. We are ready and fit for our future: Develop creativity, digital literacy, resilience, collaboration, communication and critical thinking through music production and technology.	

Summer 2		
UKS2	Musical Styles Connect Us	
	Year 5	Year 6

	L1: Listen and respond to music from a range of musical styles, identifying how pulse, rhythm, melody, harmony, texture and instrumentation bring people and communities together. L2: Learn and perform songs with accurate pitch, rhythm, phrasing and expression, exploring how music reflects identity, culture and community. L3: Play tuned instrumental parts from notation, performing confidently as part of an ensemble with secure pulse, rhythm and dynamic control. L4: Improvise melodic and rhythmic ideas inspired by different musical traditions, responding creatively to musical themes and stylistic features. L5: Compose an original piece inspired by the theme of community, using notation, contrasting musical styles and appropriate musical elements to communicate meaning. L6: Rehearse, perform and evaluate songs and original compositions, explaining how music connects people, celebrates diversity and strengthens communities.	L1: Listen and respond to music from a range of musical styles, identifying how pulse, rhythm, melody, harmony, texture and instrumentation bring people and communities together. L2: Learn and perform songs with accurate pitch, rhythm, phrasing and expression, exploring how music reflects identity, culture and community. L3: Play tuned instrumental parts from notation, performing confidently as part of an ensemble with secure pulse, rhythm and dynamic control. L4: Improvise melodic and rhythmic ideas inspired by different musical traditions, responding creatively to musical themes and stylistic features. L5: Compose an original piece inspired by the theme of community, using notation, contrasting musical styles and appropriate musical elements to communicate meaning. L6: Rehearse, perform and evaluate songs and original compositions, explaining how music connects people, celebrates diversity and strengthens communities.
Key Concepts to assess	L1: Identify the musical features of different styles and explain how music reflects communities and traditions. L2: Perform confidently with accurate pitch, rhythm and expressive phrasing. L3: Play melodic parts from notation while maintaining a secure pulse within an ensemble. L4: Improvise short melodic phrases using stylistic features from different musical traditions. L5: Compose a structured piece inspired by the theme of community using notation and contrasting musical ideas. L6: Perform confidently and explain how music can connect people from different backgrounds.	L1: Explain how musical style, texture, harmony and historical context influence the way music represents communities and cultures. L2: Perform with expressive phrasing, confident intonation, dynamic control and stylistic awareness. L3: Perform accurately from staff notation using secure rhythm, articulation, balance and ensemble awareness. L4: Improvise extended melodic phrases using stylistically appropriate rhythms, dynamics and expressive techniques. L5: Compose a well-structured piece that communicates the theme of community through contrasting musical styles, notation and expressive musical elements. L6: Evaluate performances critically, explaining how musical choices communicate identity, culture and community using appropriate musical vocabulary.
Vocabulary	Community, culture, tradition, melody, harmony, rhythm, pulse, tempo, dynamics, texture, notation, ensemble, accompaniment, compose, improvise, perform, expression, style, rehearsal, audience.	Y5+ Musical style, articulation, phrasing, interpretation, timbre, structure, texture, tonality, motif, arrangement, cultural identity, heritage, harmony, contrast, evaluation, refinement, musicianship, collaboration, expression, communication.
Experiences	Listen to music from a variety of cultures and traditions. Compare how different musical styles communicate identity and community. Perform songs from contrasting musical genres with instrumental accompaniment. Play tuned instruments from notation as part of an ensemble. Improvise melodies inspired by different musical traditions. Compose an original piece based on the theme of community using notation or music technology. Perform compositions to an audience and evaluate how effectively the music communicates its message	
SMSC	Spiritual: Reflect on how music expresses identity, belonging and shared human experiences across different communities. Moral: Respect the musical traditions and ideas of others, demonstrating responsibility and encouragement during rehearsals and performances. Social: Work collaboratively to rehearse, compose and perform, recognising that successful music-making depends on cooperation, communication and mutual support. Cultural: Explore music from different communities, traditions and cultures, recognising how music brings people together and celebrates diversity.	
British Values	Democracy: Make shared decisions when composing, rehearsing and preparing performances. Individual Liberty: Express personal creativity and musical identity through performance, improvisation and composition. Mutual Respect: Listen attentively to others' performances and value different musical ideas, traditions and interpretations.	

	Tolerance of Different Faiths and Cultures: Appreciate how music reflects different cultures, beliefs and communities, recognising that musical diversity strengthens society. Rule of Law: Follow agreed rehearsal expectations, performance etiquette and safe procedures when using instruments and equipment.
School Values	We are happy: Enjoy making music together and celebrating the many ways music connects people. We are safe: Use instruments, equipment and rehearsal spaces safely and responsibly. We enjoy a challenge: Persevere when performing unfamiliar musical styles and composing original music inspired by different traditions. We celebrate diversity: Appreciate music from a wide range of cultures, recognising that different musical traditions enrich our understanding of the world. We show respect: Listen carefully, value everyone's contributions and celebrate the musical heritage of different communities. We are ready and fit for our future: Develop confidence, creativity, resilience, collaboration and cultural understanding through performing, composing and exploring music from around the world.



Medium Term Cycle B

Autumn 1		
Pulse, Rhythm and Pitch		
KS1	Year 1	Year 2
	L1: Understand pulse, rhythm and pitch through singing, movement and listening activities. L2: Listen and respond to a range of music, identifying pulse, rhythm, pitch and different musical features. L3: Learn and perform songs with accurate pulse, rhythm and pitch. L4: Play tuned and untuned percussion instruments to accompany songs and maintain a steady pulse. L5: Improvise and compose simple rhythmic and melodic ideas using voices, body percussion and instruments. L6: Perform confidently to an audience, explaining how pulse, rhythm and pitch work together in music.	L1: Understand pulse, rhythm and pitch through singing, movement and listening activities. L2: Listen and respond to a range of music, identifying pulse, rhythm, pitch and different musical features. L3: Learn and perform songs with accurate pulse, rhythm and pitch. L4: Play tuned and untuned percussion instruments to accompany songs and maintain a steady pulse. L5: Improvise and compose simple rhythmic and melodic ideas using voices, body percussion and instruments. L6: Perform confidently to an audience, explaining how pulse, rhythm and pitch work together in music.
Key Concepts to assess	L1: Understand pulse, rhythm and pitch through singing, movement and listening activities. L2: Listen and respond to a range of music, identifying pulse, rhythm, pitch and different musical features. L3: Learn and perform songs with accurate pulse, rhythm and pitch. L4: Play tuned and untuned percussion instruments to accompany songs and maintain a steady pulse. L5: Improvise and compose simple rhythmic and melodic ideas using voices, body percussion and instruments. L6: Perform confidently to an audience, explaining how pulse, rhythm and pitch work together in music.	L1: Understand pulse, rhythm and pitch through singing, movement and listening activities. L2: Listen and respond to a range of music, identifying pulse, rhythm, pitch and different musical features. L3: Learn and perform songs with accurate pulse, rhythm and pitch. L4: Play tuned and untuned percussion instruments to accompany songs and maintain a steady pulse. L5: Improvise and compose simple rhythmic and melodic ideas using voices, body percussion and instruments. L6: Perform confidently to an audience, explaining how pulse, rhythm and pitch work together in music.
Vocabulary	L1: Find and keep a steady pulse using movement, clapping and body percussion. L2: Recognise the difference between pulse, rhythm and pitch. L3: Sing simple songs with increasing confidence and accuracy. L4: Play untuned percussion in time with a steady pulse. L5: Create simple rhythmic or melodic patterns using voices or instruments. L6: Perform confidently with others and describe what was enjoyed about the performance.	L1: Explain how pulse, rhythm and pitch work together in music. L2: Identify pulse, rhythm, pitch, tempo and dynamics when listening to music. L3: Sing with improving pitch accuracy, expression and confidence. L4: Play tuned and untuned percussion accurately as part of an ensemble. L5: Improvise and compose short rhythmic and melodic phrases using simple notation or graphic scores. L6: Perform confidently, evaluate performances and explain musical choices using appropriate vocabulary.
Experiences	Pulse, beat, rhythm, pitch, high, low, fast, slow, loud, quiet, sing, song, listen, instrument, perform.	
SMSC	Keep a steady pulse through movement and body percussion. Listen to music from different genres and identify pulse, rhythm and pitch. Sing a range of songs with actions and expression. Play tuned and untuned percussion instruments to accompany songs. Create rhythmic patterns using words and body percussion. Improvise simple question-and-answer rhythms and melodies. Compose short musical phrases using graphic notation. Perform songs confidently to another class or audience and reflect on improvements.	
British Values	Spiritual: Explore how music communicates emotions and brings people together through shared musical experiences. Moral: Take responsibility for instruments, encourage others and recognise the importance of working together respectfully.	

	Social: Collaborate during singing, playing, improvising and performing, developing teamwork and confidence. Cultural: Listen to music from different cultures, genres and historical periods, recognising that pulse, rhythm and pitch are shared elements across all music.
School Values	Democracy: Make shared decisions about performances, compositions and musical ideas. Individual Liberty: Express personal creativity through singing, improvisation and composition. Mutual Respect: Listen attentively and value everyone's musical contributions. Tolerance of Different Faiths and Cultures: Appreciate music from a variety of cultures and recognise how music brings communities together. Rule of Law: Follow agreed classroom routines and use instruments safely and responsibly.

Autumn 2		
Dance, Sing and Play!		
KS1	Year 1	Year 2
	L1: Explore rhythm and pitch through movement, singing and listening activities. L2: Listen and respond to music from different times, discussing how music can tell stories about the past. L3: Learn and perform songs using accurate rhythm, pitch and expressive singing. L4: Play tuned and untuned percussion instruments to accompany songs and maintain a steady beat. L5: Improvise and compose simple rhythmic and melodic ideas inspired by stories and historical events. L6: Perform confidently to an audience, using singing, movement and instruments to communicate musical ideas.	L1: Explore rhythm and pitch through movement, singing and listening activities. L2: Listen and respond to music from different times, discussing how music can tell stories about the past. L3: Learn and perform songs using accurate rhythm, pitch and expressive singing. L4: Play tuned and untuned percussion instruments to accompany songs and maintain a steady beat. L5: Improvise and compose simple rhythmic and melodic ideas inspired by stories and historical events. L6: Perform confidently to an audience, using singing, movement and instruments to communicate musical ideas.
Key Concepts to assess	L1: Copy simple rhythms using movement, clapping and body percussion. L2: Recognise high and low sounds when listening to music. L3: Sing familiar songs with increasing confidence and clear voices. L4: Play simple instrumental parts in time with a steady beat. L5: Create simple rhythmic or melodic ideas using voices or instruments. L6: Perform confidently with others and talk about what was enjoyed during the performance.	L1: Explain how rhythm and pitch work together in music. L2: Identify musical features and explain how music can tell stories about the past. L3: Sing with improving pitch accuracy, expression and confidence. L4: Play tuned and untuned percussion accurately as part of an ensemble. L5: Improvise and compose short rhythmic and melodic phrases using graphic notation or simple note patterns. L6: Perform confidently, evaluate performances and explain musical choices using appropriate vocabulary.
Vocabulary	Rhythm, pitch, beat, pulse, high, low, sing, dance, play, instrument, listen, song, perform, story, music.	Y1+ Melody, tempo, dynamics, ensemble, improvisation, composition, graphic score, notation, accompaniment, expression, rehearsal, audience, history, folklore.
Experiences	Move to music using actions and dance. Listen to songs from different periods and discuss the stories they tell. Sing a variety of songs with expression and clear diction. Play tuned and untuned percussion instruments to accompany songs. Create simple rhythmic patterns through movement and body percussion. Improvise musical responses using voices and instruments. Compose simple musical ideas using graphic notation. Perform songs with movement and instruments to another class or audience.	
SMSC	Spiritual: Explore how music can tell stories, express emotions and connect us with people from the past. Moral: Respect instruments, encourage others and appreciate different ideas during collaborative music-making. Social: Work together through singing, dancing, playing and performing, developing confidence and teamwork. Cultural: Listen to music from different historical periods and traditions, recognising how music reflects people's lives, stories and cultures.	

British Values	Democracy: Make shared decisions about movement, performances and musical ideas. Individual Liberty: Express creativity confidently through singing, dancing, playing and composing. Mutual Respect: Listen to others' performances and value everyone's musical contributions. Tolerance of Different Faiths and Cultures: Explore music from different times and cultures, appreciating how music tells stories from around the world. Rule of Law: Follow agreed classroom routines and use instruments safely and responsibly.
School Values	We are happy: Enjoy singing, dancing and making music together. We are safe: Use instruments and classroom space safely during movement and performances. We enjoy a challenge: Persevere when learning new songs, dances and instrumental parts. We celebrate diversity: Appreciate music, stories and traditions from different times and cultures. We show respect: Listen carefully, encourage others and value every contribution. We are ready and fit for our future: Develop confidence, creativity, resilience, communication and teamwork through music.

Spring 1		
Hey You!		
KS1	Year 1	Year 2
	L1: Listen and respond to Hey You! and other Hip Hop songs, identifying pulse, rhythm and musical style. L2: Learn and perform Hey You! using accurate pulse, rhythm and expressive singing. L3: Play tuned and untuned percussion instruments to accompany the song and keep a steady beat. L4: Improvise simple rhythmic and melodic patterns using voices, clapping and instruments. L5: Compose short musical phrases using two notes and simple graphic or pictorial notation. L6: Rehearse, perform and evaluate a class performance using singing, movement and instruments.	L1: Listen and respond to Hey You! and other Hip Hop songs, identifying pulse, rhythm and musical style. L2: Learn and perform Hey You! using accurate pulse, rhythm and expressive singing. L3: Play tuned and untuned percussion instruments to accompany the song and keep a steady beat. L4: Improvise simple rhythmic and melodic patterns using voices, clapping and instruments. L5: Compose short musical phrases using two notes and simple graphic or pictorial notation. L6: Rehearse, perform and evaluate a class performance using singing, movement and instruments.
Key Concepts to assess	L1: Identify the pulse and move in time with the music. L2: Sing simple songs confidently with a clear voice. L3: Play simple instrumental parts in time with a steady beat. L4: Copy and create simple rhythm patterns using clapping or voices. L5: Create simple musical ideas using one or two notes. L6: Perform confidently with others and talk about what was enjoyed during the performance.	L1: Recognise features of Hip Hop music, including pulse, rhythm and style. L2: Sing with improving pitch accuracy, expression and confidence. L3: Play tuned and untuned percussion accurately as part of an ensemble. L4: Improvise question-and-answer phrases using rhythm and two-note melodies. L5: Compose short rhythmic and melodic phrases using simple notation or graphic scores and explain musical choices. L6: Perform confidently, evaluate performances and identify ways to improve.
Vocabulary	Pulse, beat, rhythm, rap, Hip Hop, song, sing, listen, clap, play, instrument, perform, improvise, compose, melody.	Y1+ Tempo, dynamics, ensemble, accompaniment, notation, graphic score, improvisation, composition, glockenspiel, pitch, rehearsal, audience, expression, style.

Experiences	Listen to a range of Hip Hop songs and identify their musical features. Learn and perform Hey You! with actions and movement. Play tuned and untuned percussion instruments to accompany the song. Copy and create rhythmic patterns through clapping games. Improvise question-and-answer rhythms and simple two-note melodies using voices and instruments. Compose short musical phrases using graphic notation. Rehearse and perform as a whole class, adding movement to engage an audience. Reflect on performances and celebrate musical achievements.
SMSC	Spiritual: Express ideas and emotions through singing, rap and performance, recognising music as a way to communicate thoughts and feelings. Moral: Encourage and support others during rehearsals, showing responsibility when using instruments and equipment. Social: Work collaboratively to sing, play, improvise and perform, developing teamwork, confidence and communication skills. Cultural: Explore Hip Hop as an important musical genre and recognise how music reflects different communities, cultures and experiences.
British Values	Democracy: Work together to make decisions about performances, movements and musical ideas. Individual Liberty: Express personal creativity through rap, singing, improvisation and composition. Mutual Respect: Listen to others' ideas and value everyone's contribution to the performance. Tolerance of Different Faiths and Cultures: Appreciate Hip Hop as a musical style that originated within a different cultural context and recognise the diversity of musical traditions. Rule of Law: Follow agreed classroom routines and use instruments safely, responsibly and respectfully.
School Values	We are happy: Enjoy singing, rapping and performing music together. We are safe: Use instruments, equipment and classroom space safely and responsibly. We enjoy a challenge: Persevere when learning new rhythms, melodies and instrumental parts. We celebrate diversity: Appreciate different musical genres and cultures, including Hip Hop. We show respect: Listen carefully, encourage others and value everyone's musical contributions. We are ready and fit for our future: Develop creativity, resilience, confidence, communication and teamwork through collaborative music-making.

Spring 2		
KS1	Recognising Different Sounds	
	Year 1	Year 2
	L1: Explore how different voices and instruments create different sounds and identify harmony in music. L2: Listen and respond to a range of music, recognising different instruments, voices and musical styles. L3: Learn and perform songs with accurate pulse, rhythm, pitch and expression. L4: Play tuned and untuned percussion instruments to accompany songs and create contrasting sounds. L5: Improvise and compose simple musical ideas using different instrumental sounds and graphic notation. L6: Perform confidently to an audience, explaining how different sounds, voices and instruments work together to create music.	L1: Explore how different voices and instruments create different sounds and identify harmony in music. L2: Listen and respond to a range of music, recognising different instruments, voices and musical styles. L3: Learn and perform songs with accurate pulse, rhythm, pitch and expression. L4: Play tuned and untuned percussion instruments to accompany songs and create contrasting sounds. L5: Improvise and compose simple musical ideas using different instrumental sounds and graphic notation. L6: Perform confidently to an audience, explaining how different sounds, voices and instruments work together to create music.

Key Concepts to assess	L1: Recognise that different instruments make different sounds. L2: Listen carefully and identify familiar instruments and voices. L3: Sing confidently with a steady pulse and clear voice. L4: Play untuned percussion in time with the music. L5: Create simple sound patterns using voices or instruments. L6: Perform confidently with others and describe favourite sounds heard during the unit.	L1: Recognise how different voices and instruments create harmony when played together. L2: Identify instruments, voices and musical features when listening to different pieces of music. L3: Sing with improving pitch accuracy, expression and confidence. L4: Play tuned and untuned percussion accurately as part of an ensemble. L5: Improvise and compose short musical phrases using contrasting sounds and simple graphic notation. L6: Perform confidently, evaluate performances and explain how different sounds contribute to the overall effect of the music.
Vocabulary	Sound, voice, instrument, beat, pulse, rhythm, pitch, loud, quiet, listen, sing, play, perform, music, harmony.	Y1+ Harmony, melody, dynamics, tempo, timbre, ensemble, composition, improvisation, graphic score, tuned percussion, untuned percussion, accompaniment, expression, orchestra.
Experiences	Listen to music featuring different voices and instruments. Identify and sort instruments by the sounds they make. Explore tuned and untuned percussion through practical activities. Sing songs with expression and discuss how voices work together. Create soundscapes using contrasting instrumental sounds. Compose simple graphic scores using different sounds. Improvise musical responses using voices and instruments. Perform songs with instrumental accompaniment and reflect on how different sounds create interest in music.	
SMSC	Spiritual: Appreciate how different sounds, voices and instruments work together to create expressive and meaningful music. Moral: Respect instruments, value everyone's musical contribution and encourage others during rehearsals and performances. Social: Collaborate through singing, playing, composing and performing, developing teamwork and confidence. Cultural: Listen to music from different genres, traditions and cultures, recognising how different instruments and musical styles reflect communities around the world.	
British Values	Democracy: Make shared decisions about instrumental choices, performances and compositions. Individual Liberty: Express personal creativity through singing, improvisation and composition. Mutual Respect: Listen carefully to others and value everyone's musical ideas and performances. Tolerance of Different Faiths and Cultures: Appreciate music from different cultures and recognise the variety of instruments and musical traditions across the world. Rule of Law: Follow agreed classroom routines and use instruments safely, responsibly and respectfully.	
School Values	We are happy: Enjoy exploring and recognising different musical sounds together. We are safe: Use instruments safely and take care of shared equipment. We enjoy a challenge: Persevere when identifying new sounds and learning unfamiliar musical techniques. We celebrate diversity: Appreciate the wide variety of musical instruments, voices and traditions from around the world. We show respect: Listen attentively and value everyone's ideas and musical contributions. We are ready and fit for our future: Develop confidence, listening skills, creativity, communication and teamwork through music.	

Summer 1		
Our Big Concert		
KS1	Year 1	Year 2
	L1: Revisit songs learnt throughout the year and identify the features of an effective musical performance. L2: Rehearse songs with accurate pulse, rhythm, pitch and expression, preparing to perform confidently. L3: Play tuned and untuned percussion instruments to accompany songs as part of an ensemble. L4: Refine performances by adding movement, introductions and simple presentations for an audience. L5: Rehearse collaboratively, improving performances through evaluation, feedback and practice. L6: Perform a class concert to an audience, celebrating musical achievements and reflecting on learning throughout the year.	L1: Revisit songs learnt throughout the year and identify the features of an effective musical performance. L2: Rehearse songs with accurate pulse, rhythm, pitch and expression, preparing to perform confidently. L3: Play tuned and untuned percussion instruments to accompany songs as part of an ensemble. L4: Refine performances by adding movement, introductions and simple presentations for an audience. L5: Rehearse collaboratively, improving performances through evaluation, feedback and practice. L6: Perform a class concert to an audience, celebrating musical achievements and reflecting on learning throughout the year.
Key Concepts to assess	L1: Recall familiar songs and join in confidently. L2: Sing with a steady pulse and remember lyrics. L3: Play simple instrumental parts in time with others. L4: Use movement and actions to enhance a performance. L5: Rehearse cooperatively by listening to and following others. L6: Perform confidently as part of a group and describe what was enjoyed about the concert.	L1: Recall songs accurately and explain why they were chosen for the concert. L2: Sing with improving pitch accuracy, expression and confidence. L3: Play tuned and untuned percussion accurately within an ensemble. L4: Introduce performances confidently and demonstrate awareness of audience engagement. L5: Improve performances by evaluating strengths and making appropriate refinements. L6: Perform confidently to an audience, evaluate the overall performance and explain how musical skills have developed throughout the year.
Vocabulary	Concert, audience, perform, rehearsal, song, sing, play, instrument, pulse, rhythm, beat, movement, applause, stage, music.	Ensemble, presentation, expression, dynamics, tempo, accompaniment, confidence, evaluation, feedback, programme, rehearsal, collaboration, performance, introduction.
Experiences	Revisit favourite songs from throughout the year. Rehearse songs with actions and movement. Play tuned and untuned percussion instruments as part of an ensemble. Work in groups to prepare introductions for performances. Create a running order for the concert. Perform to another class, parents or the wider school community. Evaluate performances using musical vocabulary and celebrate achievements together.	
SMSC	Spiritual: Experience pride, enjoyment and confidence through performing for an audience and celebrating musical achievements. Moral: Encourage others, show responsibility during rehearsals and performances and respect shared equipment and performance spaces. Social: Work collaboratively to rehearse, perform and support one another, recognising that successful performances rely on teamwork. Cultural: Perform songs from different musical traditions and appreciate how concerts bring communities together to celebrate music.	
British Values	Democracy: Work together to choose songs, performance order and presentation for the concert. Individual Liberty: Express creativity and individuality through singing, movement, instrumental playing and performance. Mutual Respect: Value everyone's contribution and encourage others during rehearsals and performances. Tolerance of Different Faiths and Cultures: Perform and appreciate music from different cultures and recognise how music can unite people from diverse backgrounds. Rule of Law: Follow agreed routines, performance expectations and safe use of instruments throughout rehearsals and the concert.	

School Values	We are happy: Celebrate our musical achievements and enjoy performing together. We are safe: Use instruments, equipment and performance spaces safely and responsibly. We enjoy a challenge: Persevere when rehearsing and refining performances to achieve the best possible outcome. We celebrate diversity: Appreciate music from a variety of cultures, traditions and musical styles throughout the concert. We show respect: Listen attentively, support one another and value every performance. We are ready and fit for our future: Develop confidence, resilience, communication, teamwork and presentation skills through performing to an audience.
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Summer 2		
KS1	Zootime	
	Year 1	Year 2
	L1: Listen and respond to Zootime and other reggae music, identifying pulse, rhythm and the features of the reggae style. L2: Learn and perform Zootime with accurate pulse, rhythm, pitch and expression. L3: Play tuned and untuned percussion instruments to accompany the song, maintaining a steady pulse. L4: Improvise simple rhythmic and melodic phrases using voices and instruments in a question-and-answer format. L5: Compose simple musical phrases using two notes and graphic notation before rehearsing them with the song. L6: Perform Zootime confidently to an audience, combining singing, instrumental playing and movement before evaluating the performance	L1: Listen and respond to Zootime and other reggae music, identifying pulse, rhythm and the features of the reggae style. L2: Learn and perform Zootime with accurate pulse, rhythm, pitch and expression. L3: Play tuned and untuned percussion instruments to accompany the song, maintaining a steady pulse. L4: Improvise simple rhythmic and melodic phrases using voices and instruments in a question-and-answer format. L5: Compose simple musical phrases using two notes and graphic notation before rehearsing them with the song. L6: Perform Zootime confidently to an audience, combining singing, instrumental playing and movement before evaluating the performance
Key Concepts to assess	L1: Recognise and keep a steady pulse while listening to reggae music. L2: Sing confidently with a clear voice and follow the melody. L3: Play simple instrumental parts in time with the pulse. L4: Copy simple rhythmic patterns using voices, clapping or instruments. L5: Create simple musical ideas using one or two notes. L6: Perform confidently with others and describe what was enjoyed about the performance.	L1: Identify features of reggae music, including pulse, rhythm and off-beat accompaniment. L2: Sing with improving pitch accuracy, expression and confidence. L3: Play tuned and untuned percussion accurately as part of an ensemble. L4: Improvise question-and-answer phrases using rhythm and two-note melodies. L5: Compose short rhythmic and melodic phrases using graphic notation or simple note patterns and explain musical choices. L6: Perform confidently, evaluate strengths and suggest improvements using appropriate musical vocabulary.
Vocabulary	Reggae, pulse, beat, rhythm, pitch, melody, sing, play, instrument, perform, clap, listen, song, tempo, audience.	Y1+ Off-beat, dynamics, ensemble, accompaniment, improvisation, composition, notation, graphic score, glockenspiel, expression, rehearsal, evaluation, harmony, style.
Experiences	Listen to reggae music and identify its distinctive pulse. Compare Zootime with other reggae songs. Sing with actions and movement. Play tuned and untuned percussion to accompany the song. Copy and create rhythmic patterns through clapping games. Improvise question-and-answer phrases using voices and glockenspiels. Compose simple melodies using two notes and graphic notation. Perform with singing, instruments and movement for another class or an audience.	
SMSC	Spiritual: Express thoughts and feelings through singing and explore how different musical styles create different moods. Moral: Show responsibility when using instruments and encourage others during rehearsals and performances.	

	Social: Work collaboratively to sing, play, improvise and perform, developing teamwork and confidence. Cultural: Explore reggae music and recognise its roots in Jamaican culture, appreciating how music reflects different communities and traditions.
British Values	Democracy: Make shared decisions about performances, movements and musical ideas. Individual Liberty: Express creativity confidently through singing, improvisation and composition. Mutual Respect: Listen carefully to others' performances and value everyone's musical contributions. Tolerance of Different Faiths and Cultures: Appreciate reggae music as an important musical tradition from another culture and recognise the diversity of music around the world. Rule of Law: Follow agreed classroom routines and use instruments safely, responsibly and respectfully.
School Values	We are happy: Enjoy singing, playing and performing reggae music together. We are safe: Use instruments carefully and follow classroom expectations. We enjoy a challenge: Persevere when learning new rhythms, melodies and instrumental parts. We celebrate diversity: Appreciate reggae music and recognise how different musical styles reflect cultures from around the world. We show respect: Listen carefully, encourage others and value everyone's musical contributions. We are ready and fit for our future: Develop confidence, resilience, creativity, communication and teamwork through collaborative music-making.

Autumn		
Opening Night		
LKS2	Year 3	Year 4
	L1: Revisit songs learnt throughout the year and identify the features of an effective musical performance. L2: Rehearse songs with accurate pitch, rhythm, dynamics and expression, developing confidence as an ensemble. L3: Perform tuned instrumental parts from notation alongside singing, maintaining accurate pulse, rhythm and balance. L4: Refine performances by adding introductions, endings, dynamics, movement and stage presence to engage an audience. L5: Rehearse collaboratively, evaluating performances and making improvements through feedback and practice. L6: Present a final performance to an audience, demonstrating confidence, musicianship and an understanding of the music performed.	L1: Revisit songs learnt throughout the year and identify the features of an effective musical performance. L2: Rehearse songs with accurate pitch, rhythm, dynamics and expression, developing confidence as an ensemble. L3: Perform tuned instrumental parts from notation alongside singing, maintaining accurate pulse, rhythm and balance. L4: Refine performances by adding introductions, endings, dynamics, movement and stage presence to engage an audience. L5: Rehearse collaboratively, evaluating performances and making improvements through feedback and practice. L6: Present a final performance to an audience, demonstrating confidence, musicianship and an understanding of the music performed.
Key Concepts to assess	L1: Recall and perform songs confidently from memory. L2: Sing with accurate pitch, rhythm and clear diction. L3: Play simple instrumental parts from notation while maintaining a steady pulse. L4: Perform with appropriate dynamics and expression to engage an audience. L5: Improve performances by listening to feedback and rehearsing effectively. L6: Perform confidently as part of an ensemble and reflect on personal strengths.	L1: Demonstrate secure recall of songs and explain their musical features. L2: Sing with expressive phrasing, accurate intonation and confident ensemble awareness. L3: Perform accurately from notation using secure rhythm, pitch and dynamic control. L4: Demonstrate stage presence through confident presentation, expression and musical communication.

		L5: Evaluate performances using appropriate musical vocabulary and refine performances independently. L6: Perform confidently to an audience, demonstrating musicianship, teamwork and an understanding of the music performed.
Vocabulary	Performance, audience, rehearsal, ensemble, pulse, rhythm, pitch, melody, dynamics, tempo, notation, conductor, confidence, expression, stage, accompaniment, harmony, musician, concert, presentation.	Y4+ Intonation, articulation, phrasing, interpretation, balance, blend, texture, projection, posture, communication, refinement, evaluation, stage presence, programme, collaboration, musicianship, precision, professionalism, repertoire, presentation.
Experiences	Rehearse songs from across the year. Perform from notation using tuned percussion. Play as part of an ensemble with instrumental accompaniment. Practise stage entrances, introductions and performance etiquette. Develop confidence through small-group and whole-class performances. Perform to another class, parents or the wider school community. Evaluate performances using musical vocabulary and identify targets for future improvement.	
SMSC	Spiritual: Develop confidence and pride through performing music and celebrating personal and collective achievement. Moral: Demonstrate commitment, responsibility and perseverance while preparing for performances and supporting others. Social: Work collaboratively as an ensemble, recognising that successful performances depend on cooperation, communication and mutual support. Cultural: Perform music from different musical traditions and historical periods, appreciating how performance brings communities together and celebrates cultural diversity.	
British Values	Democracy: Work together to make decisions about performance order, presentation and musical interpretation. Individual Liberty: Express creativity and individuality through performance while contributing positively to the ensemble. Mutual Respect: Listen carefully, encourage others and value every performer's contribution. Tolerance of Different Faiths and Cultures: Perform and appreciate music from a range of cultures and traditions, recognising how music connects people across the world. Rule of Law: Follow agreed rehearsal expectations, performance etiquette and safe procedures when using instruments and performance spaces.	
School Values	We are happy: Celebrate our achievements and enjoy performing together. We are safe: Use instruments, equipment and performance spaces safely and responsibly. We enjoy a challenge: Persevere when refining performances and learning increasingly demanding musical parts. We celebrate diversity: Perform and appreciate music from different cultures, traditions and historical periods. We show respect: Encourage others, listen attentively and value everyone's contribution to the performance. We are ready and fit for our future: Develop confidence, resilience, leadership, communication and teamwork through high-quality musical performance.	

Autumn 2		
Musical Structures		
LKS2	Year 3	Year 4
	L1: Explore how repeated and contrasting sections create musical structure by listening to songs and identifying verses, choruses and repeating patterns. L2: Listen and respond to music from different genres, identifying structure, pulse, rhythm, melody and musical style. L3: Learn and perform songs with accurate pitch, rhythm and expression, recognising how musical sections fit together.	L1: Explore how repeated and contrasting sections create musical structure by listening to songs and identifying verses, choruses and repeating patterns. L2: Listen and respond to music from different genres, identifying structure, pulse, rhythm, melody and musical style. L3: Learn and perform songs with accurate pitch, rhythm and expression, recognising how musical sections fit together.

	L4: Play tuned instruments from notation, performing repeated patterns and accompaniments as part of an ensemble. L5: Compose short musical pieces using repeated and contrasting sections to create a clear musical structure. L6: Rehearse, perform and evaluate compositions and songs, explaining how musical structure helps communicate ideas and engage an audience.	L4: Play tuned instruments from notation, performing repeated patterns and accompaniments as part of an ensemble. L5: Compose short musical pieces using repeated and contrasting sections to create a clear musical structure. L6: Rehearse, perform and evaluate compositions and songs, explaining how musical structure helps communicate ideas and engage an audience.
Key Concepts to assess	L1: Identify repeated sections within songs and pieces of music. L2: Recognise verses, choruses and simple repeating patterns when listening to music. L3: Sing confidently with accurate rhythm, pitch and expression. L4: Play repeated rhythmic or melodic patterns from notation while maintaining a steady pulse. L5: Compose simple musical pieces using repeated sections. L6: Perform confidently and explain how repetition helps organise music.	L1: Explain how repeated and contrasting sections create musical structure and form. L2: Identify and compare different musical structures using appropriate musical vocabulary. L3: Sing accurately with expressive phrasing and awareness of musical form. L4: Perform confidently from notation, maintaining rhythm, pitch and ensemble awareness throughout contrasting sections. L5: Compose structured pieces using repetition, contrast, dynamics and tempo to create interest. L6: Evaluate performances and compositions, explaining how structure contributes to the overall musical effect.
Vocabulary	Structure, verse, chorus, pulse, rhythm, melody, pitch, tempo, dynamics, notation, pattern, repeat, perform, compose, ensemble, accompaniment, section, phrase, audience, rehearsal.	Y3+ Form, contrast, motif, ostinato, texture, articulation, phrasing, coda, introduction, bridge, repetition, variation, balance, refinement, interpretation, structure, evaluation, musical style, harmony, arrangement.
Experiences	Identify verses, choruses and repeated sections in songs. Clap and perform repeating rhythmic patterns. Play tuned percussion from notation using repeated accompaniments. Compare the structures of different musical styles. Compose short pieces with clear beginnings, middle sections and endings. Create graphic scores to show musical structure. Perform original compositions in small groups. Evaluate how structure makes music interesting and memorable.	
SMSC	Spiritual: Reflect on how music is organised to communicate ideas, emotions and stories through different musical structures. Moral: Respect the ideas of others, contribute positively during rehearsals and take responsibility for improving performances. Social: Work collaboratively when composing, rehearsing and performing, recognising the importance of teamwork and communication. Cultural: Explore musical structures from different cultures, traditions and historical periods, recognising similarities and differences in how music is organised.	
British Values	Democracy: Make shared decisions about musical ideas, compositions and performances. Individual Liberty: Express creativity through composing and performing original musical structures. Mutual Respect: Listen attentively to others' performances and value different musical ideas and interpretations. Tolerance of Different Faiths and Cultures: Appreciate music from different cultures and recognise that musical structures vary across traditions and genres. Rule of Law: Follow agreed rehearsal expectations and use instruments safely, responsibly and respectfully.	
School Values	We are happy: Enjoy discovering how music is organised and performing together. We are safe: Use instruments and equipment safely while rehearsing and performing. We enjoy a challenge: Persevere when composing and performing increasingly complex musical structures. We celebrate diversity: Appreciate musical forms and traditions from different cultures and historical periods. We show respect: Listen carefully, encourage others and value everyone's creative contributions. We are ready and fit for our future: Develop confidence, creativity, resilience, communication and teamwork through composing and performing structured music.	

Spring 1		
Compose with Your Friends		
LKS2	Year 3	Year 4
	L1: Listen and respond to a range of music, exploring how melodies are built around a tonic (home) note and how music communicates important messages. L2: Learn and perform songs with accurate pitch, rhythm and expression while recognising how music can bring people together and improve the world. L3: Play tuned instruments from notation, performing melodies and accompaniments accurately as part of an ensemble. L4: Improvise melodic phrases, exploring tonic notes, question-and-answer phrases and musical conversation. L5: Compose original pieces with a partner or group using notation, repeating patterns and a clear tonic to create a complete melody. L6: Rehearse, perform and evaluate compositions, explaining how musical choices create a satisfying and expressive performance.	L1: Listen and respond to a range of music, exploring how melodies are built around a tonic (home) note and how music communicates important messages. L2: Learn and perform songs with accurate pitch, rhythm and expression while recognising how music can bring people together and improve the world. L3: Play tuned instruments from notation, performing melodies and accompaniments accurately as part of an ensemble. L4: Improvise melodic phrases, exploring tonic notes, question-and-answer phrases and musical conversation. L5: Compose original pieces with a partner or group using notation, repeating patterns and a clear tonic to create a complete melody. L6: Rehearse, perform and evaluate compositions, explaining how musical choices create a satisfying and expressive performance.
Key Concepts to assess	L1: Recognise that melodies often begin and end on a home note. L2: Sing confidently with accurate rhythm, pitch and expression. L3: Play simple melodies from notation while maintaining a steady pulse. L4: Improvise short melodic phrases using a small range of notes. L5: Compose simple melodies with repeated patterns and a clear ending. L6: Perform confidently as part of an ensemble and explain how music can communicate ideas.	L1: Explain the purpose of the tonic (home note) and how it creates a sense of resolution in music. L2: Sing accurately with expressive phrasing, dynamics and musical control. L3: Perform confidently from notation with secure rhythm, pitch and ensemble awareness. L4: Improvise melodic phrases that begin, develop and resolve effectively. L5: Compose structured melodies using notation, repetition, contrast and tonic resolution. L6: Evaluate performances and compositions using appropriate musical vocabulary, identifying strengths and areas for improvement.
Vocabulary	Melody, rhythm, pulse, pitch, tonic, home note, notation, compose, improvise, perform, ensemble, phrase, repeat, pattern, dynamics, tempo, accompaniment, rehearsal, audience, expression.	Y3+ Resolution, key signature, motif, sequence, structure, contrast, harmony, articulation, phrasing, texture, refinement, interpretation, ostinato, cadence, balance, evaluation, collaboration, musical style, composition, improvisation.
Experiences	Listen to music and identify the home note. Explore melodic patterns using tuned percussion. Play melodies from notation with instrumental accompaniment. Improvise question-and-answer phrases with a partner. Compose short melodies in groups using notation or music technology. Experiment with repetition and contrast to create complete pieces. Rehearse and perform original compositions. Evaluate performances using appropriate musical vocabulary.	
SMSC	Spiritual: Express ideas, emotions and creativity through collaborative composition and performance. Moral: Respect the opinions and musical ideas of others, showing responsibility when rehearsing and refining compositions. Social: Work collaboratively to compose, rehearse and perform, recognising that successful music-making depends on cooperation and communication. Cultural: Explore music from different genres, traditions and cultures, recognising how music brings people together and promotes positive change.	
British Values	Democracy: Make shared decisions when composing, rehearsing and performing original music. Individual Liberty: Express personal creativity and musical ideas confidently through composition and improvisation. Mutual Respect: Listen attentively to others' ideas and value everyone's contribution during collaborative music-making. Tolerance of Different Faiths and Cultures: Appreciate music from different cultures and recognise how music can unite people across communities.	

	Rule of Law: Follow agreed rehearsal expectations and use instruments safely, responsibly and respectfully.
School Values	We are happy: Enjoy composing, performing and creating music with friends. We are safe: Use instruments, equipment and rehearsal spaces safely and responsibly. We enjoy a challenge: Persevere when composing original melodies and refining performances. We celebrate diversity: Appreciate music from different cultures and recognise how music can improve communities. We show respect: Listen carefully, encourage others and value everyone's creative contributions. We are ready and fit for our future: Develop confidence, resilience, communication, collaboration and creativity through composing and performing music together.

Summer 1		
LKS2	Compose with Your Friends	
	Year 3	Year 4
	L1: Listen and respond to a range of music, exploring how melodies are built around a tonic (home) note and how music communicates important messages. L2: Learn and perform songs with accurate pitch, rhythm and expression while recognising how music can bring people together and improve the world. L3: Play tuned instruments from notation, performing melodies and accompaniments accurately as part of an ensemble. L4: Improvise melodic phrases, exploring tonic notes, question-and-answer phrases and musical conversation. L5: Compose original pieces with a partner or group using notation, repeating patterns and a clear tonic to create a complete melody. L6: Rehearse, perform and evaluate compositions, explaining how musical choices create a satisfying and expressive performance.	L1: Listen and respond to a range of music, exploring how melodies are built around a tonic (home) note and how music communicates important messages. L2: Learn and perform songs with accurate pitch, rhythm and expression while recognising how music can bring people together and improve the world. L3: Play tuned instruments from notation, performing melodies and accompaniments accurately as part of an ensemble. L4: Improvise melodic phrases, exploring tonic notes, question-and-answer phrases and musical conversation. L5: Compose original pieces with a partner or group using notation, repeating patterns and a clear tonic to create a complete melody. L6: Rehearse, perform and evaluate compositions, explaining how musical choices create a satisfying and expressive performance.
Key Concepts to assess	L1: Recognise that melodies often begin and end on a home note. L2: Sing confidently with accurate rhythm, pitch and expression. L3: Play simple melodies from notation while maintaining a steady pulse. L4: Improvise short melodic phrases using a small range of notes. L5: Compose simple melodies with repeated patterns and a clear ending. L6: Perform confidently as part of an ensemble and explain how music can communicate ideas.	L1: Explain the purpose of the tonic (home note) and how it creates a sense of resolution in music. L2: Sing accurately with expressive phrasing, dynamics and musical control. L3: Perform confidently from notation with secure rhythm, pitch and ensemble awareness. L4: Improvise melodic phrases that begin, develop and resolve effectively. L5: Compose structured melodies using notation, repetition, contrast and tonic resolution. L6: Evaluate performances and compositions using appropriate musical vocabulary, identifying strengths and areas for improvement.
Vocabulary	Melody, rhythm, pulse, pitch, tonic, home note, notation, compose, improvise, perform, ensemble, phrase, repeat, pattern, dynamics, tempo, accompaniment, rehearsal, audience, expression.	Y3+ Resolution, key signature, motif, sequence, structure, contrast, harmony, articulation, phrasing, texture, refinement, interpretation, ostinato, cadence, balance, evaluation, collaboration, musical style, composition, improvisation.

Experiences	Listen to music and identify the home note. Explore melodic patterns using tuned percussion. Play melodies from notation with instrumental accompaniment. Improvise question-and-answer phrases with a partner. Compose short melodies in groups using notation or music technology. Experiment with repetition and contrast to create complete pieces. Rehearse and perform original compositions. Evaluate performances using appropriate musical vocabulary.
SMSC	Spiritual: Express ideas, emotions and creativity through collaborative composition and performance. Moral: Respect the opinions and musical ideas of others, showing responsibility when rehearsing and refining compositions. Social: Work collaboratively to compose, rehearse and perform, recognising that successful music-making depends on cooperation and communication. Cultural: Explore music from different genres, traditions and cultures, recognising how music brings people together and promotes positive change.
British Values	Democracy: Make shared decisions when composing, rehearsing and performing original music. Individual Liberty: Express personal creativity and musical ideas confidently through composition and improvisation. Mutual Respect: Listen attentively to others' ideas and value everyone's contribution during collaborative music-making. Tolerance of Different Faiths and Cultures: Appreciate music from different cultures and recognise how music can unite people across communities.
School Values	We are happy: Enjoy composing, performing and creating music with friends. We are safe: Use instruments, equipment and rehearsal spaces safely and responsibly. We enjoy a challenge: Persevere when composing original melodies and refining performances. We celebrate diversity: Appreciate music from different cultures and recognise how music can improve communities. We show respect: Listen carefully, encourage others and value everyone's creative contributions. We are ready and fit for our future: Develop confidence, resilience, communication, collaboration and creativity through composing and performing music together.

1 term of African Drumming delivered by Wakefield Music Services

Autumn 1		
UKS2	Melody and Harmony in Music	
	Year 5	Year 6
	L1: Explore the difference between melody and harmony, identifying how composers use both to create expressive music through listening and practical music-making. L2: Listen and respond to a range of songs, identifying melody, harmony, texture, pulse, rhythm and musical style while considering how music brings people together.	L1: Explore the difference between melody and harmony, identifying how composers use both to create expressive music through listening and practical music-making. L2: Listen and respond to a range of songs, identifying melody, harmony, texture, pulse, rhythm and musical style while considering how music brings people together.

	L3: Learn and perform songs with accurate pitch, rhythm, phrasing and expression, singing confidently in unison and harmony where appropriate. L4: Play tuned instrumental parts from notation, performing melodic and harmonic accompaniments accurately as part of an ensemble. L5: Improvise and compose original melodies with simple harmonic accompaniment, using notation to record musical ideas. L6: Rehearse, perform and evaluate songs and original compositions, explaining how melody and harmony work together to create musical impact.	L3: Learn and perform songs with accurate pitch, rhythm, phrasing and expression, singing confidently in unison and harmony where appropriate. L4: Play tuned instrumental parts from notation, performing melodic and harmonic accompaniments accurately as part of an ensemble. L5: Improvise and compose original melodies with simple harmonic accompaniment, using notation to record musical ideas. L6: Rehearse, perform and evaluate songs and original compositions, explaining how melody and harmony work together to create musical impact.
Key Concepts to assess	L1: Explain the difference between melody and harmony. L2: Identify melody, harmony and texture when listening to different pieces of music. L3: Sing confidently with accurate pitch, rhythm and expression in unison and simple harmony. L4: Perform melodic parts from notation while maintaining a secure pulse within an ensemble. L5: Compose a simple melody with a basic harmonic accompaniment using notation. L6: Perform confidently and explain how melody and harmony enhance a musical performance.	L1: Explain how melody and harmony combine to create texture, emotion and musical interest. L2: Analyse how composers use melody, harmony and texture across different musical styles using appropriate vocabulary. L3: Perform confidently with expressive phrasing, accurate intonation, dynamic control and independent harmony parts. L4: Perform accurately from notation using secure rhythm, articulation, balance and ensemble awareness. L5: Compose a structured piece combining melody, harmony and contrasting musical ideas using notation. L6: Evaluate performances critically, explaining how melody, harmony and musical interpretation contribute to the overall effect.
Vocabulary	Melody, harmony, tune, rhythm, pulse, beat, pitch, notation, texture, dynamics, tempo, ensemble, accompaniment, compose, improvise, perform, rehearsal, phrase, unison, chord.	Y6+ Polyphony, homophony, chord progression, triad, tonality, major, minor, counter-melody, articulation, phrasing, intonation, texture, balance, interpretation, harmonic accompaniment, cadence, musicianship, refinement, arrangement, expression.
Experiences	Listen to music featuring strong melodies and harmonies. Identify melody and harmony by singing and listening. Explore harmony singing in pairs or groups. Play melodic and harmonic accompaniments on tuned percussion or keyboards. Compose original melodies with chordal accompaniment using notation or music technology. Perform as an ensemble, combining singing and instrumental parts. Evaluate performances using accurate musical vocabulary and reflect on how melody and harmony work together.	
SMSC	Spiritual: Reflect on how melody and harmony express emotions, strengthen relationships and create shared musical experiences. Moral: Demonstrate perseverance during rehearsals, respect the contributions of others and provide constructive feedback to improve performances. Social: Collaborate effectively when singing, composing and performing, recognising that successful ensemble work depends on cooperation, communication and listening. Cultural: Explore melodies and harmonies from a range of musical traditions and historical periods, recognising how music brings people together across cultures and communities.	
British Values	Democracy: Make shared decisions when composing, rehearsing and refining ensemble performances. Individual Liberty: Express creativity confidently through melody writing, harmony singing and musical interpretation. Mutual Respect: Listen carefully to others' ideas, value different musical contributions and encourage all performers. Tolerance of Different Faiths and Cultures: Appreciate music from different cultures and recognise how melody and harmony are used in diverse musical traditions around the world. Rule of Law: Follow agreed rehearsal routines, performance expectations and safe procedures when using instruments and equipment.	
School Values	We are happy: Enjoy creating, performing and listening to music together through melody and harmony. We are safe: Use instruments, equipment and rehearsal spaces safely and responsibly. We enjoy a challenge: Persevere when performing harmony parts, reading notation and composing increasingly sophisticated music.	

	We celebrate diversity: Appreciate melodies and harmonies from different cultures, traditions and musical genres. We show respect: Listen attentively, value everyone's contribution and support others during rehearsals and performances. We are ready and fit for our future: Develop confidence, creativity, resilience, communication, collaboration and leadership through composing, performing and evaluating music.
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Autumn 2		
UKS2	Sing and Play in Different Styles	
	Year 5	Year 6
	L1: Explore songs from a range of musical styles, identifying how tempo, rhythm, melody and accompaniment change between genres and cultures. L2: Listen and respond to music from different styles, identifying pulse, tempo, texture, dynamics and musical characteristics while considering how music connects us with the past. L3: Learn and perform songs with accurate pitch, rhythm, phrasing and expression, adapting performance techniques to suit different musical styles. L4: Play tuned instrumental parts from notation, performing confidently within an ensemble while responding to different tempos and musical grooves. L5: Compose and improvise original musical ideas inspired by contrasting musical styles, using notation to record melodies and rhythmic patterns. L6: Rehearse, perform and evaluate songs and original compositions, explaining how musical style, tempo and performance choices influence the audience.	L1: Explore songs from a range of musical styles, identifying how tempo, rhythm, melody and accompaniment change between genres and cultures. L2: Listen and respond to music from different styles, identifying pulse, tempo, texture, dynamics and musical characteristics while considering how music connects us with the past. L3: Learn and perform songs with accurate pitch, rhythm, phrasing and expression, adapting performance techniques to suit different musical styles. L4: Play tuned instrumental parts from notation, performing confidently within an ensemble while responding to different tempos and musical grooves. L5: Compose and improvise original musical ideas inspired by contrasting musical styles, using notation to record melodies and rhythmic patterns. L6: Rehearse, perform and evaluate songs and original compositions, explaining how musical style, tempo and performance choices influence the audience.
Key Concepts to assess	L1: Identify the features of different musical styles, including tempo, rhythm and instrumentation. L2: Recognise how tempo changes can affect the mood and character of music. L3: Sing confidently with accurate pitch, rhythm and expressive phrasing in different musical styles. L4: Perform melodic parts from notation while maintaining a secure pulse and responding to changes in tempo. L5: Compose a simple piece inspired by a chosen musical style using notation and repeated rhythmic ideas. L6: Perform confidently within an ensemble and explain how performance changes to suit different musical styles.	L1: Explain how tempo, rhythm, texture and stylistic features distinguish different musical traditions and historical periods. L2: Analyse how composers and performers use tempo, dynamics and articulation to create stylistic contrast. L3: Perform confidently with expressive phrasing, accurate intonation, dynamic control and stylistic awareness. L4: Perform accurately from staff notation using secure rhythm, articulation, balance and ensemble awareness across contrasting musical styles. L5: Compose a structured piece using notation, stylistic features, contrasting tempos and expressive musical elements. L6: Evaluate performances critically, explaining how musical style, tempo and interpretation influence the effectiveness of a performance.
Vocabulary	Tempo, pulse, beat, rhythm, melody, harmony, dynamics, texture, style, groove, notation, ensemble, accompaniment, compose, improvise, perform, rehearsal, expression, instrumentation, genre.	Y5+ Articulation, phrasing, intonation, interpretation, syncopation, timbre, structure, tonality, stylistic features, contrast, arrangement, balance, musicianship, refinement, historical context, cultural tradition, variation, metre, expression, performance practice.

Experiences	Listen to music from a range of historical periods and musical styles. Compare how tempo, rhythm and instrumentation differ between genres. Sing songs from contrasting traditions with expression and confidence. Perform tuned instrumental accompaniments from notation. Experiment with changing tempo and groove to alter the character of a piece. Improvise and compose original melodies inspired by different musical styles using notation or music technology. Perform to an audience and evaluate performances using accurate musical vocabulary
SMSC	Spiritual: Reflect on how music from different times and cultures communicates emotions, memories and shared human experiences. Moral: Show commitment during rehearsals, respect the ideas and performances of others and demonstrate perseverance when refining musical skills. Social: Work collaboratively to rehearse, compose and perform, recognising the importance of communication, cooperation and shared responsibility. Cultural: Explore music from different historical periods, countries and traditions, recognising how music helps us understand the past and the development of different cultures.
British Values	Democracy: Work collaboratively to make decisions when composing, rehearsing and refining performances. Individual Liberty: Express creativity confidently through singing, improvisation and musical interpretation. Mutual Respect: Listen attentively to others' performances, value different musical traditions and provide constructive feedback. Tolerance of Different Faiths and Cultures: Appreciate music from different cultures and historical periods, recognising that musical traditions reflect the diversity of communities around the world. Rule of Law: Follow agreed rehearsal expectations and use instruments, technology and equipment safely and responsibly.
School Values	We are happy: Enjoy singing, playing and exploring music from a variety of styles and traditions. We are safe: Use instruments, rehearsal spaces and equipment safely and responsibly. We enjoy a challenge: Persevere when performing unfamiliar musical styles, responding to changes in tempo and learning increasingly demanding repertoire. We celebrate diversity: Appreciate music from different cultures, historical periods and traditions, recognising how music connects us with the past. We show respect: Listen carefully, value everyone's musical contribution and celebrate different styles of music. We are ready and fit for our future: Develop confidence, resilience, creativity, communication and teamwork through performing, composing and exploring music from a wide range of musical traditions.

Spring 1		
UKS2	Composing and Chords	
	Year 5	Year 6
	L1: Explore how chords are created by playing three or more notes together, identifying how chords provide accompaniment and support melodies. L2: Listen and respond to music that uses chord progressions, identifying harmony, melody, rhythm, texture and musical style while considering how music can improve our world. L3: Learn and perform songs with accurate pitch, rhythm, phrasing and expression, recognising how chords support vocal melodies. L4: Play chord accompaniments and melodic parts from notation, performing confidently as part of an ensemble with secure pulse and rhythm.	L1: Explore how chords are created by playing three or more notes together, identifying how chords provide accompaniment and support melodies. L2: Listen and respond to music that uses chord progressions, identifying harmony, melody, rhythm, texture and musical style while considering how music can improve our world. L3: Learn and perform songs with accurate pitch, rhythm, phrasing and expression, recognising how chords support vocal melodies. L4: Play chord accompaniments and melodic parts from notation, performing confidently as part of an ensemble with secure pulse and rhythm.

	L5: Compose an original piece using chord progressions, melody and notation, experimenting with accompaniment to create interest and expression. L6: Rehearse, perform and evaluate songs and original compositions, explaining how chords, melody and harmony work together to create an effective musical performance.	L5: Compose an original piece using chord progressions, melody and notation, experimenting with accompaniment to create interest and expression. L6: Rehearse, perform and evaluate songs and original compositions, explaining how chords, melody and harmony work together to create an effective musical performance.
Key Concepts to assess	L1: Explain that chords are created by playing three or more notes together. L2: Identify melody, harmony and chord accompaniment when listening to music. L3: Sing confidently with accurate pitch, rhythm and expression while recognising the supporting role of chords. L4: Perform simple chord accompaniments from notation while maintaining a secure pulse within an ensemble. L5: Compose a simple melody with chord accompaniment using notation. L6: Perform confidently and explain how chords improve a musical performance.	L1: Explain how chord progressions create harmony, structure and mood within different musical styles. L2: Analyse how composers use melody, harmony and chord progressions to communicate meaning and emotion. L3: Perform confidently with expressive phrasing, accurate intonation, dynamic control and stylistic awareness. L4: Perform accurately from staff notation using chords, melody and accompaniment with secure rhythm and ensemble awareness. L5: Compose a structured piece using notation, chord progressions, melody, harmony and expressive musical elements. L6: Evaluate performances critically, explaining how harmony, chord progressions and musical interpretation contribute to the overall musical effect.
Vocabulary	Chord, harmony, melody, accompaniment, pulse, beat, rhythm, pitch, notation, compose, perform, ensemble, progression, triad, dynamics, tempo, rehearsal, expression, texture, structure.	Y6+ Chord progression, tonic, dominant, cadence, tonality, major, minor, inversion, harmony line, counter-melody, articulation, phrasing, interpretation, balance, musicianship, refinement, progression, accompaniment, harmonic structure, expression.
Experiences	Explore how chords are built using tuned instruments or keyboards. Listen to music and identify melodies supported by chord accompaniments. Play simple chord progressions from notation. Experiment with different accompaniments to change the mood of a melody. Compose original pieces using melodies and chord progressions with notation or music technology. Perform compositions in small groups and evaluate how harmony enhances the overall performance.	
SMSC	Spiritual: Reflect on how harmony and chord progressions create emotion and communicate powerful messages through music. Moral: Show perseverance when composing and rehearsing, demonstrating responsibility by supporting others and respecting creative ideas. Social: Work collaboratively to compose, rehearse and perform, recognising that successful music-making depends on communication, cooperation and shared decision-making. Cultural: Explore music from different cultures and genres, recognising how harmony and chord progressions are used to communicate messages, inspire change and bring communities together.	
British Values	Democracy: Make shared decisions when composing, rehearsing and refining musical performances. Individual Liberty: Express creativity confidently through composition, accompaniment and musical interpretation. Mutual Respect: Listen carefully to others' musical ideas, value different approaches and provide constructive feedback. Tolerance of Different Faiths and Cultures: Appreciate how harmony and accompaniment are used across different musical traditions and cultures throughout the world. Rule of Law: Follow agreed rehearsal expectations and use instruments, notation and equipment safely and responsibly.	
School Values	We are happy: Enjoy composing, performing and discovering how chords enrich music. We are safe: Use instruments, technology and rehearsal spaces safely and responsibly. We enjoy a challenge: Persevere when learning chord progressions, reading notation and composing increasingly sophisticated music. We celebrate diversity: Appreciate music from different cultures and recognise how harmony and accompaniment enrich musical traditions across the world. We show respect: Listen attentively, value everyone's musical contributions and encourage others during rehearsals and performances.	

	We are ready and fit for our future: Develop confidence, creativity, resilience, communication, collaboration and leadership through composing, performing and evaluating music.
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Spring 2		
UKS2	Music and Technology	
	Year 5	Year 6
	L1: Explore how music is created using Digital Audio Workstations (DAWs), identifying the differences between live and digital sounds and discussing how technology has changed music production. L2: Listen and respond to music created using live instruments and technology, identifying melody, harmony, texture, rhythm and production techniques while considering how music brings people together. L3: Learn and perform songs with accurate pitch, rhythm, phrasing and expression, combining live performance with digital accompaniment where appropriate. L4: Create original musical ideas using music technology, recording melodies, rhythms and accompaniments with a Digital Audio Workstation. L5: Compose and edit an original piece using digital loops, live instruments and notation, refining tempo, dynamics, texture and balance to improve the final performance. L6: Perform, present and evaluate original compositions, explaining how technology enhanced creativity, communication and musical expression.	L1: Explore how music is created using Digital Audio Workstations (DAWs), identifying the differences between live and digital sounds and discussing how technology has changed music production. L2: Listen and respond to music created using live instruments and technology, identifying melody, harmony, texture, rhythm and production techniques while considering how music brings people together. L3: Learn and perform songs with accurate pitch, rhythm, phrasing and expression, combining live performance with digital accompaniment where appropriate. L4: Create original musical ideas using music technology, recording melodies, rhythms and accompaniments with a Digital Audio Workstation. L5: Compose and edit an original piece using digital loops, live instruments and notation, refining tempo, dynamics, texture and balance to improve the final performance. L6: Perform, present and evaluate original compositions, explaining how technology enhanced creativity, communication and musical expression.
Key Concepts to assess	L1: Identify the difference between live and digitally created sounds. L2: Recognise how technology is used to create and record music. L3: Perform confidently with accurate pitch, rhythm and expression alongside digital accompaniment. L4: Create simple musical ideas using a Digital Audio Workstation. L5: Compose and edit a short digital composition using loops, melodies and accompaniment. L6: Explain how technology can improve musical performance and composition.	L1: Explain how Digital Audio Workstations (DAWs) are used to compose, record, edit and produce music. L2: Analyse how technology influences texture, timbre and musical style across different genres. L3: Perform confidently with expressive phrasing, accurate intonation and secure ensemble skills while combining live and digital music. L4: Create original digital compositions using layered tracks, editing tools and musical structure. L5: Refine compositions by balancing texture, dynamics, tempo and effects to produce a polished performance. L6: Evaluate how music technology enhances creativity, performance and communication using appropriate musical vocabulary.
Vocabulary	Technology, Digital Audio Workstation (DAW), recording, track, loop, sample, melody, rhythm, pulse, tempo, dynamics, texture, compose, edit, perform, accompaniment, microphone, keyboard, digital sound, live sound.	Y5+ Sequencing, multitrack, audio editing, MIDI, waveform, equalisation (EQ), effects, automation, layering, synthesiser, production, mixing, mastering, timbre, balance, interface, software, soundscape, digital production, music technology.

Experiences	Explore music using a Digital Audio Workstation such as YuStudio. Compare live and digital performances. Record vocals and instrumental parts using digital technology. Experiment with loops, samples and digital instruments. Layer tracks to create texture and accompaniment. Edit tempo, dynamics and balance to improve compositions. Combine live instruments with digital music. Share and evaluate finished compositions using accurate musical vocabulary.
SMSC	Spiritual: Express creativity and individuality through composing and producing original digital music, reflecting on how technology supports artistic expression. Moral: Use technology responsibly, respect copyright and value the creative work and ideas of others. Social: Collaborate effectively when recording, composing and evaluating music, recognising the importance of communication, teamwork and shared decision-making. Cultural: Explore how technology has transformed music creation across different cultures, genres and communities, enabling people around the world to share music more easily.
British Values	Democracy: Work collaboratively to make creative decisions when recording, editing and producing music. Individual Liberty: Express personal creativity through digital composition and musical production while respecting the ideas of others. Mutual Respect: Listen carefully to others' compositions, value different musical approaches and provide constructive feedback. Tolerance of Different Faiths and Cultures: Appreciate how music technology enables musicians from different cultures and backgrounds to create, perform and share music globally. Rule of Law: Use digital technology, software, equipment and online resources safely, responsibly and within copyright expectations.
School Values	We are happy: Enjoy creating and sharing original music using technology. We are safe: Use computers, software, recording equipment and digital devices safely and responsibly. We enjoy a challenge: Persevere when learning new digital production skills and refining increasingly sophisticated compositions. We celebrate diversity: Appreciate music created with technology from a wide range of cultures, genres and musical traditions. We show respect: Value everyone's creative ideas, listen attentively to feedback and encourage others throughout the recording and production process. We are ready and fit for our future: Develop creativity, digital literacy, communication, collaboration, resilience and problem-solving through composing, recording and producing music with technology.

Summer 1		
UKS2	Don't Stop Believin'	
	Year 5	Year 6
	L1: Listen and respond to Don't Stop Believin', identifying the musical features of 1980s rock, including pulse, rhythm, pitch, texture, instrumentation and song structure. L2: Learn and perform the song with accurate pitch, rhythm, phrasing and expression, singing confidently in unison and harmony where appropriate. L3: Play tuned instrumental parts from notation, maintaining accurate pulse, rhythm and ensemble awareness while performing alongside the song. L4: Improvise melodic phrases using the pentatonic and blues scales, developing confidence in creating original musical ideas. L5: Compose a short rock-inspired melody using notation, pentatonic patterns and contrasting musical phrases before rehearsing collaboratively.	L1: Listen and respond to Don't Stop Believin', identifying the musical features of 1980s rock, including pulse, rhythm, pitch, texture, instrumentation and song structure. L2: Learn and perform the song with accurate pitch, rhythm, phrasing and expression, singing confidently in unison and harmony where appropriate. L3: Play tuned instrumental parts from notation, maintaining accurate pulse, rhythm and ensemble awareness while performing alongside the song. L4: Improvise melodic phrases using the pentatonic and blues scales, developing confidence in creating original musical ideas. L5: Compose a short rock-inspired melody using notation, pentatonic patterns and contrasting musical phrases before rehearsing collaboratively.

	L6: Perform the song and original compositions confidently, evaluating musical accuracy, ensemble performance and expressive interpretation using appropriate musical vocabulary	L6: Perform the song and original compositions confidently, evaluating musical accuracy, ensemble performance and expressive interpretation using appropriate musical vocabulary
Key Concepts to assess	L1: Identify the features of 1980s rock music, including pulse, rhythm, instrumentation and song structure. L2: Sing confidently with accurate pitch, rhythm and expressive phrasing. L3: Play melodic parts from notation while maintaining a secure pulse within an ensemble. L4: Improvise short melodic phrases using notes from the pentatonic scale. L5: Compose a structured melody using notation and repeated rhythmic ideas. L6: Perform confidently within an ensemble and evaluate strengths using appropriate musical vocabulary.	L1: Explain how rhythm, harmony, instrumentation and structure create the distinctive sound of 1980s rock music. L2: Perform with expressive phrasing, confident intonation, dynamic control and stylistic awareness. L3: Perform accurately from staff notation using secure rhythm, articulation, balance and ensemble awareness. L4: Improvise extended melodic phrases using the pentatonic and blues scales with rhythmic variation and confident musical responses. L5: Compose a structured rock-inspired piece using notation, contrasting phrases, pentatonic ideas and expressive dynamics. L6: Evaluate performances critically, commenting on stylistic interpretation, musical accuracy and effective ensemble performance.
Vocabulary	Pulse, beat, rhythm, melody, pitch, harmony, tempo, dynamics, texture, structure, verse, chorus, notation, ensemble, improvisation, composition, rehearsal, performance, pentatonic scale, rock.	Blues scale, articulation, phrasing, intonation, riff, chord progression, bridge, timbre, syncopation, arrangement, interpretation, musicianship, balance, refinement, stylistic features, 1980s rock, accompaniment, modulation, expression, instrumentation.
Experiences	Listen to and analyse Don't Stop Believin'. Identify the pulse, rhythm and structure of a rock anthem. Sing confidently in unison and harmony. Perform tuned instrumental parts from notation using glockenspiels, recorders or keyboards. Improvise using pentatonic and blues scales. Compose original rock-inspired melodies using notation or music technology. Rehearse as an ensemble and perform to an audience. Evaluate performances using accurate musical vocabulary and recordings to identify improvements.	
SMSC	Spiritual: Develop confidence, resilience and self-expression through singing, improvisation and performance while reflecting on themes of hope, perseverance and aspiration. Moral: Demonstrate commitment during rehearsals, respect instruments and encourage others by offering constructive feedback to improve performances. Social: Work collaboratively as an ensemble, recognising that successful performances depend on communication, cooperation and shared responsibility. Cultural: Explore the origins of Don't Stop Believin' as an iconic 1980s American rock anthem, recognising its place within popular music history and its continuing influence today.	
British Values	Democracy: Work collaboratively to make decisions when rehearsing, composing and refining ensemble performances. Individual Liberty: Express creativity and individuality through singing, improvisation and musical interpretation. Mutual Respect: Listen attentively to others' ideas, value different musical contributions and provide constructive feedback. Tolerance of Different Faiths and Cultures: Appreciate how rock music has evolved through a variety of musical influences and continues to connect people from different cultures and backgrounds. Rule of Law: Follow agreed rehearsal routines, performance expectations and safe procedures when using instruments and equipment.	
School Values	We are happy: Enjoy performing one of the world's best-known rock songs together. We are safe: Use instruments, rehearsal spaces and equipment safely and responsibly. We enjoy a challenge: Persevere when learning harmony parts, improvising using new scales and performing increasingly complex instrumental parts. We celebrate diversity: Appreciate how rock music has been shaped by different musical influences and continues to inspire audiences around the world. We show respect: Listen carefully, encourage others and value every contribution to the ensemble. We are ready and fit for our future: Develop confidence, creativity, resilience, leadership, communication and teamwork through composing, performing and evaluating music.	

Summer 2		
UKS2	Recorder Unit	
	Year 5	Year 6
	L1: Develop correct recorder posture, hand position, breathing and tonguing while producing a clear sound and performing simple rhythms using the note B. L2: Read and perform simple notation using minims, crotchets and rests while playing the note B confidently within short musical phrases. L3: Introduce the note A, performing simple melodies using B and A with accurate rhythm, pulse and articulation. L4: Develop ensemble skills by performing two-part pieces, maintaining an independent part while listening carefully to others. L5: Introduce the note G, performing melodies using B, A and G while improvising simple musical phrases using the three notes. L6: Rehearse and perform recorder pieces confidently, demonstrating accurate technique, musical expression and ensemble awareness before evaluating progress and setting personal targets.	L1: Develop correct recorder posture, hand position, breathing and tonguing while producing a clear sound and performing simple rhythms using the note B. L2: Read and perform simple notation using minims, crotchets and rests while playing the note B confidently within short musical phrases. L3: Introduce the note A, performing simple melodies using B and A with accurate rhythm, pulse and articulation. L4: Develop ensemble skills by performing two-part pieces, maintaining an independent part while listening carefully to others. L5: Introduce the note G, performing melodies using B, A and G while improvising simple musical phrases using the three notes. L6: Rehearse and perform recorder pieces confidently, demonstrating accurate technique, musical expression and ensemble awareness before evaluating progress and setting personal targets.
Key Concepts to assess	L1: Hold the recorder correctly and produce a clear, controlled sound using correct breathing and tonguing. L2: Read and perform simple notation using minims, crotchets and rests with the note B. L3: Perform simple melodies accurately using the notes B and A. L4: Maintain an independent part when performing in a small ensemble. L5: Play melodies using B, A and G while improvising simple rhythmic and melodic phrases. L6: Perform confidently with accurate rhythm, pulse and expression, evaluating personal progress.	L1: Demonstrate secure recorder technique including posture, breath control, tonguing and finger placement. L2: Read and perform notation fluently using a range of note values with increasing independence. L3: Perform confidently using B, A and G with accurate intonation, articulation and phrasing. L4: Sustain an independent recorder part within an ensemble while responding to dynamics and tempo changes. L5: Improvise and compose short recorder melodies using B, A and G with rhythmic variety and musical expression. L6: Perform confidently to an audience, evaluating musical accuracy, technique, ensemble awareness and overall musicianship.
Vocabulary	Recorder, mouthpiece, breath, tonguing, pulse, beat, rhythm, pitch, melody, notation, stave, minim, crotchet, rest, finger position, ensemble, rehearsal, performance, posture, articulation.	Y5+ Intonation, phrasing, articulation, dynamics, tempo, improvisation, accompaniment, ensemble balance, pulse, notation, semibreve, dotted crotchet, quaver, harmony, musicianship, expression, interpretation, breath control, fingering, precision.
Experiences	Learn correct recorder posture and breathing techniques. Perform progressive recorder pieces using the notes B, A and G. Read standard musical notation while developing fluency. Play in pairs and small ensembles, maintaining an independent part. Improvise short melodic phrases using known notes. Perform recorder pieces to another class or assembly. Listen to recordings of performances and evaluate strengths and areas for improvement.	
SMSC	Spiritual: Develop confidence, self-expression and enjoyment through learning a new instrument and performing for others. Moral: Demonstrate perseverance when learning new techniques, respect instruments and encourage others through constructive feedback. Social: Work collaboratively in recorder ensembles, listening carefully to others and recognising the importance of teamwork in successful performances.	

	Cultural: Explore the recorder as a traditional instrument and recognise its role within classical, folk and world music traditions while appreciating music from different cultures.
British Values	Democracy: Work collaboratively when rehearsing and making musical decisions during ensemble performances. Individual Liberty: Express creativity and confidence through individual and ensemble recorder performances. Mutual Respect: Listen carefully to others, value different abilities and support everyone to improve. Tolerance of Different Faiths and Cultures: Appreciate recorder music from different cultures and historical traditions, recognising the diversity of musical expression. Rule of Law: Follow agreed rehearsal routines, performance expectations and safe handling of instruments.
School Values	We are happy: Enjoy learning a new instrument and celebrating musical progress together. We are safe: Handle recorders responsibly, maintain good hygiene and follow rehearsal expectations. We enjoy a challenge: Persevere when learning new notes, rhythms and increasingly demanding recorder pieces. We celebrate diversity: Appreciate music from different cultures and traditions through recorder performance. We show respect: Listen attentively, encourage others and value everyone's contribution during ensemble rehearsals and performances. We are ready and fit for our future: Develop confidence, resilience, self-discipline, communication and teamwork through instrumental performance and musical collaboration.