

Year Group	Autumn Term	Spring Term	Summer Term
EYFS	Listening and Appreciating - Be able to move appropriately to different pieces of music showing awareness of rhythm and tempo - Be able to describe instrumental and environmental sounds - Be able to focus attention whilst listening to music and respond to what they hear with comments and questions - Be able to say whether a piece of music makes them happy or sad		
	Composing - Be able to copy and tap different beats in response to music/singing - Be able to explore the sounds instruments can make - Be able to correctly identify some instruments - Be able to use instruments for effect and to create a specific sound		
	Performing - Be able to sing a nursery rhyme or familiar song as part of a group - Be able to use their voice to create loud and quiet sounds - Be able to hold and play a percussion instrument with care		
	Music L&A focus The Flight of the Bumblebee – Rimsky Korsakov	Music L&A focus Saint Saens – Carnival of the Animals (Elephant)	Music L&A focus Take the 'A' train – Duke Ellington
	Composition Stimulus: Nursery Rhymes	Composition Stimulus: Nursery Rhymes	Composition Stimulus: Familiar stories
Year One	Listening and Appreciating - Be able to listen to and express an opinion about a piece of music - Be able to recognise that different musical instruments make different sounds - Be able to tap along to the pulse (repeated beats) in a piece of music		
	Composing - Be able to compose a short sequence of sounds on untuned instruments or with their voice - Be able to make decisions about beat, pitch and duration when composing a short sequence of sounds - Begin to choose different sounds or instruments to represent different things or to create a specific effect - Begin to record simple compositions using symbols on simple non-standard notational grids		
	Performing - Be able to maintain a steady pulse when clapping a rhythm. - Be able to alter the sounds made with their voice, making these: longer and shorter (duration), higher and lower (pitch) - Be able to follow instructions about when to play and sing - Be able to sing a range of chants, songs or rhymes from memory. - Be able to perform with others, using untuned instruments, or voices.		
	Music L&A focus: Antonio Vivaldi 'The Four Seasons' - classical	Music L&A focus: When you're smiling – Frank Sinatra	Music L&A focus: Clair de la Lune - Debussy
	Composition Stimulus: When you're happy and you know it	Composition Stimulus: The ants go marching by	Composition Stimulus: Animal Fair
Year Two	Listening & Appreciating - Be able to listen to a piece of music, identify and represent the pulse - Be able to listen to a piece of music and describe some of the changes e.g. loud/quiet/fast/slow - Be able to discuss how they feel when listening to a piece of music, beginning to recognise that different pieces of music create different moods		
	Composing - Be able to compose a short sequence of sounds on tuned or untuned instruments or with their voice - Be able to make decisions about beat, pitch, duration, rhythm and tempo when composing a short sequence of sounds independently or in small groups - Be able to choose different sounds or instruments to represent different things or to create a specific effect - Be able to create scores to represent simple compositions using symbols on simple non-standard notational grids		
	Performing - Be able to sing a variety of songs following the melody accurately (some by memory) - Be able to sing songs with clear diction and expression - Be able to follow instructions about when and how to sing/play - Be able to play tuned/untuned instruments, following simple non-standard notation - Be able to perform in a group and/or on their own		
	Music L&A focus: Don't forget your old shipmate (tradition folk song)	Music L&A focus: The National Anthem - Anon Pomp & Circumstance – Edward Elgar	Music L&A focus: Circle of Life – Elton John
	Composition Stimulus: A sailor went to sea	Composition Stimulus: Land of Hope and Glory	Composition Stimulus: The animals came in two by two

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Year Three	Listening & Appreciating Be able to discuss a piece of music using some musical terms to describe its features. (melody/dynamics) - Be able to listen to a piece of music, and begin to identify how the different sounds within a piece of music - Be able to listen to a piece of music and discuss the mood created - Begin to show a preference for the genre of music they prefer		
	Composing - Be able to compose a sequence of sounds on tuned or untuned instruments or voices - Be able to make decisions about beat, pitch, duration, rhythm, tempo and dynamics when composing a short sequence of sounds in order to produce a simple melody - Be able to improvise, using a range of instruments to create a specific mood/feeling from a given stimulus. - Be able to create scores to represent simple composition using non-standard notation and some standard notation(crochets and quavers) on a structured 4:4 timing grid		
	Performing - Be able to sing with increasing accuracy, fluency, control and expression. - Be able to sing and play in time with peers, with some degree of accuracy and awareness of their part in the performance - Be able to play tuned/untuned instruments, following non-standard notation and some standard notation (crochets and quavers) on a structured 4:4 timing grid		
	Music L&A focus: Largo from the new world symphony - Dvorak	Music L&A focus: Four Seasons – Spring, Vivaldi	Music L&A focus: Joseph and the Amazing Technicolor Dreamcoat – Tim Rice
	Composition Stimulus: Rock around the Clock – Bill Haley and the comets	Composition Stimulus: The Flood – Gary Barlow	Composition Stimulus: Eye of the tiger - Survivor
Year Four	Listening and Appreciating - Begin to identify instruments within the music they are listening to. - Be able to discuss a piece of music and its features (including silence), using some musical terms - Be able to discuss how music often has a purpose or intent,		
	Composing - Be able to compose simple melodies using simple standard and non-standard notation in groups and/or individually. - Be able to add correct musical terms (dynamics, tempo) to their composition to create the mood intended. - Be able to create scores to represent compositions using non-standard notation and some standard notation(crochets and quavers) on a structured 4:4 timing grid - Begin to practise compositions in readiness to perform: focussing on accuracy, fluency, control and expression.		
	Performing - Be able to sing/play a variety of known and new songs, developing an understanding of musical terms: pitch, pulse, rhythm, tempo, dynamics. - Be able to play a range a brass instrument with increasing control and accuracy - Be able to read some notes in music from a musical stave - Be able to play some notes accurately on a brass instrument. - Be able to perform on own, or in a group, to an audience.		
	Music L&A focus: MBube – Soweta Gospel Choir	Music L&A focus: Water Music Suite - Handel	Music L&A focus: Music for the Royal Fireworks - Handel
	Composition Stimulus: Jazz pieces – Oscar Peterson	Composition Stimulus: Carnival of the Animals – Saint-Saens	Composition Stimulus: John Cage pieces
Year Five	Listening and Appreciating - To know that an orchestra is made up of a variety of instrument families - Begin to identify the instruments/family playing in a piece of music. - Be able to use musical terms to discuss a piece of music - Be able to discuss the purpose of a piece of music and if the composer's intentions have been met. - Be able to identify similarities and differences between contrasting pieces of music		
	Composing - Be able to explore and record musical ideas in response to a stimulus in a variety of ways. - Begin to use simple stave notation to record composition ideas (crochets/quavers/rests) - Be able to add musical vocabulary to their composition to help others achieve the desired musical intention - Be able to practise compositions in readiness to perform: focussing on accuracy, fluency, control and expression		
	Performing - Be able to sing songs in two or more parts (a round) from memory with accuracy, fluency, control and expression - Be able to perform with accuracy and fluency from graphic and simple stave notation		
	Music L&A focus: A Policeman's Lot is Not a Happy One – W.S. Gilbert and Arthur Sullivan	Music L&A focus: Heard it through the grapevine – Marvin Gaye	Music L&A focus: Oye Come Va – Santan
	Composition Stimulus: The Planets – Gustav Holst	Composition Stimulus: Jammin – Bob Marley	Composition Stimulus: Sea Shanty - Wellerman

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Year Six	Listening and Appreciating • Begin to understand how some music survives the test of time to become iconic pieces • Be able to identify similarities and differences between the works of different artists. • Begin to recognise a musical era and how they have influenced each other and the impact on the development of musical styles		
	Composing • Be able to create compositions based on musical influences • Be able to use simple stave notation to record composition ideas (crochets/quavers/rests/semi-breves/minims) • Be able to add musical vocabulary to their composition in order to make their intention explicit • Be able to refine compositions in readiness to perform: focussing on accuracy, fluency, control and expression		
	Performing • Be able to perform songs/tunes using instruments/voices in solo or ensemble context, in a way that communicates their meaning and occasion • Begin to read a musical stave to perform a simple melody on a tuned instrument		
	Music L&A focus: Symphony No 5 - Beethoven	Music L&A focus: Earth Song – Michael Jackson A Change is Going to Come – Sam Cooke	Music L&A focus: O Fortuna – Carl Orff
	Composition Stimulus: In the mood / In the mood - Glen Miller Band, We'll Meet Again – Vera Lynn	Composition Stimulus: When I'm 64 – The Beatles	Composition Stimulus: Iconic stimulus: Elvis, The Beatles, Queen, Oasis