



| Listening and appraising | Autumn | Spring | Summer |
|---|--------|--------|--------|
| <ul style="list-style-type: none"> • Start to recognise/identify very simple style indicators and different instruments used. • March, clap, tap your knees, move to find and internalise the pulse. Begin to understand what it means to find the pulse. • Start using basic musical language to describe the music you are listening to and your feelings towards it. • Begin to listen, with respect, to other people's ideas and feelings towards the music you have listened to. • Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music you are listening to. | | | |
| Musical activities | | | |
| <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Understand the importance of singing solo or in a group to create effect and knowing when to join in and stop as appropriate. • Play tuned and un-tuned instruments musically. Be able to follow and respond to rhythms copied and learned through the listen and appraise sections of work. Understand the importance of following a conductor. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Experiment with, create, select and combine sounds using the interrelated dimensions of music. Compose and improvise on music using one or two notes. | | | |
| Performance | | | |
| <ul style="list-style-type: none"> • Start to work together as part of an ensemble/band. Remember the importance of starting and ending together. Try to follow the conductor/band leader. • Perform what they have learnt to other people. Play their instrument, improvise and play your compositions as part of this performance and with as much confidence as possible. • Perform with some understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything they have learnt fits together. • Practise, rehearse and present performances with some awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate their ideas, thoughts and feelings through simple musical demonstration. • Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others. | | | |



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|--|--------|--------|--------|
| <ul style="list-style-type: none"> Recognise/identify very simple style indicators and different instruments used. March, clap, tap their knees, move to find and internalise the pulse. Continue to understand what it means to find the pulse. Start using basic musical language to describe the music they are listening to and their feelings towards it. Begin to listen, with respect, to other people's ideas and feelings towards the music they have listened to. Discuss simple dimensions of music (pulse, rhythm, pitch, and perhaps tempo and dynamics) and how they fit into the music they are listening to. Children can listen to a range of high-quality music and begin to develop their concentration and understanding. | | | |
| Musical activities | | | |
| <ul style="list-style-type: none"> Children can play tuned and un-tuned instruments musically with developing confidence. Children can experiment with, create, select and combine sounds using the interrelated dimensions of music, their voices and a range of musical instruments. Children are able to use their voices expressively and creatively by singing songs and speaking chants and rhymes. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the interrelated dimensions of music. | | | |
| Performance | | | |
| <ul style="list-style-type: none"> Continue to work together as part of an ensemble/band. Remember the importance of starting and ending together. Try to follow the conductor/band leader. Perform what you have learnt to other people. Play your instrument, improvise and play your compositions as part of this performance and with as much confidence as possible. Perform with some understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything you have learnt fits together. Practise, rehearse and present performances with some awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate your ideas, thoughts and feelings through simple musical demonstration. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others. | | | |

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|---|--------|--------|--------|
| <ul style="list-style-type: none"> Identify basic musical styles through learning about their style indicators and the instruments played. Find the pulse, the steady beat to the music they are listening to and understand what that means. More consistently use accurate musical language to describe and talk about music including being able to explain some ways in which music has changed over time. Listen to other ideas about music, respect those ideas and feelings. Continue to realise/ understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too. | | | |
| Musical activities | | | |
| <ul style="list-style-type: none"> Find and demonstrate the pulse with ease and confidence. Sing with a good sense of the pulse internally and sing together and in time with the group by following a leader/conductor. Play more confidently as part of your ensemble/group with a sound-before-symbol (by ear) approach or, with appropriate notation if appropriate (recreating sounds from aural memory). Improvise own melodies and rhythms using voices and instruments and relying on patterns. Compose 2 and 3 note pieces, using learned patterns and understanding of dimensions of music and record using notation. | | | |
| Performance | | | |
| <ul style="list-style-type: none"> Continue to work together as part of an ensemble/band. Follow the conductor/band leader. Perform what they have learnt to other people. Play their instrument, improvise and play their compositions as part of this performance and with as much confidence and accuracy as possible. Perform with an understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything they have learnt fits together. Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate their ideas, thoughts and feelings through simple musical demonstration. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others. | | | |

| Listening and appraising | Autumn | Spring | Summer |
|---|--------|--------|--------|
| <ul style="list-style-type: none"> • Identify basic musical styles through learning about their style indicators and the instruments played. • Find the pulse, the steady beat to the music they are listening to and understand what that means. • More consistently use accurate musical language to describe and talk about music. • Listen to other ideas about music, respect those ideas and feelings. • Continue to realise/understand and show how pulse, rhythm and pitch fit together. Perhaps some of the other dimensions too. • Children can appreciate and understand a wide range of music from different traditions and composers with guidance. • Children should be able to explain some ways in which music has changed over time including the development of musical instruments and styles. | | | |
| Musical activities | | | |
| <ul style="list-style-type: none"> • listen with attention to detail and begin to recall more complex aural patterns, having a deeper understanding of how pulse, rhythm and pitch, dynamics and tempo work together and are sprinkled through songs/music. • sing and play musically with increasing confidence and control, following a conductor in both solo pieces and ensemble. • understand some musical notation, including staff notation. • improvise a range of pieces using vocals and instruments confidently. • Show an understanding of musical composition by organising and manipulating ideas within musical structures with guidance. | | | |
| Performance | | | |
| <ul style="list-style-type: none"> • Present a musical performance or song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece through the performance. • Perform what they have learnt to other people. Play their instrument, improvise and play their compositions as part of this performance and with as much confidence and accuracy as possible. • Perform with a deeper understanding. A performance can include everything that has been undertaken during the learning process of the unit. Everything they have learnt fits together. • Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Try to communicate their ideas, thoughts and feelings through simple musical demonstration. • Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others. | | | |

| Listening and appraising | Autumn | Spring | Summer |
|---|--------|--------|--------|
| <ul style="list-style-type: none"> • Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth. • Find the pulse confidently and innately, of the music they are listening to and understand what that means. • Use accurate musical language to describe and talk about music. • Listen to other ideas about music, respect those ideas and feelings. • Continue to realise/understand/explain/give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible. • Children should be able to explain with some confidence ways in which music has changed over time including the development of musical instruments, styles and influence of some famous composers. | | | |
| Musical activities | | | |
| <ul style="list-style-type: none"> • sing a range of notes with growing confidence in their ability to reflect pulse, pitch and dynamics, and play a range of instruments as musically and stylistically as they can. • listen with attention to detail and confidently recall complex aural patterns. • improvise and compose a range of pieces with guidance and organise and manipulate musical structures for a purpose with some independence. • read and write staff and other musical notation with developing fluency. • record compositions using notation and technology. | | | |
| Performance | | | |
| <ul style="list-style-type: none"> • Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece, through the performance. • Perform what you have learnt to your audience. Play their instrument, improvise and play their compositions as part of this performance and with as much confidence and accuracy as possible. • Perform with a deeper understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything they have learnt fits together. • Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Communicate their ideas, thoughts and feelings through simple musical demonstration. • Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others. | | | |



| Listening and appraising | Autumn | Spring | Summer |
|---|--------|--------|--------|
| <ul style="list-style-type: none"> Continue to identify musical styles through learning about their style indicators and the instruments played. Some will be learnt again in greater depth. Find the pulse confidently and innately, of the music they are listening to and understand what that means. Use accurate musical language confidently and with understanding to describe and talk about music. Listen to other ideas about music, respect those ideas and feelings. Continue to realise/understand/explain/give examples and show how pulse, rhythm and pitch fit together. Include tempo, dynamics, timbre, texture and structure if possible. Appreciate and understand through critique and discussion, a range of high quality live and recorded music drawn from different traditions and from composers and musicians and explain their opinions with evidence. Children should be able to explain with confidence ways in which music has changed over time including the development of musical instruments, styles and influence of some famous composers. | | | |
| Musical activities | | | |
| <ul style="list-style-type: none"> understand and show the importance of pulse and represent this confidently. sing a range of notes confidently, with good diction and play a range of instruments musically. improvise and compose a range of pieces independently using a wide range of notes and instruments and playing both solo and in an ensemble. listen with attention to detail and confidently recall complex aural patterns vocally and using instruments. read and write staff and other musical notation with fluency. understand musical composition. organise and manipulate musical structures for a purpose with independence. | | | |
| Performance | | | |
| <ul style="list-style-type: none"> Present a musical performance of a song or piece of music to an audience, demonstrating the historic, stylistic knowledge and understanding of the song/piece, through the performance. Perform what they have learnt to their audience. Play your instrument, improvise and play their compositions as part of this performance and with as much confidence and accuracy as possible. Perform with a deeper understanding that the performance can include everything that has been undertaken during the learning process of the unit. Everything they have learnt fits together. Practise, rehearse and present performances with awareness of an audience. Begin to realise that performance can influence how music is presented. Communicate their ideas, thoughts and feelings through simple musical demonstration. Watch a recording and/or discuss the performance. Offer helpful and thoughtful comments and feedback about others. | | | |