

St. Peter's C of E Primary School

Key Skills Covered - by Unit

EYFS

Music in the EYFS is taught through Expressive art and Design, Communication and Language and Physical development.

Children sing a large repertoire of songs and nursery rhymes. They copy the pitch and melody of songs and remember the words. Children have access to musical instruments in continuous provision and use them to create their own music or copy music they hear. They play instruments with increased control. Children combine different movements to accompany music they hear. They listen with increased attention to songs and music and express their thoughts and feelings. Children will return to and build upon previous ideas. They create collaboratively, sharing resources and ideas. They create or improvise their own songs to accompany role play and perform solo or in groups. They use music to accompany stories or represent topics such as animal or vehicle sounds.

KS2, LKS2 and UKS2

This document shows the key music skills covered from KS1 through to UKS2 for each of the following strands: **Listening, Composing, and Performing** over the three terms.

		Key Stage 1 - Cycle A	Key Stage 1 - Cycle B	Lower Key Stage 2 - Cycle A	Lower Key Stage 2 - Cycle B	Upper Key Stage 2 - Cycle A	Upper Key Stage 2 - Cycle B
		Pulse and Rhythm (Theme: All about me)	West African call and response song (Theme: Animals)	Instrumental Lessons Unit (South Africa)	Pentatonic Melodies and Composition (Theme: Chinese New Year)	Composition Notation (Theme: Ancient Egypt)	Advanced Rhythms
Autumn Term	Listening	<p>Recognising and understanding the difference between pulse and rhythm</p> <p>Describing the character, mood, or 'story' of music they listen to (verbally or through movement)</p> <p>Listening to and repeating short, simple rhythmic patterns</p> <p>Listening and responding to other performers by playing as part of a group</p>	<p>Recognising timbre changes in music they listen to</p> <p>Recognising structural features in music they listen to</p> <p>Listening to and recognising instrumentation</p> <p>Beginning to use musical vocabulary to describe music</p> <p>Listening to and repeating a short, simple melody by ear</p> <p>Suggesting improvements to their own and others' work</p>	<p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary</p> <p>Understanding that music from different parts of the world, and different times, have different features</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement</p> <p>Beginning to show an awareness of metre</p> <p>Beginning to use musical vocabulary when discussing improvements to their own and others' work</p> <p>Recognising the use and development of motifs in music</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary</p> <p>Identifying common features between different genres, styles and traditions of music</p>	<p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary</p> <p>Understanding that music from different parts of the world, and different times, has different features</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement</p> <p>Beginning to show an awareness of metre</p> <p>Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work</p>	<p>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary</p> <p>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work</p>	<p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music</p> <p>Evaluating how the venue, occasion and purpose affect the way a piece of music sounds</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work</p>

	Key Stage 1 - Cycle A	Key Stage 1 - Cycle B	Lower Key Stage 2 - Cycle A	Lower Key Stage 2 - Cycle B	Upper Key Stage 2 - Cycle A	Upper Key Stage 2 - Cycle B
	Pulse and Rhythm (Theme: All about me)	West African call and response song (Theme: Animals)	Instrumental Lessons Unit (South Africa)	Pentatonic Melodies and Composition (Theme: Chinese New Year)	Composition Notation (Theme: Ancient Egypt)	Advanced Rhythms
Composing	<p>Combining instrumental and vocal sounds within a given structure</p>	<p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character</p> <p>Choosing appropriate dynamics, tempo and timbre for a piece of music</p> <p>Using letter name and graphic notation to represent the details of their composition</p> <p>Beginning to suggest improvements to their own work</p>	<p>Suggesting and implementing improvements to their own work, using musical vocabulary</p> <p>Beginning to improvise musically within a given style</p>	<p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic)</p> <p>Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions</p> <p>Suggesting and implementing improvements to their own work, using musical vocabulary</p>	<p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama)</p> <p>Improvising coherently within a given style</p> <p>Using staff notation to record rhythms and melodies</p> <p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence</p> <p>Suggesting and demonstrating improvements to own and others' work</p>	<p>Improvising coherently and creatively within a given style, incorporating given features</p> <p>Recording own composition using appropriate forms of notation and/or technology and incorporating</p> <p>Constructively critique their own and others' work, using musical vocabulary</p>
Performing	<p>Using their voices expressively to speak and chant</p> <p>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time</p> <p>Maintaining the pulse (playing on the beat) using hands, and tuned and untuned Instruments</p>	<p>Using their voices expressively when singing, including the use of basic dynamics (loud and quiet)</p> <p>Singing short songs from memory, with melodic and rhythmic accuracy</p> <p>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate</p>	<p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique</p>	<p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology</p>	<p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression</p> <p>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group</p> <p>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest</p>	<p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation</p> <p>Performing by following a conductor's cues and directions</p>

		Key Stage 1 - Cycle A	Key Stage 1 - Cycle B	Lower Key Stage 2 - Cycle A	Lower Key Stage 2 - Cycle B	Upper Key Stage 2 - Cycle A	Upper Key Stage 2 - Cycle B
		Musical Vocabulary (Theme: Under the sea) (Spr 1)	Orchestral Instruments (Theme: Traditional Western Stories) (Spr 1)	Instrumental lessons unit: Caribbean	Body and Tuned Percussion (Theme: Rainforests) (Spr 1)	Blues (Spr 1)	Theme and Variations Theme: Pop Art (Spr 1)
Spring Term	Listening	<p>Recognising and understanding the difference between pulse and rhythm</p> <p>Understanding that different types of sounds are called timbres</p> <p>Recognising basic tempo, dynamic and pitch changes</p> <p>Describing the character, mood, or 'story' of music they listen to (verbally or through movement)</p> <p>Describing the differences between two pieces of music</p> <p>Listening and responding to other performers by playing as part of a group</p>	<p>Recognising timbre changes in music they listen to</p> <p>Recognising structural features in music they listen to</p> <p>Listening to and recognising instrumentation</p> <p>Beginning to use musical vocabulary to describe music</p> <p>Suggesting improvements to their own and others' work</p>	<p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary</p> <p>Understanding that music from different parts of the world, and different times, have different features</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement</p> <p>Beginning to show an awareness of metre</p> <p>Beginning to use musical vocabulary when discussing improvements to their own and others' work</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary</p> <p>Identifying common features between different genres, styles and traditions of music</p>	<p>Recognising the use and development of motifs in music</p> <p>Identifying gradual dynamic and tempo changes within a piece of music</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music</p> <p>Identifying scaled dynamics (crescendo/decrescendo) within a piece of music</p> <p>Using musical vocabulary to discuss the purpose of a piece of music</p> <p>Using musical vocabulary when discussing improvements to their own and others' work</p>	<p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary</p> <p>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary</p>	<p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music</p> <p>Confidently using detailed musical vocabulary (related to the inter related dimensions of music) to discuss and evaluate their own and others work</p>

Timbre and Rhythmic Patterns (Fairy tales) (Spr 2)	Musical Me (Spr 2)		Developing singing technique (Theme: Vikings) (Spr 2)	South and West Africa (Spr 2)	Dynamic Pitch and Texture (Theme: Coast - Fingal's Cave by Mendelssohn) (Spr 2)
<p>Recognising and understanding the difference between pulse and rhythm</p> <p>Understanding that different types of sounds are called timbres</p> <p>Recognising basic tempo, dynamic and pitch changes</p> <p>Describing the character, mood, or 'story' of music they listen to (verbally or through movement)</p> <p>Describing the differences between two pieces of music</p> <p>Describing the differences between two pieces of music</p> <p>Listening to and repeating short, simple rhythmic patterns</p> <p>Listening and responding to other performers by playing as part of a group</p>	<p>Recognising timbre changes in music they listen to</p> <p>Recognising structural features in music they listen to</p> <p>Beginning to use musical vocabulary to describe music</p> <p>Identifying melodies that move in steps</p> <p>Listening to and repeating a short, simple melody by ear</p> <p>Suggesting improvements to their own and others' work</p>		<p>Understanding that music from different parts of the world, and different times, has different features</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary</p> <p>Beginning to show an awareness of metre</p> <p>Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work</p>	<p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary</p> <p>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work</p>	<p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work</p>

		Key Stage 1 - Cycle A	Key Stage 1 - Cycle B	Lower Key Stage 2 - Cycle A	Lower Key Stage 2 - Cycle B	Upper Key Stage 2 - Cycle A	Upper Key Stage 2 - Cycle B
		Musical Vocabulary (Theme: Under the sea) (Spr 1)	Orchestral Instruments (Theme: Traditional Western Stories) (Spr 1)	Instrumental lessons unit: Caribbean	Body and Tuned Percussion (Theme: Rainforests) (Spr 1)	Blues (Spr 1)	Theme and Variations Theme: Pop Art (Spr 1)
Composing	<p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character</p> <p>Combining instrumental and vocal sounds within a given structure</p> <p>Creating simple melodies using a few notes</p> <p>Choosing dynamics, tempo and timbre for a piece of music</p>	<p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character</p> <p>Successfully combining and layering several instrumental and vocal patterns within a given structure</p> <p>Creating simple melodies from five or more notes</p> <p>Choosing appropriate dynamics, tempo and timbre for a piece of music</p>	<p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic)</p> <p>Suggesting and implementing improvements to their own work, using musical vocabulary</p> <p>Beginning to improvise musically within a given style</p>	<p>Composing a coherent piece of music in a given style with voices, bodies and instruments</p> <p>Developing melodies using rhythmic variation, transposition, inversion, and looping</p> <p>Creating a piece of music with at least four different layers and a clear structure</p> <p>Suggesting improvements to others work, using musical vocabulary</p>	<p>Improvising coherently within a given style</p> <p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence</p> <p>Suggesting and demonstrating improvements to own and others' work</p>	<p>Improvising coherently and creatively within a given style, incorporating given features</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments</p> <p>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture</p> <p>Constructively critique their own and others' work, using musical vocabulary</p>	
	Timbre and Rhythmic Patterns (Fairy tales) (Spr 2)	<p>Choosing appropriate dynamics, tempo and timbre for a piece of music</p> <p>Using letter name and graphic notation to represent the details of their composition</p> <p>Beginning to suggest improvements to their own work</p>		Developing singing technique (Theme: Vikings) (Spr 2)	South and West Africa (Spr 2)	Dynamic Pitch and Texture (Theme: Coast - Fingal's Cave by Mendelssohn) (Spr 2)	
	<p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character</p> <p>Combining instrumental and vocal sounds within a given structure</p> <p>Choosing dynamics, tempo and timbre for a piece of music</p>			<p>Composing a piece of music in a given style with voices and instruments</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic)</p> <p>Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions</p>	<p>Improvising coherently within a given style</p> <p>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter related dimensions of music to add musical interest</p>	<p>Improvising coherently and creatively within a given style, incorporating given features</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments</p> <p>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture</p> <p>Recording own composition using appropriate forms of notation and/or technology and incorporating.</p>	

		Key Stage 1 - Cycle A	Key Stage 1 - Cycle B	Lower Key Stage 2 - Cycle A	Lower Key Stage 2 - Cycle B	Upper Key Stage 2 - Cycle A	Upper Key Stage 2 - Cycle B
		Musical Vocabulary (Theme: Under the sea) (Spr 1)	Orchestral Instruments (Theme: Traditional Western Stories) (Spr 1)	Instrumental lessons unit: Caribbean	Body and Tuned Percussion (Theme: Rainforests) (Spr 1)	Blues (Spr 1)	Theme and Variations Theme: Pop Art (Spr 1)
	Performing	<p>Copying back short rhythmic and melodic phrases on percussion instruments</p> <p>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance</p>	<p>Using their voices expressively when singing, including the use of basic dynamics (loud and quiet)</p> <p>Singing short songs from memory, with melodic and rhythmic accuracy</p> <p>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate</p> <p>Singing back short melodic patterns by ear and playing short melodic patterns from letter notation</p>	<p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique</p>	<p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique</p>	<p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression</p> <p>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group</p> <p>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest</p> <p>Using staff notation to record rhythms and melodies</p>	<p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation</p>

	Timbre and Rhythmic Patterns (Fairy tales) (Spr 2)			Developing singing technique (Theme: Vikings) (Spr 2)	South and West Africa (Spr 2)	Dynamic Pitch and Texture (Theme: Coast - Fingal's Cave by Mendelssohn) (Spr 2)
	<p>Using their voices expressively to speak and chant</p> <p>Copying back short rhythmic and melodic phrases on percussion instruments</p> <p>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance</p>			<p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology</p>	<p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression</p> <p>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group</p> <p>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest</p> <p>Using staff notation to record rhythms and melodies</p>	<p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group</p> <p>Performing a solo or taking a leadership role within a performance</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation</p> <p>Performing by following a conductor's cues and directions</p>

		Key Stage 1 - Cycle A	Key Stage 1 - Cycle B	Lower Key Stage 2 - Cycle A	Lower Key Stage 2 - Cycle B	Upper Key Stage 2 - Cycle A	Upper Key Stage 2 - Cycle B
		Pitch and Tempo (Theme: Superheroes) (Sum 1)	Myths and Legends (Sum 1)	Changes in pitch, tempo and dynamics (Theme: Rivers) (Sum 1)	Samba and carnival sound and instruments (Theme: South America) (Sum 1)	Composition to represent the festival of colour (Theme: Holi Festival) (Sum 1)	Composing and performing a Leaver's song (Sum 2)
Summer Term	Listening	<p>Recognising basic tempo, dynamic and pitch changes</p> <p>Describing the character, mood, or 'story' of music they listen to (verbally or through movement)</p> <p>Describing the differences between two pieces of music</p> <p>Expressing a basic opinion about music (like/dislike)</p> <p>Listening and responding to other performers by playing as part of a group</p>	<p>Recognising timbre changes in music they listen to</p> <p>Recognising structural features in music they listen to</p> <p>Listening to and recognising instrumentation</p> <p>Beginning to use musical vocabulary to describe music</p> <p>Suggesting improvements to their own and others' work</p>	<p>Recognising the use and development of motifs in music</p> <p>Identifying gradual dynamic and tempo changes within a piece of music</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music</p> <p>Identifying scaled dynamics (crescendo/decrescendo) within a piece of music</p> <p>Using musical vocabulary to discuss the purpose of a piece of music</p> <p>Using musical vocabulary when discussing improvements to their own and others' work</p>	<p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary</p> <p>Identifying common features between different genres, styles and traditions of music</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music</p> <p>Using musical vocabulary to discuss the purpose of a piece of music</p>	<p>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary</p> <p>Comparing, discussing and evaluating music using detailed musical vocabulary</p> <p>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work</p>	<p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect</p> <p>Use musical vocabulary correctly when describing and evaluating the features of a piece of music</p> <p>Evaluating how the venue, occasion and purpose affect the way a piece of music sounds</p>

Adapting and transposing motifs (Theme: Romans) (Sum 2)

Recognising the use and development of motifs in music

Identifying gradual dynamic and tempo changes within a piece of music

Identifying common features between different genres, styles and traditions of music

Recognising, naming and explaining the effect of the interrelated dimensions of music

Identifying scaled dynamics (crescendo/decrescendo) within a piece of music

Using musical vocabulary to discuss the purpose of a piece of music

Using musical vocabulary when discussing improvements to their own and others' work

	Key Stage 1 - Cycle A	Key Stage 1 - Cycle B	Lower Key Stage 2 - Cycle A	Lower Key Stage 2 - Cycle B	Upper Key Stage 2 - Cycle A	Upper Key Stage 2 - Cycle B
	Pitch and Tempo (Theme: Superheroes) (Sum 1)	Myths and Legends (Sum 1)	Changes in pitch, tempo and dynamics (Theme: Rivers) (Sum 1)	Samba and carnival sound and instruments (Theme: South America) (Sum 1)	Composition to represent the festival of colour (Theme: Holi Festival) (Sum 1)	Composing and performing a Leaver's song (Sum 2)
Composing	<p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character</p> <p>Creating simple melodies using a few notes</p> <p>Choosing dynamics, tempo and timbre for a piece of music</p>	<p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character</p> <p>Successfully combining and layering several instrumental and vocal patterns within a given structure</p> <p>Choosing appropriate dynamics, tempo and timbre for a piece of music</p> <p>Using letter name and graphic notation to represent the details of their composition</p>	<p>Composing a coherent piece of music in a given style with voices, bodies and instruments</p> <p>Beginning to improvise musically within a given style</p> <p>Developing melodies using rhythmic variation, transposition, inversion, and looping</p> <p>Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions</p>	<p>Beginning to improvise musically within a given style</p> <p>Creating a piece of music with at least four different layers and a clear structure</p> <p>Suggesting improvements to others work, using musical vocabulary</p>	<p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama)</p> <p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence</p>	<p>Improvising coherently and creatively within a given style, incorporating given features</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments</p> <p>Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure</p> <p>Recording own composition using appropriate forms of notation and/or technology and incorporating</p> <p>Constructively critique their own and others' work, using musical vocabulary</p>
			<p>Adapting and transposing motifs (Theme: Romans)</p> <p>Composing a coherent piece of music in a given style with voices, bodies and instruments</p> <p>Beginning to improvise musically within a given style</p> <p>Developing melodies using rhythmic variation, transposition, inversion, and looping</p> <p>Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions</p> <p>Suggesting improvements to others work, using musical vocabulary</p>			

	Key Stage 1 - Cycle A	Key Stage 1 - Cycle B	Lower Key Stage 2 - Cycle A	Lower Key Stage 2 - Cycle B	Upper Key Stage 2 - Cycle A	Upper Key Stage 2 - Cycle B
	Pitch and Tempo (Theme: Superheroes) (Sum 1)	Myths and Legends (Sum 1)	Changes in pitch, tempo and dynamics (Theme: Rivers) (Sum 1)	Samba and carnival sound and instruments (Theme: South America) (Sum 1)	Composition to represent the festival of colour (Theme: Holi Festival) (Sum 1)	Composing and performing a Leaver's song (Sum 2)
Performing	Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance	<p>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate</p>	<p>Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance</p> <p>Adapting and transposing motifs (Theme: Romans) (Sum 2)</p> <p>Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique</p>	<p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance</p> <p>Playing syncopated rhythms with accuracy, control and fluency</p>	<p>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group</p> <p>Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest</p>	<p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group</p> <p>Performing a solo or taking a leadership role within a performance</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation</p> <p>Performing by following a conductor's cues and directions</p>