

Progression Documents

	By the end of Lower Ke	y Stage 2	
	I can recognise/identify styles and instruments used in: RnB, reggae, pop, film/classical and disco. (LA1 A)	I can recognise/identify styles and instruments used in: pop, film/classical, rap, soul/gospel.(LA1 B)	
	I can find a steady beat within the music and express the importance of a pulse within a piece of music. (LA2 A)	I can find a steady beat within the music and express the importance of a pulse within a piece of music. (LA2 B)	
	I can recognise the sounds of the musical instruments used within a certain piece of music/genre. (LA3 A)	I can continue to recognise the sounds of the musical instruments used within a certain piece of music/genre. (LA3 B)	
Listen and Appraise	I can identify the simple structure of a piece of music. (LA4A)	I can continue to identify the simple structure of a piece of music. (LA4 B)	
Арргаізе	I can use the correct musical language and use this to help me describe how the music makes me feel. (LA5 A)	I can more consistently use the correct musical language and use this to help me describe how the music makes me feel. (LA5 B)	
	I can place a piece of music in a timeline of different genres and composers. (LA6 A)	I can place a piece of music in a timeline of different genres and composers. (LA6 B)	
	I can continue to deepen my understanding of the inter- related dimensions of music: beat, rhythm, pitch, texture, tempo, dynamics and structure. (LA7 A)	I can continue to deepen my understanding of the inter-related dimensions of music: beat, rhythm, pitch, texture, tempo, dynamics, timbre and structure. (LA7 B)	
Inter-related	I can find and internalise the pulse on my own/with support with more confidence. (IRD1 A)	I can find the pulse and stay in time. (IRD1 B)	
Dimensions	I can demonstrate, more confidently, how pulse, rhythm and pitch work together. (IRD2 A)	I can demonstrate a fast and slow pulse. (IRD2 B)	
	I can clap/Play simple rhythms and copy one or two note pitches with more confidence. (IRD3 A)	I can clap/Play simple rhythms and copy one or two note pitches with more confidence. (IRD3 B)	
	I can create my own rhythm. (IRD4 A)	I can create my own rhythm and lead others, if asked. (IRD4 B)	
	I can explain, with more confidence, how pitch, rhythm, pulse, dynamics and tempo work together in a piece of music. (IRD5 A)	I can explain, with more confidence, how pitch, rhythm, pulse, dynamics and tempo work together in a piece of music. (IRD5 B)	



	I can work as part of a group and develop confidence to sing	I can sing as part of a group or alone, with confidence. (V1 B)	
	alone. (V1 A)		
	I can explain why warming up my voice is important. (V2 A)	I can show good technique when preparing to sing. (V2 B)	
Using Voices	I can project the meaning of a song. (V3 A)	I can perform a song stylistically and as musically as I can. (V3 B)	
U	I can sing in time with a group (pay attention to the pulse).	I can sing different parts of a song. (V4 B)	
	(V4 A)		
	I can follow a leader/conductor. (V5 A)	I can follow a leader/conductor with confidence. (V5 B)	
	I can play a classroom instrument, as part of a group, with	I can play a classroom instrument, as part of a group, with more	
	more knowledge and confidence. (PI1 A)	knowledge, confidence and ease. (PI1 B)	
	I can move between different parts. (PI2 A)	I can move between different parts.	
Playing		(starting to use notation) (PI2 B)	
	I can respond to basic cues from the conductor/leader. (PI3	I can respond to cues from the conductor/leader, with confidence.	
Instruments	A)	(PI3 B)	
	I can treat my instrument with care and respect. (PI4 A)	I can treat my instrument with care and respect. (PI4 B)	
	I can begin to play more confidently as part of an ensemble,	I can play more confidently as part of an ensemble, by ear. (PI5 B)	
	by ear. (PI5 A)		
	I can continue to explore and create simple musical sounds,	I can confidently explore and create simple musical sounds, with	
	with voices and instruments, within the context of songs	voices and instruments, within the context of songs being learnt. (I1	
	being learnt. (I1 A)	B)	
Improvisation	I can improvise with some confidence. (I2 A)	I can improvise more confidently. (I2 B)	
	I can begin to create my own rhythmic patterns that lead to	I can create my own rhythmic patterns that lead to melodies in a	
	melodies in a group or solo situation. (I3 A)	group or solo situation. (I3 B)	
	I can perform my improvisations on my own or within a	I can perform my improvisations on my own or within a group. (I4	
	group. (I4 A)	B)	

Composition	I can continue to create my own slightly more complex melodies. (C1 A)	I can create my own more complex melodies. (C1 B)
	I can compose using three or more notes. (C2 A)	I can compose using more than three notes. (C2 B)
	I can record my composition in a way I choose. (C3 A)	I can record my composition in more than one way. (C3 B)
	I can demonstrate an understanding of the inter-related	I can demonstrate an understanding of the inter-related
	dimensions of music. (C4 A)	dimensions of music. (C4 B)



Implementation

			Cycle A – LKS2		
	Charanga Unit:	Charanga Unit:	Charanga Unit:	Charanga Unit:	Charanga Unit:
	Let your Spirit Fly	Glockenspiel 1	Three Little Birds	Stop!	Mamma Mia!
		Christmas Play			
		Rehearsals			Reflect, Rewind, Replay
Curriculum Progression	LA1-7A	PI1-5 A	IRD1 - 5 A	IRD1-5 B	PI1-5 B
Code -	IRD1-5A	11-4 A	V1– 5 A	V1-5 B	I1-4 B
Focus for Unit			C1—4 A		C1-4 B
					LA1-7 B
					IRD1-5 B
Significant Composers	Kenneth Alford, Marvin		Bob Marley	Secret Agent 23 Skidoo,	ABBA
	Gaye, Barry White			Johan Strauss, Panjabi MC,	
				Astor Piazzolla, Sergio	Handel, Beethoven, Wagner,
				Mendes	Gershwin, Philip Glass

			Cycle B – LKS2		
	Charanga Unit:	Charanga Unit:	Charanga Unit:	Charanga Unit:	Charanga Unit:
	The Dragon Song	Glockenspiel 2	Bringing us Together	Blackbird	Lean on Me!
		Christmas Play			
		Rehearsals			Reflect, Rewind, Replay
Curriculum Progression	LA1-7A	PI1-5 A	IRD1 - 5 A	IRD1-5 B	I1-4 B
Code -	IRD1-5A	V1-5 A	I1-4 A	V1-5 B	C1-4 B
Focus for Unit			C1—4 A		LA1-7 B
					IRD1-5 B
Significant Composers	Traditional folk/pop		Nile Rogers, Chaka	The Beatles	Bill Withers, ACM Gospel Choir, Mary
	music, unknown		Khan, Sister Sledge,		Mary, Elvis Presley, Beethoven, Walter
	composers		McFadden &		Williams & Beyonce
			Whitehead, Rose		
			Royce		Robert Morton, Franz Joseph Haydn,
					Franz Liszt, Claude Debussy, Kenny
					Wheeler



Intended Impact

			LKS2 - Cycle	А	
	Charanga Unit:	Charanga Unit:	Charanga Unit:	Charanga Unit:	Charanga Unit:
	Let your Spirit	Glockenspiel 1	Three Little Birds	Stop!	Mamma Mia!
	Fly	Christmas Play			Reflect, Rewind, Replay
		Rehearsals			
	RnB and other Styles	Mixed styles	Reggae	Grime	Рор
Vocabulary introduced/embedded	Styles Pulse, rhythm, pitch, tempo, dynamics, texture, structure, Keyboard, piano, electric guitar, bass, drums, guitar, synthesizer, electric guitar, organ, backing vocals, Listen, talk, share, imagine, opinion, styles, intro/introduction, verse, chorus, hook, instrumentation,	Pulse, rhythm, pitch, tempo, dynamics, texture, structure, notation Keyboard, piano, organ, backing vocals, glockenspiel, Instrumentation, copy, call and respond, clap back, question and answer, melody, play, sing, pattern, make, experiment, improvise, rhythm, melodies, complex melodies, notes, pentatonic scale,	Pulse, rhythm, pitch, tempo, dynamics, texture, structure, notation Keyboard, piano, electric guitar, bass, drums, guitar, synthesizer, electric guitar, organ, backing vocals, glockenspiel, Listen, talk, share, imagine, opinion, styles, intro/introduction, verse, chorus, hook, instrumentation, copy, call and respond, clap back, question and answer, melody, play, sing, pattern, make, experiment, improvise, rhythm,	Pulse, rhythm, pitch, tempo, dynamics, texture, structure, notation Keyboard, piano, electric guitar, acoustic guitar, bass, drums, digital/electronic sounds, synthesizers, backing vocal, organ, instrument families Styles, intro/introduction, verse, chorus, hook, instrumentation, interpretation, stylistically, riff Copy, call and respond, clap back, question and answer, melody, play, sing, pattern,	 Pulse, rhythm, pitch, tempo, dynamics, texture, structure, notation Keyboard, piano, electric guitar, bass, drums, digital/electronic sounds, synthesizers, backing vocal, piano, organ, acoustic guitar, instrument families—wind, saxophone, flute, clarinet, oboe, strings, violin, cello, viola, double bass, percussion, timpani, glockenspiel, snare drum, brass, trumpet, trombone, tuba, French horn, orchestra Listen, talk, share, imagine, opinion, styles, intro/introduction, verse, chorus, hook, instrumentation, interpretation, stylistically, riff Copy, call and respond, clap back, question and answer, melody, play, sing, pattern, make, experiment, improvise,
	respond, clap back, question and	notation, notes, stave, crotchet, quaver, rest, stop,	melodies, complex melodies, notes, pentatonic scale, Compose, notation,	make, experiment, improvise, rhythm, melodies, complex melodies, notes, pentatonic	rhythm, melodies, complex melodies, notes, pentatonic scale, compose, notation, graphic, pictorial, video, notes,
	answer, melody, sing, pattern,	move, actions, shake, tap, ring, strike, solo, group, musical cues,	graphic, pictorial, video, notes, stave, crotchet, quaver, rest, stop, move,	scale, solo, group, musical cues, leader, conductor, ensemble, unison, technique	stave, crotchet, quaver, rest, minim, semibreve, stop, move, actions, shake, tap, ring, strike, solo, group, musical cues,
		leader, conductor, ensemble, unison	actions, shake, tap, ring, strike, solo, group, musical cues, leader, conductor, ensemble, unison		leader, conductor, ensemble, unison,



			LKS2 – Cycle		
	Charanga Unit:	Charanga Unit:	Charanga Unit:	Charanga Unit:	Charanga Unit:
	Let your Spirit Fly	Glockenspiel 1 Christmas Play	Three Little Birds	Stop!	Mamma Mia!
		Rehearsals			Reflect, Rewind, Replay
	*I know that genres of music use specific instruments and have a distinctive style. *I know how to identify the styles	*I know how to play a classroom instrument as part of a group with more knowledge and confidence.	*I know that the inter-related dimensions of music are beat/pulse, rhythm, pitch, texture, tempo, dynamics and structure.	*I know how to recognise and identify styles and instruments used in a range of musical genres. *I know how to find the steady	<u>Mamma Mial</u> *I know how to confidently follow a leader and understand and respect the importance of the conductor's role.
	of different genres with increasing confidence. *I know how to identify the	*I know how to move between different parts to play them.	*I know how to internalise the pulse with more confidence.	beat within the music and can express the importance of the pulse.	*I know how to play an instrument as part of a group, with more confidence, knowledge and musicality, including different parts.
	pulse/beat in a piece of music.	*I know how to respond to basic and	*I know how to clap, play simple rhythms and using different pitched notes with	*I know how to recognise and name the sounds of the musical instruments in the piece from their	*I know how to treat and play my instrument with increased respect and care.
l know	piece of music consists of verses and chorus and sometimes pre-	commonly understood cues from a	more confidence.	distinctive timbre.	*I know how to play confidently as part of an ensemble, developing my musical ear.
that/how to	chorus using the song lyrics to hear and see the structure.	conductor to know when to start, stop, change dynamic etc.	*I know how to create my own rhythms.	*I know that the pulse is a regular beat.	*I know how to confidently explore and create musical sounds with voices and instruments, within the context
	*I know that tempo means the speed and pace of the music.	*I know how to treat my instrument with	*I know how to explain how the interrelated dimensions of music work together in a piece	*I know that rhythm is a pattern of long and short sounds.	of songs being learnt. *I know how to improvise confidently and create
	*I know that pitch means high and low sounds.	care and respect.	of music.	*I know that pitch is high and low sounds.	rhythmic patterns that lead to melodies, either solo or as an ensemble.
	*I know that a rhythm is the pattern of long and short sounds.	*I know how to develop a musical ear to play more confidently and together as part of an	*I know how to work as part of a group and develop confidence to sing alone.	*I know that texture means the different layers within a piece of music (one sound making a thin	*I know how to perform my improvisations with confidence.
	*I know that tempo, pitch have an impact on the mood of the music.	ensemble. *I know that improvise	*I know how to communicate why warming up the voice is important.	texture, many sounds creating a thicker/richer texture)	*I know how to use more than three notes to compose a melody.
	*I know that a rhythmic pattern is a combination of different	means making it up on the spot.	*I know how to project the	*I know that tempo means the speed/pace of the music.	*I know how to create my own more complex melodies.
	rhythms. *I know how to describe how	*I know how to use an instrument to	meaning of the song by unpicking the words.	*I know that the dynamics means the volume of sounds (loud/soft)	*I know how to use different methods to record my compositions.
	music makes you feel using	improvise effectively.	*I know how to use my voice to sing in time with others, paying		



musical language such as pitch,	*I know how to use an	attention to the pulse of the	*I know that the timbre is the tone	*I know how to demonstrate an increased working
tempo, dynamics, rhythm, pulse.	instrument to	music.	or sounds quality made by different	knowledge and understanding of the inter-related
	create rhythmic		instruments.	dimensions of music.
*I know how that musical genres	patterns (a variety of	*I know how to follow a		Reflect, Rewind, Replay
and composers have a place in	rhythms holding long	leader/conductor carefully.	*I know how to clap/play simple	*I know how to recognise and identify styles and
history.	and short sounds).		rhythms and copy one or to note	instruments used in a range of musical genres.
		*I know how to develop	pitches with confidence.	
*I know how to follow and		rhythmic patterns using		*I know how to find the steady beat within the music
understand a musical timeline.		instruments into a melody	*I know how to create my own	and can express the importance of the pulse.
		using 2 or 3 notes.	rhythms and lead others.	
*I know that the inter-related				*I know how to recognise and name the sounds of the
dimensions of music are		*I know how to use	*I know how to explain how the	musical instruments in the piece from their distinctive
beat/pulse, rhythm, pitch, texture,		instruments to develop and	interrelated dimensions of music	timbre.
tempo, dynamics and structure.		create a more complex melody	work together, with increased	
		(using high and low pitches).	confidence.	*I know how to identify the structure of a piece of music
*I know how to internalise the				using the lyrics and pattern of music that is played or
pulse with more confidence.		*I know that compose means	*I know how to sing alone or as	sung.
		create.	part of a group with confidence.	
*I know how to clap, play simple				*I know how to how to use musical language to describe
rhythms and using different		*I know how to record a	*I know how to show good	how music makes me feel.
pitched notes with more		composition using video,	technique and breathing practices	
confidence.		pictorial or graphic.	when preparing to sing	*I know that the pulse is a regular beat.
*I know how to create my own		*I know that the inter-related	*I know how to sing with increasing	*I know that rhythm is a pattern of long and short
rhythms.		dimensions of music are the	musicality, connecting with the	sounds.
inytimis.		important elements used to	lyrics and the emotion of the song.	Sounds.
*I know how to explain how the		create music (pitch, duration,	Tyries and the emotion of the song.	*I know that pitch is high and low sounds.
interrelated dimensions of music		dynamics, tempo, timbre,		
work together in a piece of music.		texture, structure)		*I know how that texture means the different layers
				within a piece of music (one sound
				making a thin texture, many sounds creating a
				thicker/richer texture)
				*I know that tempo means the speed/pace of the music.
				······································
				*I know that the dynamics means the volume of sounds
				(loud/soft)
				*I know that the timbre is the tone or sounds quality
				made by different instruments.



		*I know that the structure is the order of sections within a piece of music.
		*I know how to place a piece of music on a timeline of different composers/genres.
		*I know how to clap/play simple rhythms and copy one or to note pitches with confidence. *I know how to create my own rhythms and lead others.
		*I know how to explain how the inter-related dimensions of music work together, with increased confidence.

			LKS2 - Cycle	В	
	Charanga Unit: The Dragon	Charanga Unit: Glockenspiel 2	Charanga Unit: Bringing us Together	Charanga Unit: Blackbird	Charanga Unit: Lean on Me!
	Song	Christmas Play Rehearsals			Reflect, Rewind, Replay
	Pop and Folk	Mixed styles	Disco	Рор	Gospel
	Pulse, rhythm, pitch, tempo, dynamics, texture,	Pulse, rhythm, pitch, tempo, dynamics, texture, structure	Pulse, rhythm, pitch, tempo, dynamics, texture, structure, notation	Pulse, rhythm, pitch, tempo, dynamics, texture, structure, notation	Pulse, rhythm, pitch, tempo, dynamics, texture, structure, notation
Vocabulary	structure	Glockenspiel,	Keyboard, piano, electric	Keyboard, piano, electric	Keyboard, piano, electric guitar, acoustic guitar, bass, drums, digital/electronic sounds, synthesizers, backing vocal, organ,
introduced/embedded	Keyboard, piano, electric guitar,	instrument families	guitar, bass, drums, guitar, synthesizer, electric guitar,	guitar, acoustic guitar, bass, drums, digital/electronic	instrument families—wind, saxophone, flute, clarinet, oboe, strings, violin, cello, viola, double bass, percussion, timpani,
	bass, drums, guitar, synthesizer, electric guitar, organ,	Play, pattern, make, experiment, improvise, rhythm,	organ, backing vocals, glockenspiel, instrument families—wind, saxophone,	sounds, synthesizers, backing vocal, organ, instrument families—wind, saxophone,	glockenspiel, snare drum, brass, trumpet, trombone, tuba, French horn, orchestra
	backing vocals	melodies, complex melodies, notes,	flute, clarinet, strings, percussion, brass, trumpet,	flute, clarinet, oboe, strings, violin, cello, viola, double	Listen, talk, share, imagine, opinion, styles, intro/introduction, verse, chorus, hook, instrumentation, interpretation,
	Listen, talk, share, imagine, opinion,	stave, crotchet, quaver, rest, stop,	trombone, orchestra	bass, percussion, timpani, glockenspiel, snare drum,	stylistically, riff
	styles, intro/introduction,	move, actions, shake, tap, ring, strike, solo,	Intro/introduction, verse, chorus, hook,	brass, trumpet, trombone, tuba, French horn, orchestra	Copy, call and respond, clap back, question and answer, melody, play, sing, pattern, make, experiment, improvise,
	verse, chorus,	group, musical cues,	instrumentation, copy, call		rhythm, melodies, complex melodies, notes, pentatonic scale,
	hook, instrumentation,	leader, conductor, ensemble, unison	and respond, clap back, question and answer,	Copy, call and respond, clap back, question and answer,	compose, notation, graphic, pictorial, video, notes, stave, crotchet, quaver, rest, minim, semibreve, stop, move, actions,



copy, call and	melody, play, sing, pattern,	melody, play, sing, pattern,	shake, tap, ring, strike, solo, group, musical cues, leader,
respond, clap back,	make, experiment,	make, experiment, improvise,	conductor, ensemble, unison, technique
question and	improvise, rhythm,	rhythm, melodies, complex	
answer, melody,	melodies, complex	melodies, notes, pentatonic	
sing, pattern	melodies, notes, pentatonic	scale, compose, notation,	
	scale, Compose, notation,	graphic, pictorial, video,	
	graphic, pictorial, video,	notes, stave, crotchet,	
	notes, stave, crotchet,	quaver, rest, minim,	
	quaver, rest, stop, move,	semibreve, stop, move,	
	actions, shake, tap, ring,	actions, shake, tap, ring,	
	strike, solo, group, musical	strike, solo, group, musical	
	cues, leader, conductor,	cues, leader, conductor,	
	ensemble, unison	ensemble, unison, technique	

			LKS2 – Cycle	e B	
I know that/how to	*I know that genres of music use specific instruments and have a distinctive style. *I know how to identify the styles of different genres with increasing confidence. *I know how to identify the pulse/beat in a piece of music.	*I know how to play a classroom instrument as part of a group with more knowledge and confidence. *I know how to move between different parts to play them. *I know how to respond to basic and commonly understood cues from a conductor to know	LKS2 – Cycle *I know that the inter- related dimensions of music are beat/pulse, rhythm, pitch, texture, tempo, dynamics and structure. *I know how to internalise the pulse with more confidence. *I know how to clap, play simple rhythms and using different pitched notes with more confidence.	 B *I know how to recognise and identify styles and instruments used in a range of musical genres. *I know how to find the steady beat within the music and can express the importance of the pulse. *I know how to recognise and name the sounds of the musical instruments in the piece from their distinctive timbre. 	Lean on Me! *I know how to improvise confidently and create rhythmic patterns that lead to melodies, either solo or as an ensemble. *I know how to perform my improvisations with confidence. *I know how to use more than three notes to compose a melody. *I know how to create my own more complex melodies. *I know how to use different methods to record my compositions. *I know how to demonstrate an increased working knowledge
	*I know that the structure of a piece of music consists of verses and chorus and sometimes pre- chorus using the song lyrics to hear and see the structure.	when to start, stop, change dynamic etc. *I know how to treat my instrument with care and respect. *I know how to develop a musical ear to play more confidently and	*I know how to create my own rhythms. *I know how to explain how the interrelated dimensions of music work together in a piece of music.	 *I know that the pulse is a regular beat. *I know that rhythm is a pattern of long and short sounds. *I know that pitch is high and low sounds. 	and understanding of the inter-related dimensions of music. <u>Reflect, Rewind, Replay</u> *I know how to recognise and identify styles and instruments used in a range of musical genres. *I know how to find the steady beat within the music and can express the importance of the pulse. *I know how to recognise and name the sounds of the musical instruments in the piece from their distinctive timbre.



	Music Curriculum						
*I know that tempo	together as part of an	*I know that improvise	*I know that texture means				
means the speed and	ensemble.	means making it up on the	the different layers within a	*I know how to identify the structure of a piece of music using			
pace of the music.		spot.	piece of music (one sound	the lyrics and pattern of music that is played or sung.			
	*I know that		making a thin texture, many				
*I know that pitch	improvise means	*I know how to use an	sounds creating a	*I know how to how to use musical language to describe how			
means high and low	making it up on the	instrument to improvise	thicker/richer texture)	music makes me feel.			
sounds.	spot.	effectively.					
			*I know that tempo means	*I know that the pulse is a regular beat.			
*I know that a rhythm	*I know how to use	*I know how to use an	the speed/pace of the music.				
is the pattern of long	an instrument to	instrument to create		*I know that rhythm is a pattern of long and short sounds.			
and short sounds.	improvise effectively.	rhythmic patterns (a variety	*I know that the dynamics				
		of rhythms holding long	means the volume of sounds	*I know that pitch is high and low sounds.			
*I know that tempo,	*I know how to use	and short sounds).	(loud/soft)				
pitch have an impact	an instrument to			*I know how that texture means the different layers within a			
on the mood of the	create rhythmic	*I know how to develop	*I know that the timbre is the	piece of music (one sound			
music.	patterns (a variety of	rhythmic patterns using	tone or sounds quality made	making a thin texture, many sounds creating a thicker/richer			
	rhythms holding long	instruments into a melody	by different instruments.	texture)			
*I know that a	and short sounds).	using 2 or 3 notes					
rhythmic pattern is a			*I know how to clap/play	*I know that tempo means the speed/pace of the music.			
combination of	*I know how to	*I know how to use	simple rhythms and copy one				
different rhythms.	develop rhythmic	instruments to develop and	or to note pitches with	*I know that the dynamics means the volume of sounds			
	patterns using	create a more complex	confidence.	(loud/soft)			
*I know how to	instruments into a	melody (using high and low					
describe how music	melody using 2 or 3	pitches).	*I know how to create my	*I know that the timbre is the tone or sounds quality made by			
makes you feel using	notes.		own rhythms and lead others.	different instruments.			
musical language		*I know that compose					
such as pitch, tempo,		means create.	*I know how to explain how	*I know that the structure is the order of sections within a piece			
dynamics, rhythm,			the interrelated dimensions	of music.			
pulse.		*I know how to record a	of music work together, with				
		composition using video,	increased confidence.	*I know how to place a piece of music on a timeline of different			
*I know how that		pictorial or graphic.		composers/genres.			
musical genres and			*I know how to sing alone or				
composers have a		*I know that the inter-	as part of a group with	*I know how to clap/play simple rhythms and copy one or to			
place in history.		related dimensions of	confidence.	note pitches with confidence.			
		music are the important					
*I know how to		elements used to create	*I know how to show good	*I know how to create my own rhythms and lead others.			
follow and		music (pitch, duration,	technique and breathing				
understand a musical		dynamics, tempo, timbre,	practices when preparing to	*I know how to explain how the inter-related dimensions of			
timeline.		texture, structure)	sing	music work together, with increased confidence.			
			*I know how to sing with				
			increasing musicality,				



-		Music Curricul		
			connecting with the lyrics and	
			the emotion of the song.	
*I know that genres	*I know how to play a	*I know that the inter-	*I know how to recognise and	Lean on Me!
of music use specific	classroom instrument	related dimensions of	identify styles and	*I know how to improvise confidently and create rhythmic
instruments and have	as part of a group	music are beat/pulse,	instruments used in a range	patterns that lead to melodies, either solo or as an ensemble.
a distinctive style.	with more knowledge	rhythm, pitch, texture,	of musical genres.	
	and confidence.	tempo, dynamics and		*I know how to perform my improvisations with confidence.
*I know how to		structure.	*I know how to find the	
identify the styles of	*I know how to move		steady beat within the music	*I know how to use more than three notes to compose a
different genres with	between different	*I know how to internalise	and can express the	melody.
increasing	parts to play them.	the pulse with more	importance of the pulse.	
confidence.		confidence.		*I know how to create my own more complex melodies.
	*I know how to		*I know how to recognise and	
*I know how to	respond to basic and	*I know how to clap, play	name the sounds of the	*I know how to use different methods to record my
identify the	commonly	simple rhythms and using	musical instruments in the	compositions.
pulse/beat in a piece	understood cues from	different pitched notes with	piece from their distinctive	
of music.	a conductor to know	more confidence.	timbre.	*I know how to demonstrate an increased working knowledge
	when to start, stop,			and understanding of the inter-related dimensions of music.
*I know that the	change dynamic etc.	*I know how to create my	*I know that the pulse is a	
structure of a piece of		own rhythms.	regular beat.	Reflect, Rewind, Replay
music consists of	*I know how to treat			*I know how to recognise and identify styles and instruments
verses and chorus	my instrument with	*I know how to explain	*I know that rhythm is a	used in a range of musical genres.
and sometimes pre-	care and respect.	how the interrelated	pattern of long and short	
chorus using the song		dimensions of music work	sounds.	*I know how to find the steady beat within the music and can
lyrics to hear and see	*I know how to	together in a piece of		express the importance of the pulse.
the structure.	develop a musical ear	music.	*I know that pitch is high and	
	to play more		low sounds.	*I know how to recognise and name the sounds of the musical
*I know that tempo	confidently and	*I know that improvise		instruments in the piece from their distinctive timbre.
means the speed and	together as part of an	means making it up on the	*I know that texture means	
pace of the music.	ensemble.	spot.	the different layers within a	*I know how to identify the structure of a piece of music using
			piece of music (one sound	the lyrics and pattern of music that is played or sung.
*I know that pitch	*I know that	*I know how to use an	making a thin texture, many	
means high and low	improvise means	instrument to improvise	sounds creating a	*I know how to how to use musical language to describe how
sounds.	making it up on the	effectively.	thicker/richer texture)	music makes me feel.
	spot.			
*I know that a rhythm		*I know how to use an	*I know that tempo means	*I know that the pulse is a regular beat.
is the pattern of long	*I know how to use	instrument to create	the speed/pace of the music.	
and short sounds.	an instrument to	rhythmic patterns (a variety		*I know that rhythm is a pattern of long and short sounds.
	improvise effectively.	of rhythms holding long	*I know that the dynamics	
*I know that tempo,		and short sounds).	means the volume of sounds	*I know that pitch is high and low sounds.
pitch have an impact	*I know how to use		(loud/soft)	
	an instrument to			



	that the timbre is the *I know how that texture means the different layers within a
music patterns (a variety of rhythmic patterns using tope or s	
induse. patients (a valiety of inflyting patients using tone of s	sounds quality made piece of music (one sound
rhythms holding long instruments into a melody by differ	rent instruments. making a thin texture, many sounds creating a thicker/richer
*I know that a and short sounds). using 2 or 3 notes	texture)
rhythmic pattern is a *I know	how to clap/play
combination of *I know how to *I know how to use simple r	hythms and copy one *I know that tempo means the speed/pace of the music.
different rhythms. develop rhythmic instruments to develop and or to not	te pitches with
patterns using create a more complex confider	nce. *I know that the dynamics means the volume of sounds
*I know how to instruments into a melody (using high and low	(loud/soft)
describe how music melody using 2 or 3 pitches). *I know	how to create my
makes you feel using notes. own rhy	thms and lead others. *I know that the timbre is the tone or sounds quality made by
musical language *I know that compose	different instruments.
such as pitch, tempo, means create. *I know	how to explain how
dynamics, rhythm, the inter	rrelated dimensions *I know that the structure is the order of sections within a piece
pulse. *I know how to record a of music	c work together, with of music.
composition using video, increase	ed confidence.
*I know how that pictorial or graphic.	*I know how to place a piece of music on a timeline of different
musical genres and *I know	how to sing alone or composers/genres.
composers have a *I know that the inter- as part of	of a group with
place in history. related dimensions of confider	nce. *I know how to clap/play simple rhythms and copy one or to
music are the important	note pitches with confidence.
*I know how to elements used to create *I know	how to show good
follow and music (pitch, duration, technique	ue and breathing *I know how to create my own rhythms and lead others.
understand a musical dynamics, tempo, timbre, practices	s when preparing to
timeline. texture, structure) sing	*I know how to explain how the inter-related dimensions of
	music work together, with increased confidence.
*I know	how to sing with
increasir	ng musicality,
connect	ing with the lyrics and
the emo	tion of the song.