



Year group	Yearly Objectives	Progression / curriculum coverage / approach to objectives
Year 1	<ul style="list-style-type: none"> I can use my voice to speak, sing and chant. I can use instruments to perform. I can clap short rhythmic patterns. I can make different sounds with my voice and with instruments. I can repeat short rhythmic and melodic patterns. I can make a sequence of sounds. I can respond to different moods in music. I can say whether I like or dislike a piece of music. I can choose sounds to represent different things. I can follow instructions about when to play and sing 	<ul style="list-style-type: none"> Rhythms of machinery Play un-tuned/tuned instruments Learn the Lowry song (matchstick men, cats and dogs) Singing sea shanties and Frozen Listen to sounds recorded from space Create a space journey using un-tuned instruments Learn an African song Make African music with African drums and other percussion instruments Postman songs and rhymes
Year 2	<ul style="list-style-type: none"> I can sing and follow a melody. I can perform simple patterns and accompaniments keeping a steady pulse. I can play simple rhythmic patterns on an instrument I can sing or clap increasing and decreasing in tempo I can order sounds to create a beginning, middle and end. I can create music in response to different starting points. I can choose sounds which create an effect. I can use symbols to represent sounds. I can listen out for particular things when listening to music. I can improve my own work. 	<ul style="list-style-type: none"> Singing songs Compare/listen to a range of music from different times Create their own music e.g. space theme linked to Neil Armstrong Use un-tuned instruments Create firework music Learn Christmas songs Listen to Royal Firework music Creative music making linked to author/poet Mark Dorey Incredibox – composition and patterns Singing songs and rhythm work Listen to British artists and bands Learn to sing the National Anthems of the four countries and add percussion Choosing their own instruments to compose and play along to the Animals came in two by two. Plan and create a theme tune for an awards ceremony Exploring sounds – music express

<p>Year 3</p>	<p>I can sing a tune with expression. I can play clear notes on instruments. I can use different elements in my composition. I can create repeated patterns with different instruments. I can compose melodies and songs. I can create accompaniments for tunes. I can combine different sounds to create a specific mood or feeling. I can use musical words to describe what I like and do not like about a piece of music. I recognise the work of at least one famous composer. I can improve my work; expanding how it has been improved.</p>	<p>Improvise and compose percussion pieces. Learn about period music and entertainment Listen with attention to detail and recall sounds with increasing accuracy, control and expression –Holst, The Planets, D Ream African Music, Drums and the Lion King Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians. Listen to and identify sounds made by different groups of instruments – Holst, Bach and Beethoven.</p>
<p>Year 4</p>	<p>I can perform a simple part rhythmically. I can sing songs from memory with accurate pitch. I can improvise using repeated patterns. I can use notation to record and interpret sequences of pitches. I can use notation to record compositions in a small group or on my own. I can explain why silence is often needed in music and explain what effect it has. I can identify the character in a piece of music. I can identify and describe the different purposes of music. I can begin to identify the style of work of Mozart, Beethoven and Elgar.</p>	<p>Repetition in beat Music of the period Read musical notations for rhythm and beat Write own notes and perform Class performance Develop an understanding or history of music Appreciate live and recorded music Research history of musical genres and iconic images Develop an understanding of music drawn from different traditions – Folk Music</p>
<p>Year 5</p>	<p>I can breathe in the correct place when singing. I can maintain my part whilst others are performing their part. I can improvise within a group using melodic and rhythmic phrases. I can change sounds or organise them differently to change the effect. I can compose music which meets specific criteria.</p>	<p>Introduce music diary and musical terminology that will be used throughout the year Listen, compare and critique modern and traditional Greek music Play and perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, control and expression.</p>

	<p>I can use notation to record groups of pitches (chords).</p> <p>I can use my music diary to record my music diary to record aspects of the composition process.</p> <p>I can choose the most appropriate tempo for a piece of music.</p> <p>I can describe, compare and evaluate music using musical vocabulary.</p> <p>I can explain why I think music is successful or unsuccessful.</p> <p>I can suggest improvements to my own work and that of others.</p> <p>I can contrast the work of a famous composer and explain my preferences.</p>	<p>Create a piece of music to accompany an Egyptian burial</p> <p>Listen to and investigate The Planets by Holst</p> <p>Listen to the music of the 1950s and 60s.</p> <p>Listen to and compare the music of different European countries</p> <p>Compile research in music diaries</p> <p>Develop an understanding history of music</p> <p>Create their own track to match the journey of a river in groups with solo pieces</p> <p>Listen with attention to detail and recall sound when working on The Piano and evaluating soundtracks to films</p> <p>Joseph and the Amazing Technicolour Dream Coat – Egyptians</p>
<p>Year 6</p>	<p>I can sing in harmony confidently and accurately.</p> <p>I can perform parts from memory.</p> <p>I can take the lead in a performance.</p> <p>I can use a variety of different musical devices in my composition (including melody, rhythms and chords).</p> <p>I can evaluate how the venue, occasion and purpose affects the way a piece of music is created.</p> <p>I can analyse features within different pieces of music.</p> <p>I can compare and contrast the impact that different composers from different times have had on people of that time.</p>	<p>Developing percussion instrument skills, e.g. African Drumming</p> <p>Listen with attention, learning about rhythm and patterns</p> <p>Impact of music in WW2 – listen to popular music from the era and learn to sing the songs</p> <p>Use and understand the basics of staff and other musical notation</p> <p>KS2 production practice/performance</p> <p>Improvise music as accompaniment to films of S America</p> <p>Explore traditional music and respond</p> <p>Compose a class rap/song linked to environmental issues, using a range of instruments</p> <p>Compose music for adverts</p> <p>Choosing motivational music for working environment</p>