



**LITTLE BOWDEN  
PRIMARY SCHOOL**

*'Working together to love learning'*

**THE MUSIC CURRICULUM:  
A PROGRESSION**

## Whole School Music Progression Map

At Little Bowden, our Music Education progression is **ambitious, memorable and diverse**, and is developed using the Leicestershire Music Hub's Primary scheme of work. At Little Bowden Primary School, our music curriculum is designed to give children a comprehensive understanding of music through listening, singing, playing, evaluating, analysing, and composing in various styles, traditions, and genres. We aim to spark curiosity and foster a deep appreciation for all forms of music, promoting an inclusive and respectful environment. Our goal is for every child to develop a love for music and have opportunities to progress in their creative abilities. In EYFS progression is through a range of learnt songs, and exposure to the various elements of music, children learn about all the key topics that Years 1-6 cover in a foundational experience such as: finding the pulse of songs, using their voices, developing rhythm, locating pitch, understanding the basic structure of songs and listening to a variety of music from 20<sup>th</sup> Century to current.

Years 1-6 follow a spiral curriculum pattern whereby the six topics: pitch, voice, rhythm, pitch, music technology, structure and form, and 20<sup>th</sup> Century music are taught one unit per term with each year group covering the same topic each term. Not only is this effective for observing the vertical strands of progression in the curriculum but also helpful to see the depth and range of material that children are expected to show year on year.

### Intent

At Little Bowden Primary School, our music curriculum is designed to give children a comprehensive understanding of music through listening, singing, playing, evaluating, analysing, and composing in various styles, traditions, and genres. We aim to spark curiosity and foster a deep appreciation for all forms of music, promoting an inclusive and respectful environment. Our goal is for every child to develop a love for music and have opportunities to progress in their creative abilities.

## **Implementation**

Music is an integral part of our school life, with children engaging in music activities regularly. Our curriculum ensures that students sing, listen, play, perform, and evaluate music through:

- **Weekly Classroom Lessons:** Following the Leicestershire Schools Music Scheme of Work, our lessons are designed to be inclusive, engaging, and aligned with the National Plan for Music Education. Each lesson sequence builds on previous knowledge, allowing children to deepen and apply their understanding. We follow the Department for Education's (DfE) recommendation that primary school pupils receive a minimum of one hour of music education per week, seen through weekly music lessons, singing assemblies, and integrated music activities throughout the curriculum. We believe ensuring consistent and sufficient time for music education helps children develop their musical skills and appreciation for the subject effectively.
- **Weekly Singing Assemblies and Performances:** These sessions provide a platform for both KS1 and KS2 pupils to practice and showcase their vocal skills.
- **Instrumental Learning:** Children learn to play various percussion instruments and recorders. Through the delivered programme of lessons children are engaged with music technology and ICT in music-making to broaden their understanding, along with an appreciation of 20th-century music among a diverse selection of genres.
- **Composition and Performance:** Students explore body percussion and vocal sounds, enhancing their grasp of musical elements without the complexity of instruments.
- **Visiting Music Specialists:** We offer instrument tuition, weekly singing, and performance sessions for all KS2 students. There are also after-school and SEN support groups.
- **Extracurricular Clubs:** Our orchestra, recorder, and drumming clubs welcome children of all ages and abilities, providing additional opportunities to engage with music.

### **Impact**

Through our music programme, children at Little Bowden Primary School can enjoy music as listeners, creators, and performers. They develop an understanding of cultural and historical contexts, both personally and globally. Our students learn to analyse and appreciate music, feel a pulse, and compose and perform confidently.

Beyond the National Curriculum, we offer:

- **Guest Musicians and Performances:** Students experience live music from visiting artists and participate in collaborative music days with other schools.
- **Community Engagement:** Our pupils often perform in the wider community, showcasing their talents and building confidence.
- **Showcasing External Talents:** We encourage children to share their musical interests and achievements in class and assemblies, ensuring everyone feels valued and challenged.

Our programme provides a solid foundation for children to continue their musical journey, whether they pursue it further or simply enjoy it throughout their lives.

## **Music in the Early Years**

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. However, the two areas where the EYFS curriculum most clearly aligned to music in the national curriculum are in the areas of Understanding the World and Expressive Arts and Design.



Understanding the World encompasses the Early Learning Goals (ELGs) of Past and Present, People, Culture and Communities, and the Natural World. It states that the following:

Children are to listen to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.

Expressive Arts and Design enlists the ELGs of Creating with Materials and Being Imaginative and Expressive.

As a area it qualifies: the quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. In addition to this the ELG of Being Imaginative and Expressive states: children at the expected level of development will: - 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

	HT1	HT2	HT3	HT4	HT5	HT6
EYFS	Understanding the World Expressive Arts and Design	Understanding the World Expressive Arts and Design	Understanding the World Expressive Arts and Design	Understanding the World Expressive Arts and Design	Understanding the World Expressive Arts and Design	Understanding the World Expressive Arts and Design
Year 1	Pulse	Voice	Rhythm	Pitch	Technology, Structure & Form	20 <sup>th</sup> Century Music
Year 2	Pulse	Voice	Rhythm	Pitch	Technology, Structure & Form	20 <sup>th</sup> Century Music
Year 3	Pulse	Voice	Rhythm	Pitch	Technology, Structure & Form	20 <sup>th</sup> Century Music
Year 4	Pulse	Voice	Rhythm	Pitch	Technology, Structure & Form	20 <sup>th</sup> Century Music
Year 5	Pulse	Voice	Rhythm	Pitch	Technology, Structure & Form	20 <sup>th</sup> Century Music
Year 6	Pulse	Voice	Rhythm	Pitch	Technology, Structure & Form	20 <sup>th</sup> Century Music

 Little Bowden Primary School Music Curriculum Map 						
Music						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS – ELGS</b>  Prime Areas of Learning:  Specific Areas of Learning:	<u><b>Understanding the World (Autumn)</b></u> <i>Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.</i>		<u><b>Understanding the World (Spring)</b></u> <i>Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.</i>		<u><b>Understanding the World (Summer)</b></u> <i>Listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.</i>	
<u><b>Understanding the World</b></u> Past and Present. People, Culture and Communities The Natural World  <u><b>Expressive Arts and Design</b></u> Creating with Materials	<u><b>Expressive Arts and Design</b></u> <i>The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</i>	<u><b>Imaginative and Expressive (Autumn)</b></u> Children should be working at a level which sees them: *Enjoying in with dancing and singing games *Singing a few familiar songs *Beginning to move rhythmically *Imitating movement in response to music *Tapping out simple repeated rhythms *Exploring and learning how sounds can be changed	<u><b>Creating with Materials Being (Spring)</b></u> Children should be building their repertoire of nursery rhymes, songs and class favourite music Children should explore moving in different ways to different types and speeds/genres of music. In line with our 'No Outsiders' ethos, children will share genres of appropriate (e.g no swearing etc) music that they listen to as a family.They should be taught to listen to the pace and beat of the music, with adults initially modelling movement that is		<u><b>Creating with Materials Being (Summer)</b></u> Children should be able to make sounds as descriptions on instruments that link to their own emotions or feelings or movements i.e. upbeat, slow, loud, soft etc. They should be enabled to verbalise the decisions they have made and how it links to how they are feeling or how a character in a book or another person is feeling. Children should be able to talk in simplistic terms how music and movement has an impact on how they feel. Adults should model the music they listen to, that makes they feel happy or sad etc. Children	

<p>Being Imaginative and Expressive</p>	<p><b><u>Imaginative and Expressive</u> Children at the expected level of development will:</b> - <i>Invent, adapt and recount narratives and stories with peers and their teacher;</i> - <i>Sing a range of well-known nursery rhymes and songs;</i> - <i>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</i></p>		<p>appropriate. Children should then be enabled to move as the music makes them feel. <b><u>Imaginative and Expressive (Spring)</u></b> Children should be working at a level which sees them: *Exploring and learning how sounds can be changed *Singing songs, making music and experimenting with ways of changing them *Beginning to build a repertoire of songs and dances *Exploring the different sounds of instruments</p>		<p>can revisit that it is OK to like or dislike different types of music and should be enabled to explain their reasoning. Children should be able to put emotion into their movement i.e understand that movements can show enthusiasm, energy, fear and begin to put some mime actions into their movements.</p>	
<p>Year 1</p>	<p><b>Pulse</b></p> <ol style="list-style-type: none"> <li>1. Create, explore, respond and identify long and short sounds</li> <li>2. Create, explore, respond and identify long and short sounds.</li> <li>3. Keep a steady pulse and perform simple rhythms</li> <li>4. Keep a steady pulse and perform simple rhythms</li> <li>5. Create a group performance using instruments to keep the pulse or play a rhythm</li> </ol>	<p><b>Voice</b></p> <ol style="list-style-type: none"> <li>1. Sing and perform songs, which contain a small range of notes, using clear diction and pitch match with increasing accuracy.</li> <li>2. Sing call and response songs which contain a small range of notes, pitch matching accurately and perform</li> </ol>	<p><b>Rhythm</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate and explain the difference between pulse and rhythm</li> <li>2. Confidently copy given rhythms</li> <li>3. Play along to a pulse and maintain a steady tempo</li> <li>4. Record rhythms and perform them using a graphic score</li> <li>5. Perform as part of a group and play rhythms in time.</li> <li>6. Listen to ideas from others and use</li> </ol>	<p><b>Pitch</b></p> <ol style="list-style-type: none"> <li>1. Identify and explain the difference between high and low pitched sounds.</li> <li>2. Recognise changes in pitch when singing and listening to musical sounds.</li> <li>3. Use pitch and timbre to create my own composition</li> <li>4. Use my voice and instruments to show different pitches and timbres. I can represent a sound</li> </ol>	<p><b>Technology, Structure &amp; Form</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding of musical structure</li> <li>2. Use technology to create and change sounds.</li> <li>3. Use technology to create and change sounds</li> <li>4. Demonstrate an understanding</li> </ol>	<p><b>20<sup>th</sup> Century Music</b></p> <ol style="list-style-type: none"> <li>1. Identify and perform features of contemporary folk music.</li> <li>2. Identify and perform features of experimental music</li> <li>3. Identify and perform features of disco music.</li> <li>4. Create and practise a piece of music using features of other genres</li> <li>5. Create and improve a piece of music using features of other genres</li> </ol>



	<p><b>6.</b> Comment on my own and other people's performances.</p>	<p><b>3.</b> actions in time. Sing and perform songs, which contain a small range of notes using dynamics and follow performance instructions including starting and stopping with accuracy.</p> <p><b>4.</b> Sing and perform songs, which contain a small range of notes, following performance instructions including starting and stopping with accuracy and recognise changes of pitch within a song.</p> <p><b>5.</b> Use dynamics and actions to enhance my performance, pitch match accurately and follow performance instructions. I</p>	<p>them to help improve my work</p>	<p>using graphic notation.</p> <p><b>5.</b> Use my voice and instruments to show different pitches and timbres. I can represent a sound using graphic notation.</p> <p><b>6.</b> Comment on my own and other's performances using Yr 1 vocabulary learnt</p>	<p>of musical structure</p> <p><b>5.</b> Demonstrate an understanding of musical structure</p> <p><b>6.</b> Comment and respond to recordings of own and other's compositions</p>	<p><b>6.</b> Comment on my own and other people's performances.</p>
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		<p>6. can comment on my own performance. Use dynamics and actions to enhance my performance, pitch match accurately and follow performance instructions</p>				
<p><b>Year 2</b></p>	<p><b>Pulse</b></p> <ol style="list-style-type: none"> <li>1. Chant / play with a good sense of pulse and perform using graphic notation</li> <li>2. Chant / play with a good sense of pulse and respond to visual and aural cues.</li> <li>3. Read stick notation to represent crotchets, paired quavers and crotchet rests</li> <li>4. Compose my own piece using stick notation for crotchets, paired quavers and crotchet rests</li> </ol>	<p><b>Voice</b></p> <ol style="list-style-type: none"> <li>1. Sing with accuracy and follow performance instructions (including starting and stopping).</li> <li>2. Sing with accuracy and follow performance instructions (including starting, stopping and using dynamics).</li> </ol>	<p><b>Rhythm</b></p> <ol style="list-style-type: none"> <li>1. Recognise and perform rhythmic patterns in songs.</li> <li>2. Perform parts of a song with a good sense of pulse and rhythm</li> <li>3. Perform parts of a song with a good sense of pulse and rhythm</li> <li>4. Use stick notation to record a rhythm and to help me perform it.</li> <li>5. Perform in a group, playing rhythms accurately with a steady pulse.</li> </ol>	<p><b>Pitch</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate awareness of a link between shape, pitch and rhythm using graphic notation.</li> <li>2. Demonstrate increased understanding of basic musical features such as volume, pitch and dynamics</li> <li>3. Demonstrate awareness of a link between shape, pitch and rhythm using graphic notation.</li> </ol>	<p><b>Technology, Structure &amp; Form</b></p> <ol style="list-style-type: none"> <li>1. Listen to, and make observations about, a variety of live and recorded music</li> <li>2. Experiment changing and combining sounds through technology</li> <li>3. Experiment changing and combining</li> </ol>	<p><b>20<sup>th</sup> Century Music</b></p> <ol style="list-style-type: none"> <li>1. Identify and perform features of Film Music</li> <li>2. Identify and perform features of Beatles' music.</li> <li>3. Identify and perform features of Modern Bhangra music.</li> <li>4. Create a piece of music using features of different genres.</li> <li>5. Create and practise a piece of music using features of different genres.</li> </ol>

	<p><b>5.</b> Perform my composition as part of a group in time to the pulse</p> <p><b>6.</b> Comment on my own and other people's performances using Yr 2 vocabulary learnt</p>	<p><b>3.</b> Sing with accuracy and follow performance instructions and recognise and demonstrate a link between pitch and shape using graphic notation.</p> <p><b>4.</b> Sing with accuracy and follow performance instructions (including starting, stopping, dynamics and tempo).</p> <p><b>5.</b> Sing with accuracy and follow performance instructions. I can recognise and demonstrate a link between pitch and shape using graphic notation.</p> <p><b>6.</b> Sing with accuracy and follow performance</p>	<p><b>6.</b> Comment on my own and other people's performances using Year 2 vocabulary learnt</p>	<p><b>4.</b> Use graphic notation to show pitch, rhythm and volume and perform from the score</p> <p><b>5.</b> Understand how to use musical features such as rhythm, pitch and volume and can demonstrate them in performance</p> <p><b>6.</b> Comment on my own and other's performances using Yr 2 vocabulary learnt</p>	<p>sounds through technology</p> <p><b>4.</b> Create and perform simple rhythms following a given structure</p> <p><b>5.</b> Create and perform simple rhythms following a given structure</p> <p><b>6.</b> Comment on my own and other people's performances using Yr 2 vocabulary learnt.</p>	<p><b>6.</b> Comment on my own and other people's performances</p>
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		<p>instructions (including starting, stopping, dynamics and tempo). I understand how to be a good performer.</p>				
<p><b>Year 3</b></p>	<p><b>Pulse</b></p> <ol style="list-style-type: none"> <li>1. Sing and play confidently while maintaining a steady pulse</li> <li>2. Use standard notation to compose my own rhythms, using crotchets, paired quavers and crotchet rests</li> <li>3. Apply word chants to rhythms and link each syllable to a musical note</li> <li>4. Compose and perform an ostinato using standard notation</li> <li>5. Maintain a part in a piece and respond to visual and aural cues.</li> <li>6. Suggest ways to improve my own and other's work using musical vocabulary</li> </ol>	<p><b>Voice</b></p> <ol style="list-style-type: none"> <li>1. Sing fluently in unison and pitch match accurately.</li> <li>2. Sing fluently in unison and pitch match accurately using dynamics</li> <li>3. Maintain my part when singing a song with more than one part, following performance directions.</li> <li>4. Sing fluently in unison and use expression to convey the meaning of the song.</li> <li>5. Use dynamics, expression and actions</li> </ol>	<p><b>Rhythm</b></p> <ol style="list-style-type: none"> <li>1. Play rhythms confidently whilst maintaining a consistent pulse</li> <li>2. Demonstrate that I understand the difference between pulse and rhythm whilst performing songs and playing instruments.</li> <li>3. Play rhythms confidently while maintaining a consistent pulse</li> <li>4. Take part in a performance, follow musical signals and maintain a strong sense of pulse</li> <li>5. Take part in a performance, follow musical signals and maintain a strong sense of pulse</li> <li>6. Comment on my own and other people's</li> </ol>	<p><b>Pitch</b></p> <ol style="list-style-type: none"> <li>1. Aurally identify basic changes in pitch within a limited range</li> <li>2. Begin to create simple rhythmic patterns, melodies and accompaniments</li> <li>3. Aurally identify, recognise, and use graphic notation to represent basic changes in pitch within a limited range</li> <li>4. Begin to create simple rhythmic patterns, melodies and accompaniment</li> <li>5. Begin to create simple rhythmic patterns, melodies and accompaniment</li> </ol>	<p><b>Technology, Structure &amp; Form</b></p> <ol style="list-style-type: none"> <li>1. Listen to and use features of music from other traditions, genres and times and use technology to create, change and combine sounds</li> <li>2. Compose following the basic sections of song structure</li> <li>3. Compose following the basic sections of song structure</li> <li>4. Compose following the basic sections of song structure</li> <li>5. Use technology to create,</li> </ol>	<p><b>20<sup>th</sup> Century Music</b></p> <ol style="list-style-type: none"> <li>1. Identify and perform features of House music.</li> <li>2. Identify and perform features of Reggae music.</li> <li>3. Identify and perform features of Rock and Roll music.</li> <li>4. Create a piece of music using features of different genres.</li> <li>5. Create and practise a piece of music using features of different genres.</li> <li>6. Comment on my own and other people's performances.</li> </ol>

		<p>when I sing and follow performance directions</p> <p><b>6.</b> Perform with confidence in unison and in parts, using expression, actions and dynamics and comment on my own and other's performances using Yr 3 vocabulary.</p>	<p>performances using Yr 3 vocabulary learnt</p>	<p><b>6.</b> Comment on my own and other's performances using Yr 3 vocabulary learnt</p>	<p>change and combine sounds</p> <p><b>6.</b> Comment on my own and other people's performances using Yr 3 vocabulary learnt</p>	
Year 4	<p><b>Pulse</b></p> <ol style="list-style-type: none"> <li>1. Play confidently, identifying and maintaining a steady pulse</li> <li>2. Perform and lead simple pieces in 4/4 time using ostinatos and drones</li> <li>3. Maintain an independent part in a small group piece that includes a ground bass, and offer comments about my own and others' work and ways to improve.</li> </ol>	<p><b>Voice</b></p> <ol style="list-style-type: none"> <li>1. Sing fluently with an awareness of my breathing and pronunciation.</li> <li>2. Sing with an awareness of my breathing and pronunciation and sing fluently in unison and pitch match accurately.</li> <li>3. Sing fluently and can maintain an</li> </ol>	<p><b>Rhythm</b></p> <ol style="list-style-type: none"> <li>1. Perform rhythmic phrases accurately, whilst maintaining a steady sense of pulse</li> <li>2. Follow rhythm notation, accurately play a rhythmic phrase and maintain a steady sense of pulse</li> <li>3. Create and perform different rhythms and play them confidently within a set structure.</li> <li>4. Use graphic and standard notation to compose and notate rhythms and perform</li> </ol>	<p><b>Pitch</b></p> <ol style="list-style-type: none"> <li>1. Respond to songs and music creatively and explore different pitch sounds</li> <li>2. Aurally recognise, use and respond to musical symbols and basic changes to pitch within a limited range.</li> <li>3. Aurally recognise, use and respond to musical symbols and basic changes to pitch within a limited range.</li> </ol>	<p><b>Technology, Structure &amp; Form</b></p> <ol style="list-style-type: none"> <li>1. Recognise, respond and use multiple sections within song structure</li> <li>2. Recognise, respond and use multiple sections within song structure</li> <li>3. Use voice, sounds, technology and instruments in creative ways</li> </ol>	<p><b>20<sup>th</sup> Century Music</b></p> <ol style="list-style-type: none"> <li>1. Identify and perform features of Minimalism</li> <li>2. Identify and perform features of musicals.</li> <li>3. Identify and perform features of Pop music</li> <li>4. Create a piece of music using features of different genres.</li> <li>5. Create and practise a piece of music using features of different genres</li> <li>6. Comment on my own and other people's performances</li> </ol>

	<ol style="list-style-type: none"> <li>4. Maintain an independent part in a small group piece that includes a syncopated rhythm, and offer comments about my own and others' work and ways to improve.</li> <li>5. Compose, perform and lead simple pieces, maintaining an independent part.</li> <li>6. Offer comments about my own and others' work and ways to improve, using appropriate musical vocabulary.</li> </ol>	<ol style="list-style-type: none"> <li>4. independent part. Sing fluently and with an awareness of my breathing and pronunciation.</li> <li>5. Sing fluently with confidence and with an awareness of my breathing and pronunciation.</li> <li>6. Sing fluently with confidence and with an awareness of my breathing and pronunciation and comment on my own and other's performances.</li> </ol>	<ol style="list-style-type: none"> <li>5. them to a steady pulse. Create and perform different rhythms and play them confidently within a set structure.</li> <li>6. Assess musical performances, offering constructive feedback on my own and others' work.</li> </ol>	<ol style="list-style-type: none"> <li>4. Create simple rhythmic patterns, melodies and accompaniments.</li> <li>5. Create simple rhythmic patterns, melodies and accompaniments.</li> <li>6. Comment on my own and other's performances using Yr 4 vocabulary learnt</li> </ol>	<ol style="list-style-type: none"> <li>4. Use voice, sounds, technology and instruments in creative ways</li> <li>5. Use voice, sounds, technology and instruments in creative ways</li> <li>6. Comment on my own and other people's performances using Yr 4 vocabulary learnt</li> </ol>	
<p><b>Year 5</b></p>	<p style="text-align: center;"><b>Pulse</b></p> <ol style="list-style-type: none"> <li>1. Play confidently, identifying and maintaining a strong sense of pulse</li> <li>2. Create graphic notation to represent rhythms.</li> </ol>	<p style="text-align: center;"><b>Voice</b></p> <ol style="list-style-type: none"> <li>1. Sing and maintain an independent part with increasing awareness of other parts.</li> <li>2. Sing and maintain an</li> </ol>	<p style="text-align: center;"><b>Rhythm</b></p> <ol style="list-style-type: none"> <li>1. Use and respond to basic musical symbols including standard notation</li> <li>2. Use a variety of timbres and techniques when creating and playing music</li> </ol>	<p style="text-align: center;"><b>Pitch</b></p> <ol style="list-style-type: none"> <li>1. Explore the meaning of pitch and the pitch qualities of different instruments.</li> <li>2. Play from standard pitch notation in the treble clef</li> </ol>	<p style="text-align: center;"><b>Technology, Structure &amp; Form</b></p> <ol style="list-style-type: none"> <li>1. Use and identify some key features of musical structures</li> </ol>	<p style="text-align: center;"><b>20<sup>th</sup> Century Music</b></p> <ol style="list-style-type: none"> <li>1. Identify and perform features of Jazz music</li> <li>2. Identify and perform features of Expressionism</li> <li>3. Identify and perform features of Film music</li> </ol>

	<p><b>3.</b> Independently maintain a part in a group performance.</p> <p><b>4.</b> Read and play musical notation to create rhythms.</p> <p><b>5.</b> Help to compose a group performance using either standard or graphic notation.</p> <p><b>6.</b> Perform a composed piece as part of a group</p>	<p>independent part with increasing awareness of other parts and interpret the melody shape of a song in a graphic score format.</p> <p><b>3.</b> Sing and maintain an independent part with increasing awareness of other parts and perform sounds made by my voice.</p> <p><b>4.</b> Sing and maintain an independent part with increasing awareness of other parts.</p> <p><b>5.</b> Sing and maintain an independent part with increasing awareness of other parts.</p> <p><b>6.</b> Comment on my own and other people's performances using Yr 5</p>	<p><b>3.</b> Create and play rhythms within a range of time signatures</p> <p><b>4.</b> Use and respond to basic musical symbols including standard notation</p> <p><b>5.</b> Maintain a rhythmic part in a group performance with an awareness of structure.</p> <p><b>6.</b> Comment on my own and other people's performances using Yr 5 vocabulary learnt</p>	<p><b>3.</b> Begin to create music which demonstrates an understanding of basic structure and an awareness of contrasting pitches and melodies.</p> <p><b>4.</b> Begin to use a variety of musical devices and techniques when creating and making music.</p> <p><b>5.</b> Demonstrate increasing confidence and skill when taking different roles in rehearsal and performance.</p> <p><b>6.</b> Comment on my own and other's performances using Yr 5 vocabulary learnt.</p>	<p><b>2.</b> Consider some musical devices when creating and playing music using technology</p> <p><b>3.</b> Consider some musical devices when creating and playing music using technology</p> <p><b>4.</b> Use and identify some key features of musical structures</p> <p><b>5.</b> Use and identify some key features of musical structures.</p> <p><b>6.</b> Comment on my own and other people's performance using Yr 5 vocabulary learnt</p>	<p><b>4.</b> Create a piece of music using features from different genres</p> <p><b>5.</b> Create and practise a piece of music using features of different genres.</p> <p><b>6.</b> Comment on my own and other people's performances</p>
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		vocabulary learnt.				
<b>Year 6</b>	<p><b>Pulse</b></p> <ol style="list-style-type: none"> <li>1. Play confidently, identifying and maintaining a strong sense of pulse and recognise when going out of time.</li> <li>2. Play confidently, identifying and maintaining a strong sense of pulse and recognise when going out of time.</li> <li>3. Play in regular (2/4,3/4, 4/4) and irregular (5/4) timings</li> <li>4. Maintain an independent part in a group when singing or playing with an awareness of other parts / performers</li> <li>5. Maintain an independent part in a group when singing or playing with an awareness of other parts / performers</li> </ol>	<p><b>Voice</b></p> <ol style="list-style-type: none"> <li>1. Read and write graphic scores and perform sung interpretations of different pitches.</li> <li>2. Experiment with and refine sounds and pitches with my voice.</li> <li>3. Maintain a sung part in a group performance.</li> <li>4. Maintain a sung part in a group performance.</li> <li>5. Work with a group to perform parts from a song with accurate pitch.</li> <li>6. Comment on my own and other peoples' performances.</li> </ol>	<p><b>Rhythm</b></p> <ol style="list-style-type: none"> <li>1. Interpret a graphic score and use it to perform.</li> <li>2. Read, play and identify short passages of rhythms using standard notation.</li> <li>3. Create and perform a piece using my awareness of timbre and texture.</li> <li>4. Maintain a part in a group performance where rhythms are 'on' and 'off' the beat</li> <li>5. Notate and perform a piece of music using dynamic and tempo changes.</li> <li>6. Assess, evaluate and offer feedback to peers and also discuss ways to improve my own performance.</li> </ol>	<p><b>Pitch</b></p> <ol style="list-style-type: none"> <li>1. Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately through composition and discussion.</li> <li>2. Use a variety of musical devices such as timbre, texture, dynamics and tempo changes when creating and making music.</li> <li>3. Create music which demonstrates understanding of basic structure with a focus on contrasting pitches and melodies</li> <li>4. Use a variety of musical devices such as timbre, texture, dynamics and tempo changes</li> </ol>	<p><b>Technology, Structure &amp; Form</b></p> <ol style="list-style-type: none"> <li>1. Listen to and evaluate the structure and key features of a range of music</li> <li>2. Use a variety of musical devices when creating and playing music</li> <li>3. Use a variety of musical devices when creating and playing music</li> <li>4. Create music with a secure understanding of structure and the key features</li> <li>5. Create music with a secure understanding of structure and</li> </ol>	<p><b>20<sup>th</sup> Century Music</b></p> <ol style="list-style-type: none"> <li>1. Identify and perform features of Hip Hop music</li> <li>2. Identify and perform features of Minimalism</li> <li>3. Identify and perform features of wartime music (swing)</li> <li>4. Create a piece of music using features from different genres</li> <li>5. Create and practise a piece of music using features of different genres.</li> <li>6. Comment on my own and other people's performances</li> </ol>



	<p>6. Share opinions about my own and others' music and be willing to justify these using musical vocabulary</p>			<p>when creating and making music. 5. Demonstrate increasing confidence, expression, skill and levels of musicality when taking different roles in performance and rehearsal. 6. Comment on my own and other's performances using Yr 6 vocabulary learnt.</p>	<p>the key features 6. Comment on my own and other people's performances using Yr 6 vocabulary learnt</p>	
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