



Threshold Concepts							
Perform This concept involves understanding that music is created to be performed.		Compose This concept involves appreciating that music is created through a process which has a number of techniques.		Transcribe This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.		Describe music This concept involves appreciating the features and effectiveness of musical elements.	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	
Reception	Singing	Well known nursery rhymes, familiar songs, chants, activities which develop the voice as a sound maker.					
	Making Music	Using voice, objects, home-made and real musical instruments and a range of ICT.					
	Perform	Familiar or new nursery rhymes, songs, poems and stories, use props to enhance their actions, use props to act out in character.					
	Movement	Engage in ring games and action songs and rhymes, initiate their own movement ideas in response to different types of music, show awareness of rhythm and beat when moving to music.					
	Early Learning Goal – Being Imaginative and Expressive	<ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. 					
Year 1	Music	Intro to Musical Elements	Christmas Show	Developing instrumental techniques	Compose music inspired by a composer (Listening / Musicianship)	Recap musical elements / Singing	Rhythm focus / Singing / Summer Performance
	Perform	<ul style="list-style-type: none"> Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. 	<ul style="list-style-type: none"> Take part in singing, accurately following the melody. Imitate changes in pitch. Make and control long and short sounds, using voice and instruments. Follow instructions on how and when to sing or play an instrument. 			<ul style="list-style-type: none"> Follow instructions on how and when to sing or play an instrument. Take part in singing, accurately following the melody. 	<ul style="list-style-type: none"> Take part in singing, accurately following the melody. Imitate changes in pitch. Follow instructions on how and when to sing or play an instrument.
	Compose	<ul style="list-style-type: none"> Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). 		<ul style="list-style-type: none"> Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases. 	<ul style="list-style-type: none"> Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases. 	<ul style="list-style-type: none"> Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). 	



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	Transcribe				<ul style="list-style-type: none"> Use symbols to represent a composition and use them to help with a performance. 		
	Describe Music	<ul style="list-style-type: none"> Recognise changes in timbre, dynamics and pitch. 			<ul style="list-style-type: none"> Identify the beat of a tune. 	<ul style="list-style-type: none"> Recognise changes in timbre, dynamics and pitch. 	
Year 2	Music	Recap musical elements / Graphics scores	Christmas Show	Music and ICT	Listening /Music from Different Cultures	Melody Focus / Singing Development	Composition and Performance skills Summer performance
	Perform		<ul style="list-style-type: none"> Take part in singing, accurately following the melody. Imitate changes in pitch. Make and control long and short sounds, using voice and instruments. Follow instructions on how and when to sing or play an instrument. 			<ul style="list-style-type: none"> Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. 	<ul style="list-style-type: none"> Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments.
	Compose			<ul style="list-style-type: none"> Create a sequence of long and short sounds. Create a mixture of different sounds (long and short, loud and quiet, high and low). Clap rhythms. Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases. 			<ul style="list-style-type: none"> Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases.



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	Describe Music <ul style="list-style-type: none"> Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch. 				<ul style="list-style-type: none"> Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch. 	<ul style="list-style-type: none"> Recognise changes in timbre, dynamics and pitch. 	
Year 3	Music	Listening/ Music from different Cultures	Storytelling through Music / Christmas Performance	Song writing and Singing	Listening and Musicians/ Music Tech	Rhythmic Notation	Composition and Performance skills (Summer performance)
	Perform	<ul style="list-style-type: none"> Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. Perform with control and awareness of others. 	<ul style="list-style-type: none"> Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. Perform with control and awareness of others. 	<ul style="list-style-type: none"> Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. Perform with control and awareness of others. 		<ul style="list-style-type: none"> Play notes on an instrument with care so that they are clear. 	<ul style="list-style-type: none"> Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. Perform with control and awareness of others.
	Compose	<ul style="list-style-type: none"> Compose and perform melodic songs. 	<ul style="list-style-type: none"> Create accompaniments for tunes. Use drones as accompaniments. 	<ul style="list-style-type: none"> Compose and perform melodic songs. 	<ul style="list-style-type: none"> Use digital technologies to compose pieces of music. 	<ul style="list-style-type: none"> Use sound to create abstract effects. Create patterns with a range of instruments. 	<ul style="list-style-type: none"> Choose, order, combine and control sounds to create an effect. Compose and perform melodic songs.



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	Transcribe		<ul style="list-style-type: none"> Devise non-standard symbols to indicate when to play and rest. 			<ul style="list-style-type: none"> Recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	
	Describe Music	<ul style="list-style-type: none"> Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings. 			<ul style="list-style-type: none"> Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings. 		
	Music	Musician ship and Notation	Science of sound / Christmas Performance	Musicanship and Notation (Glockenspiel)	European Music (Listening/Musicianship)	Guitar	Guitar/ Performance Skills(summer Performance
Year 4	Perform	<ul style="list-style-type: none"> Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. 	<ul style="list-style-type: none"> Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice. 	<ul style="list-style-type: none"> Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. 	<ul style="list-style-type: none"> Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. 	<ul style="list-style-type: none"> Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. 	<ul style="list-style-type: none"> Play notes on an instrument with care so that they are clear. Perform with control and awareness of others. Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Show control of voice.



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Compose		<ul style="list-style-type: none"> Choose, order, combine and control sounds to create an effect. 	<ul style="list-style-type: none"> Create accompaniments for tunes. Use drones as accompaniments. 			
Transcribe	<ul style="list-style-type: none"> Recognise the notes EGBDF and FACE on the musical stave. Devise non-standard symbols to indicate when to play and rest. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 		<ul style="list-style-type: none"> Recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	<ul style="list-style-type: none"> Recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	<ul style="list-style-type: none"> Recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	<ul style="list-style-type: none"> Recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.
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Year 5	Music	Song writing / Singing / Notation	Listening / Singing / Christmas Performance	Guitar	Guitar	Film Music / Composition / Musicianship / Listening	Summer Production
	Perform	<ul style="list-style-type: none"> Sing or play from memory with confidence. 	<ul style="list-style-type: none"> Sing or play from memory with confidence. Perform solos or as part of an ensemble. Sing or play expressively and in tune. Perform with controlled breathing (voice) and skilful playing (instrument). 	<ul style="list-style-type: none"> Perform solos or as part of an ensemble. Sing or play expressively and in tune. Perform with controlled breathing (voice) and skilful playing (instrument). 	<ul style="list-style-type: none"> Perform solos or as part of an ensemble. Sing or play expressively and in tune. Perform with controlled breathing (voice) and skilful playing (instrument). 	<ul style="list-style-type: none"> Perform with controlled breathing (voice) and skilful playing (instrument). 	<ul style="list-style-type: none"> Sing or play from memory with confidence. Perform solos or as part of an ensemble. Sing or play expressively and in tune. Hold a part within a round. Sing a harmony part confidently and accurately. Sustain a drone or a melodic ostinato to accompany singing. Perform with controlled breathing (voice) and skilful playing (instrument).
	Compose	<ul style="list-style-type: none"> Create songs with verses and a chorus. Combine a variety of musical devices, including melody, rhythm and chords. Convey the relationship between the lyrics and the melody. 				<ul style="list-style-type: none"> Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices, including melody, rhythm and chords. Thoughtfully select elements for a piece in order to gain a defined effect. Use drones and melodic ostinato (based on the pentatonic scale). 	



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Transcribe	<ul style="list-style-type: none"> Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Read and create notes on the musical stave. Understand the purpose of the treble and bass clefs and use them in transcribing compositions. Understand and use the # (sharp) and b (flat) symbols. Use and understand simple time signatures 		<ul style="list-style-type: none"> Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Use and understand simple time signatures 	<ul style="list-style-type: none"> Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Use and understand simple time signatures 	<ul style="list-style-type: none"> Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Read and create notes on the musical stave. Understand the purpose of the treble and bass clefs and use them in transcribing compositions. Understand and use the # (sharp) and b (flat) symbols. Use and understand simple time signatures. 	



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Describe Music		<ul style="list-style-type: none"> Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> pitch dynamics tempo timbre texture lyrics and melody sense of occasion expressive solo rounds harmonies accompaniments drones cyclic patterns combination of musical elements <ul style="list-style-type: none"> cultural context. Describe how lyrics often reflect the cultural context of music and have social meaning. 				



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Year 6	Music	Guitar	Guitar/Christmas Performance	Notation & Musical Elements	Music & Story-telling	Music Skills and Knowledge/Music tech	Summer Production
	Perform	<ul style="list-style-type: none"> Sing or play from memory with confidence. Perform solos or as part of an ensemble. Hold a part within a round Sing or play expressively and in tune. Perform with controlled breathing (voice) and skilful playing (instrument). 	<ul style="list-style-type: none"> Sing or play from memory with confidence. Perform solos or as part of an ensemble. Sing or play expressively and in tune. Perform with controlled breathing (voice) and skilful playing (instrument). 				<ul style="list-style-type: none"> Sing or play from memory with confidence. Perform solos or as part of an ensemble. Sing or play expressively and in tune. Hold a part within a round. Sing a harmony part confidently and accurately. Sustain a drone or a melodic ostinato to accompany singing. Perform with controlled breathing (voice) and skilful playing (instrument).
	Compose				<ul style="list-style-type: none"> Create rhythmic patterns with an awareness of timbre and duration. Combine a variety of musical devices, including melody, rhythm and chords. Thoughtfully select elements for a piece in order to gain a defined effect. Use drones and melodic ostinati (based on the pentatonic scale). Convey the relationship between the lyrics and the melody. 	<ul style="list-style-type: none"> Convey the relationship between the lyrics and the melody. Use digital technologies to compose, edit and refine pieces of music. 	<ul style="list-style-type: none"> Convey the relationship between the lyrics and the melody. Create songs with verses and a chorus.



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