

MES/MMC focuses Y1/2 YEAR A	TERM 1 Hey You! (Y1) Ho Ho Ho (Y2)	TERM 2 Rhythm in the way we walk/Banana Rap (Y1) Hands, Feet, Heart (Y2)	TERM 3 In the Groove (Y1) SINGUP: Rockpool Rock(Y2)
USING THEIR VOICES Overarching focus across the whole year	<i>Sing songs in different styles with a sense of enjoyment</i>		
Song style, genre and interpretation	Sing call and response songs	Improvise simple vocal chants	Sing songs conveying different moods (happy, sad, angry etc.)
Pitch	Improvise pitch shapes (moving up and down)		Singing more in tune
Rhythm/structure	Sing in time to a steady beat	Coordinate actions to go with a song	Perform an action or a sound (clapping, stamping etc.) on the steady beat whilst singing
Technical skills and performance	Speak and chant together	Sing songs increasing vocal control, breathing deeply, singing words clearly	
USING CLASSROOM INSTRUMENTS Overarching focus across the whole year	<i>Play instruments by blowing, shaking, scraping, rattling and tapping</i> Boomwhackers + Djembe drums		
Pulse/rhythm	Play in time to a steady beat/ pulse , using instruments or body sounds	a: Imitate copycat rhythms and patterns on an instrument b: Play, with help, the rhythmic pattern of a spoken sentence e.g. 'Hun-gry cat-er-pill-ar'	Play a repeated rhythmic pattern (rhythmic ostinato) to accompany a song
Pitch			
Using notation/scores		Use graphics/symbols to portray the sounds they have made; sequence these symbols to make a structure (score)	
Technical skills and performance across the whole year	a: Play loudly, quietly, fast, slow b: Follow simple hand signals indicating loud/quiet, stop/start		
IMPROVISE	With different sounds made by the voice and hands (timbre)	a: Rhythmic patterns b: Question and answer phrases	With voices and instruments: high/low, (pitch); long/short (duration); loud/quiet (dynamics); fast and slow (tempo)

COMPOSE	Add suggested sounds to a story	a: Choose musical sound effects to follow a storyline or match a picture b: Use technology, if available, to capture, change or combine sounds	a: Invent, retain and recall rhythm and pitch patterns b: Compose their own sequence of sounds or pattern without help and perform
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MES/MMC focuses Y1/2 YEAR A	TERM 1	TERM 2	TERM 2
LISTENING (i) Overarching focus across the year	<i>Listen to a wide range of musical styles and traditions</i>		
	RAP, GOSPEL	HOLST, ELVIS PRESLEY	RONAN HARDIMAN, QUEEN
LISTENING (ii) Term by term	Listen to music and move in time to its steady beat	a: Listen to music and respond to a change in beat b: Recognise the sounds of percussion instruments and name them	Recognise and respond to through movement/dance to the different musical characteristics and moods of music
MUSICIANSHIP <i>To be developed across the year</i> Show an understanding of:	Begin to describe and respond to music (louder, quieter/slower, faster/higher, lower) Begin to articulate how changes in speed, pitch and dynamics effect the music		

MES/MMC focuses Y1/2 YEAR B	TERM 1 Round and Round (Y1) Zootime (Y2)	TERM 2 Your Imagination (Y1) Friendship Song (Y2)	TERM 3 I Wanna Play in a Band (Y2) SINGUP: Come Dance with Me (Y1)
USING THEIR VOICES Overarching focus across the whole year	<i>Sing a variety of songs with more accuracy of pitch</i>		
Song style, genre and interpretation	Echo sing short melodic phrases		Convey the mood or meaning of a song
Pitch		Identify if pitch is getting higher/ lower, staying the same: copy with their voice	
Rhythm/structure			
Technical skills and performance	Follow a leader (teacher) starting and stopping together	Sing words clearly and breathing at the end of phrases	Sing with a sense of control of dynamics (volume) and tempo (speed)
USING CLASSROOM INSTRUMENTS Overarching focus across the whole year	<i>Play with control: maintaining steady pulse, getting faster or slower, louder or quieter (crescendo or decrescendo)</i> Boomwhackers + Toots		
Pulse/rhythm	Play and invent copycat rhythms	Perform a rhythmic accompaniment to a song	
Pitch			Play a repeated two-note melodic ostinato to accompany a song
Using notation/scores <i>See 'Musicianship (ii)' for staff notation to be introduced during Y2</i>	Perform a sequence of sounds using a graphic score	Recognise and respond to simple staff rhythms	
Technical skills and performance	Follow a direction, starting and stopping together	Work and perform in smaller groups	Demonstrate some confidence in performing as a group and as an individual
IMPROVISE	a: Ways in which sounds are made (tapped, blown, scraped, shaken) and can be changed b: Using rhythm patterns of words and sentences	a: Long and short sounds (duration) b: With changes in pitch c: Sounds in responses to visual and aural stimulus	a: Sequences of sound (structure) b: Exploring how sounds can be manipulated to convey different effects and moods

COMPOSE	a: Rhythm patterns from words b: Short melodic phrases	a: Short repeated rhythmic patterns (<i>ostinati</i>) b: Music that has long and short sounds and/or changes in <i>tempo, timbre dynamics</i> , in small groups	a: A piece of music that has a beginning, middle and end (<i>structure</i>) b: Music that conveys different moods
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MES/MMC focuses Y1/2 YEAR B	TERM 1	TERM 2	TERM 3
LISTENING AND APPRAISING (i) Overarching focuses across the year	<i>Listen to music from a range of styles, eras and traditions: listen with increased concentration</i> ANNA CLYNE, GONG KEYBAR SERGIO MENDES, CARLINHOS BROWN, RAVEL MA RAINEY, KATE BUSH		
LISTENING AND APPRAISING (ii) Allocated term by term	a: Recognise how sounds are made, tapping, rattling, scraping, blowing b: Identify different qualities of sound (<i>timbre</i>) such as smooth, scratchy, clicking, ringing c: Respond to the beat, stressing the first beat of different groupings	a: Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can play high or low sounds b: Recognise and respond to changes of speed (<i>tempo</i>), volume (<i>dynamics</i>) and pitch	Recognise and respond to the mood of a piece of music in discussion and in movement. Begin to use musical terminology when describing how the mood is created (i.e. the mood is sad because the music is played slowly and quietly)
MUSICIANSHIP (i) MUSICAL TERMS & UNDERSTANDING Show an understanding of: <i>Musical terms introduced, as appropriate, across the year</i>	<i>Pulse/beat, rhythm and pitch</i> <i>Dynamics</i> - louder, quieter <i>crescendo/decrescendo</i> <i>Tempo</i> - faster, slower and pause <i>Rhythm</i> - pattern, duration <i>Pitch</i> - higher or lower <i>Ostinato</i> - repeating musical rhythm or note pattern		
MUSICIANSHIP (ii) NOTATION <i>introduced as appropriate, across the year</i>	Crotchets, quavers and crochet rests		

MES/MMC focuses Y3/4 YEAR A	TERM 1 Stamp, Clap, Step, Click (Y3) Sing at Tune, Play a Tune (Y4)	TERM 2 Whose Turn is it Now? (Y3) Perfect Patterns (Y4)	TERM 3 Distant Mountains (Y3) Sounds of the Sea (Y4)
USING THEIR VOICES Overarching focus across the whole year	<i>Sing songs in a variety of styles and traditions with more confidence, increasing the number sung from memory</i>		
Song style, genre and interpretation	Chant or sing a round in two parts	Perform action songs and perform demonstrating an awareness of character or style	Perform <i>forte</i> (loud) and <i>piano</i> (quiet)
Pitch		Show increasing accuracy of pitch and awareness of the shape of a melody	
Rhythm/structure	Sing songs with a recognised structure e.g. verse and chorus		Use word chants to understand how syllables link to notes
Technical skills and performance	Understand that posture, breathing and diction are important		Sing increasingly long phrases in one breath
USING INSTRUMENTS Overarching focuses across the whole year	<i>Develop basic instrumental skills over a sustained period e.g. whole class/ small group learning. Use tuned percussion instruments to accompany songs and improvise</i> Samba + Xylophone + Ukulele		
Pulse/rhythm/structure	Keep a steady beat on an instrument in a group or individually. React to changes of pulse.		
Pitch		Maintain a rhythmic or melodic <i>ostinato</i> , simultaneously with a different ostinato and/or steady beat	Copy a short melodic phrase by ear on a pitched instrument
Using notation/scores <i>See 'Musicianship (ii)' for graphic and staff notation to be introduced during Y3</i>		Play using symbols including graphic and simple staff notation	
Technical skills and performance	Perform with an awareness of others	Combine musical sounds with narrative or movement	Perform pieces, including compositions, to a friendly audience, as member of a group/class
IMPROVISE	a: Using longer, shorter/faster, slower/higher, lower/louder, quieter sounds on tuned and untuned percussion b: Invent short responses using a limited note range	a: Explore <i>timbre</i> (different sounds) that one instrument can make b: Using tuned and untuned instruments to explore how they can represent and enhance pictures/stories/moods	With pitched notes moving by <i>step</i> (notes adjacent to each other) or <i>leap</i> (notes with gaps between them)

COMPOSE	a: Words and actions to go with a song b: A simple rhythmic accompaniment to go with a song, using an ostinato pattern	a: Music that tells a story, paints a picture or creates a mood b: Using symbols to represent sound graphic scores/known rhythms and durations of traditional notation	a: Music that has a recognisable structure: repetition/echo/beginning, middle and end/ Q & A phrase/verse and chorus b: Combining rhythm notation labelled with a small range of note names such as C E G
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MES/MMC focuses Y3/4 YEAR A	TERM 1	TERM 2	TERM 3
LISTENING and APPRAISING (i) Overarching focuses across the year	<i>Listen with concentration to longer pieces/extracts of music from different styles, eras and traditions</i>		
LISTENING AND APPRAISING (ii) Focuses allocated term by term	HANDEL, MOZART	PROKOFIEV, TRINIDAD STEEL BAND	MUSSORGSKY, BRITTEN
MUSICIANSHIP (i) MUSICAL TERMS & UNDERSTANDING Show an understanding of: <i>Musical terms introduced as appropriate across the year</i>	a: Walk, move or clap to a steady and a changing beat b: Recognise some familiar instrumental sounds in recorded music (piano, guitar, drums, etc.) c: Recognise aurally wooden, metal, skin percussion instruments and begin to know their names		
MUSICIANSHIP (ii) NOTATION introduced as appropriate across the year	a: Identify repetition in music i.e. a song with a chorus b: Recognise and order short, pitched phrases shown in dots c: Listen to their own compositions and use musical language to describe what happens in them		
MUSICIANSHIP (i) MUSICAL TERMS & UNDERSTANDING Show an understanding of: <i>Musical terms introduced as appropriate across the year</i>	<i>Duration</i> - Beat, rhythm, longer, shorter, sustained <i>Dynamics</i> - forte -loud and piano -soft, louder, softer <i>Structure</i> - repetition, verse, chorus, echo, question and answer phrases <i>Pitch</i> - moving in steps and leaps <i>Texture</i> - Layers of sound <i>Tempo</i> - steady, faster, slower, allegro - fast, adagio - slow <i>Timbre</i> - The type and quality of the sound Ostinato, phrase, melody		
MUSICIANSHIP (ii) NOTATION introduced as appropriate across the year	Introduce the stave and clef Use dots to represent higher and lower pitch. Know crotchets, quavers and crotchet rests:		

MES/MMC focuses Y3/4 YEAR B	TERM 1 Magical Marches (Y3) Powerful Pentatonic (Y4)	TERM 2 Up and Down and Back Again (Y3) Songs and Soundscapes (Y4)	TERM 3 Recycling Revolution (Y3) Sounds Around the House (Y4)
USING THEIR VOICES Overarching focus across the whole year	<i>Sing songs in a variety of styles, eras and traditions with an increasing awareness of the tone of their voices and the shape of the melody</i>		
Song style, genre and interpretation	Sing songs showing musical expressions i.e. phrasing, changes of tempo , crescendo and diminuendo		Sing two- and three- part rounds and partner songs with more confidence and increasing accuracy of pitch
Pitch	Copy short phrases and be able to sing up and down by step, independently	Sing with accurate pitch over larger leaps, confidently as part of a small group or solo	
Rhythm/structure		Sing songs in different time signatures	
Technical skills and performance	Understand that posture, breathing and diction are important	Further develop good posture and clear diction	Sing increasingly long phrases in one breath
USING INSTRUMENTS Overarching focuses across the whole year	<i>Play tuned percussion or a melodic instrument with increasing confidence</i> <i>Follow simple hand directions from a leader</i> Ocarina + World percussion + Tongue Drums		
Rhythm/metre/structure	Maintain a drone or one of multiple ostinato patterns in a small instrumental group, against a steady beat.		Play music in a metre of 2, 3, or 4, discuss time signatures
Pitch	Play by ear – find known phrases or short melodies using tuned instruments	Perform in two or more parts	
Using notation/scores <i>See 'Musicianship (ii)' for staff notation to be introduced during Y4</i>		Read/ play from simple staff notation including rests	
Technical skills and performance Developing a sense of ensemble	Follow a leader, stopping and starting, playing faster/ slower, louder/quieter, with a sense of ensemble	a: Combine playing with narrative and/or movement b: Demonstrate legato or staccato playing (smooth and detached)	b: Perform to an audience of adults, in an assembly or other classes with increasing confidence
IMPROVISE	a: Rhythm patterns in music from different times and places b: With a limited range of pitched notes that move by steps & leaps , make short phrases and melodies	a: Combine & control different timbres to create particular effects b: Music that describes feelings or moods, such as tense/calm using dynamics , different tempi	a: With different groupings of beats (metre of 2, 3, or 4) b: Using the pentatonic scale c: Music that incorporates effective silences – rests

COMPOSE	<p>a: A simple rhythmic accompaniment to a song using <i>ostinati</i> and <i>drones</i></p> <p>b: A simple melody from a selected group of notes i.e. a <i>pentatonic scale</i></p> <p>c: Music that has a definite structure</p>	<p>a: A piece of music that reflects images and atmosphere has a clearly defined plan, making subtle adjustments to achieve intended effect</p> <p>b: Capture creative ideas using any of the following: <i>rhythm notation, time signatures, staff notation</i> graphic score and /or technology</p>	<p>a: Introduce major/minor chords for exploration</p> <p>b: Arrange a song using tuned/untuned accompaniments developed from the song and perform to a friendly audience</p>
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MES/MMC focuses Y3/4 YEAR B	TERM 1	TERM 2	TERM 3
LISTENING and APPRAISING (i) Overarching focus across the year	<p>Recognise and talk about contrasting styles of music in broad terms, using musical vocabulary</p> <p>Recognise aurally the range of percussion (tuned and untuned) and some individual orchestral instruments used and taught in school</p> <p>Recognise music from different times and countries, identifying key elements that give it its unique sound</p>		
LISTENING and APPRAISING (ii) Focuses allocated term by term	A.R. RAHMAN, OASIS	SAINT SAENS, ELLA FITZGERALD	PROFESSIONAL JUNK BAND, BEETHOVEN
MUSICIANSHIP (i) MUSICAL TERMS & UNDERSTANDING Show an understanding of: <i>Musical terms introduced as appropriate across the year</i>	<p>Duration - time signature (metre -shown at the start of the line of music) legato and staccato</p> <p>Dynamics - forte, piano, crescendo - getting louder, diminuendo -, getting softer</p> <p>Pitch - pentatonic scales, step, leap</p> <p>Structure - phrase, repetition, verse, chorus, echo, question and answer phrases</p> <p>Texture - drone, layers of sound, combinations of sound</p> <p>Tempo/tempi - faster, slower, allegro - fast, adagio - slow</p> <p>Timbre - The type and quality of sound</p> <p>Ostinato</p> <p>Melody</p> <p>Ensemble</p> <p>Moving and static parts (e.g. a changing harmony/a repeating note or drone)</p>		
MUSICIANSHIP (ii) NOTATION <i>introduced as appropriate across the year</i>	<p>Recognise and play C to G from a stave, as a group</p> <p>Know minims, crotchets, quavers, crotchet rests</p>		

<p>MES/MMC focuses Y5/6</p> <p>YEAR A</p>	<p>TERM 1</p> <p>Travel in Style (Y5) Cannon Fire (Y6)</p>	<p>TERM 2</p> <p>Marvellous Melodies (Y5) Blues (Y6)</p>	<p>TERM 3</p> <p>Fanfares (Y5) Movie Moods (Y6)</p>
<p>USING THEIR VOICES Overarching focus across the whole year</p>	<p><i>Sing songs in a wide variety of styles from a broad range of traditions and eras with expression, accuracy and a sense of ensemble</i></p>		
<p>Song style, genre and interpretation</p>	<p>Communicate the meaning and mood of a song</p>		
<p>Pitch focus</p>		<p>Maintain a part of two-and three-part songs, rounds and partner songs with confidence and increasing accuracy</p>	
<p>Rhythm/structure</p>			
<p>Technical skills and performance</p>			<p>Perform songs from memory with attention to phrasing, dynamics and accuracy of pitch</p>
<p>USING INSTRUMENTS Overarching focuses across the whole year</p>	<p><i>Develop instrumental skills over a sustained period</i> <i>Continue to play by ear on pitched instruments, extending the length of phrases/melodies played</i> Violins + P-Bones</p>		
<p>Rhythm/metre</p>		<p>Maintain a rhythmic or melodic accompaniment to a song, such as a drone (repeating single note), ostinato or simple sequence of notes</p>	
<p>Pitch, melody and harmony</p>	<p>Play melodies, increasing in independence on tuned percussion or melodic instruments, written on one stave C to C</p>		<p>Explore how triads are formed and play them as a simple accompaniment</p>
<p>Using notation/scores <i>See 'Musicianship (ii)' for notation to be introduced during Y5</i></p>	<p>Read and play rhythms with confidence from graphic and known staff notation. Introduce semibreve</p>	<p>a: Perform own compositions to an audience b: Use technology to keep a record of work in progress and to record performances</p>	<p>Perform on a range of instruments in mixed groups to an audience, with confidence and a sense of ensemble</p>
<p>Technical skills and performance Developing a sense of ensemble</p>	<p>a: Perform sensitively to different dynamics/tempi b: Maintain own part on a pitched instrument in a small ensemble</p>		
<p>IMPROVISE</p>	<p>a: Experimenting with a wider range of musical dimensions, broader dynamics, richer textures b: Developing ideas using musical devices such as texture or ostinato</p>	<p>a: Over a drone, chords or harmony developing a sense of shape b: Using scales such as pentatonic, C major, A minor</p>	<p>a: Exploring characteristics of various styles and traditions b: Create a melody over a simple groove (usually a rhythm & chord combination, giving an effect or feel)</p>

COMPOSE/ARRANGE	Use a range of graphic symbols, note names, known rhythm and staff notation to record compositions	a: Compose lyrics to match a melody b: Arrange a song as a class with voices/ instruments c: Use technology to capture, sample, sequence, loop and manipulate sound to create soundscapes/ compositions	a: Compose music in pairs with in ternary structure b: Compose a piece with chords (e.g. C maj/A min) that reflects given intentions e.g. descriptive music, a melody with accompaniment - <i>this could be the ternary piece</i> c: Refine own compositions after discussion
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MES/MMC focuses Y5/6 YEAR A	TERM 1	TERM 2	TERM 3
LISTENING AND APPRAISING (i) Overarching focus across the year	Use musical vocabulary and knowledge to discuss features of music from a variety of styles, traditions and cultures, including performances of their own and others' compositions		
LISTENING AND APPRAISING (ii) Focuses allocated term by term	DUKE ELLINGTON, TCHAIKOVSKY	VAUGHAN WILLIAMS, NINA SIMONE	COMMUNARDS, JOHN WILLIAMS
MUSICIANSHIP (i) MUSICAL TERMS & UNDERSTANDING Show an understanding of: <i>Musical terms introduced as appropriate across the year</i>	Distinguish differences in timbre between a variety of instruments and combinations of instruments and sounds Recognise, identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music Use musical vocabulary to help identify areas for development or refinement when composing		
MUSICIANSHIP (ii) NOTATION introduced as appropriate across the year	<i>Duration - time signature</i> , metre, legato and staccato <i>Dynamics</i> - f loud, p quiet, ff very loud, pp very quiet, mf moderately loud, mp moderately quiet <i>Harmony</i> - drone, chord, major, minor <i>Pitch</i> - scales, step, leap Rhythm - syncopated (a pattern with notes off the beat) <i>Structure</i> - ternary , verse, chorus, question and answer <i>Texture</i> - layers of sound, drone , harmony, chord accompaniment <i>Tempo</i> - faster, slower, allegro - fast, adagio - slow <i>Timbre</i> – sound type and quality; different instruments combinations of instruments and or sounds Recognise, play more confidently C to C from a stave , as a group Further understand time signatures 2/4, 3/4, 4/4 Semibreves, minims, crotchets, quavers, semiquavers and their rests		

<p>MES/MMC focuses Y5/6</p> <p>YEAR B</p>	<p>TERM 1</p> <p>Winter Tales (Y5) Stars (Y6)</p>	<p>TERM 2</p> <p>Spring into Harmony (Y5) The Need for Speed (Y6)</p>	<p>TERM 3</p> <p>Eco Warriors (Y5) Count on Me (Y6)</p>
<p>USING THEIR VOICES Overarching focus across the whole year</p>	<p><i>Sing songs in a wide variety of styles from a broad range of traditions and eras with expression, accuracy and a sense of ensemble.</i></p>		
<p>Song styles, genre and interpretation</p>	<p>Communicate the meaning and mood of a song</p>		
<p>Pitch focus</p>		<p>Maintain a part of three-and four-part songs, rounds and partner songs with confidence and increasing accuracy e.g parts mixed within a group</p>	
<p>Rhythm/structure</p>	<p>Sing songs with <i>syncopated</i> rhythms</p>		
<p>Technical skills and performance</p>		<p>Sing longer phrases with greater control</p>	<p>Perform songs from memory with attention to phrasing, <i>dynamics</i> and accuracy of pitch</p>
<p>USING INSTRUMENTS Overarching focuses across the whole year</p>	<p><i>Perform on a range of instruments in mixed groups to an audience, with confidence and a sense of ensemble</i> <i>Continue to play by ear on pitched instruments, extending the length of phrases or melodies played</i></p> <p>Violin + Tongue Drums</p>		
<p>Rhythm/metre</p>			
<p>Pitch, melody and harmony</p>		<p>Play melodies on tuned percussion or melodic instruments, written on one staff C to C with dynamics</p>	<p>Maintain an <i>accompaniment</i> to a melody using <i>block chords</i> or a <i>bassline</i></p>
<p>Using notation/scores <i>See 'Musicianship (ii)' for notation symbols to be introduced during Y6</i></p>	<p>Read and play known notation confidently from rhythm notation cards/scores, up to 4 parts</p>		
<p>Technical skills and performance Developing a sense of ensemble</p>	<p>Maintain own part on a pitched instrument, engaging with others, in a small or larger ensemble</p>	<p>Perform with sensitivity to different tempi and a fuller range of dynamics</p>	<p><i>a</i>: Perform own compositions to an audience <i>b</i>: Use technology to keep a record of work in progress and record performances</p>
<p>IMPROVISE</p>	<p><i>a</i>: Experiment with a wider range of musical dimensions, broader dynamics, richer textures <i>b</i>: Exploring characteristics of various styles and traditions e.g folk, blues, calypso</p>	<p>Extending melodies beyond 8 beats, creating a satisfying shape over a fixed groove (usually a rhythm and chord combination, giving an effect or feel)</p>	<p><i>a</i>: Creating music with multiple sections <i>b</i>: Develop ideas using musical devices, including both repetition and contrast</p>

COMPOSE/ARRANGE	<p>a: Use a range of graphic symbols, note names, known rhythm and staff notation</p> <p>b: Developing ideas using musical devices including repetition and contrast</p>	<p>a: Longer melodies (8-16 beats) using the pentatonic scale</p> <p>b: Melodies with pairs of phrases (Q &A) using scales G major/E minor</p> <p>c: Enhance either melody above with rhythmic or chordal accompaniment</p> <p>d: Arrange a song as a class with voices/ instruments</p>	<p>a: Compose using technology in a ternary structure</p> <p>b: Use technology to capture, sample, sequence, loop and manipulate sound to create soundscapes/ compositions</p> <p>c: Use technology to edit and improve compositions and arrangements.</p> <p>d: Refine own compositions after discussion</p>
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MES/MMC focuses Y5/6	TERM 1	TERM 2	TERM 3
LISTENING and APPRAISING (i) Overarching focus across the year	<i>Use musical vocabulary and knowledge to discuss features of music from a variety of styles, traditions and cultures, including performances of their own and others' compositions</i>		
LISTENING AND APPRAISING (ii) Focuses allocated term by term	INKANYEZI NEZAZI, HOUSEMARTINS	ELO, BON JOVI	BABATUNDE OLATUNJI, BRUNO MARS
	Distinguish differences in timbre between a variety of instruments and combinations of instruments and sounds	Recognise, identify features of expression (phrasing, melody, harmony, different dynamics, metre and tempi) in an extract of live or recorded music	<p>a: Use musical vocabulary to discuss the success or effectiveness of the composer's choices for a piece of music</p> <p>b: Use musical vocabulary to help identify areas for development or refinement when composing</p>
MUSICIANSHIP (i) MUSICAL TERMS & UNDERSTANDING Show an understanding of: <i>Musical terms introduced as appropriate across the year</i>	<p>Duration - time signature, metre, grouping of beats</p> <p>Dynamics - <i>f</i> loud, <i>p</i> quiet, <i>ff</i> very loud, <i>pp</i> very quiet, <i>mf</i> moderately loud, <i>mp</i> moderately quiet</p> <p>Harmony - drone, chord, major, minor</p> <p>Pitch - scales, step, leap</p> <p>Rhythm – syncopated (a pattern with notes off the beat)</p> <p>Structure - repetition, contrast, verse, chorus, question and answer, ternary</p> <p>Texture - layers, bassline, harmony, chord, accompaniment</p> <p>Tempo - faster, slower, allegro - fast, adagio - slow</p> <p>Timbre - sound type and quality; different instruments</p> <p>Groove</p> <p>Ensemble</p> <p>Arrange</p>		
MUSICIANSHIP (ii) NOTATION <i>introduced as appropriate across the year</i>	Play within C to C from a staff, as a group Further understand time signatures 2/4, 3/4, 4/4 Semibreves, minims, crotchets, quavers, semiquavers and their rests		

Our music curriculum runs on a 2-year rolling programme, except for EYFS, which uses the Charanga Original Scheme of Work. Key Stage One follow the Model Music Curriculum (MMC) Objectives, taught predominantly through Charanga units of work, mentioned above. Key Stage Two follow MMC objectives using Lincolnshire Music Service's Tutti unit plans.

Each lesson in KS1/2 follows a similar structure: Listening and appraising, Using their Voices, playing instruments, followed by either Improvisation/Composition or an aspect of Musicianship. Each term will have a selection of key vocabulary on which to focus.

There are additional music opportunities for the children to take part in annually.

- EYFS and KS1 – Christmas production – perform and sing
- EYFS and KS1 – Annual music concert for parents – perform/instruments and sing
- KS2 – Christmas Church Concert – perform/instruments and sing
- LKS2 – Samba band – Perform around the whole village
- KS2 – Summer production – perform and sing
- KS2 – Annual music concert for parents – perform/instruments and sing – solo performances for 1-1 tuition and group performances from mash up