



## Music Topic Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Yellow Class R/1</b>	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
<b>Green Class Y1/2</b>	Hey You!	The Banana Rap	In the Groove	Round and round	Your Imagination	Reflect, Rewind and Replay
<b>Blue Class Y2</b>	Hands, Feet, Heart	HO HO HO	I wanna play in a band	Zootime	Friendship song	Reflect, Rewind and Replay
<b>Orange Class Y3</b>	Oldham Music Service: Violins Participating at The Bridgewater Hall with the Halle Orchestra					
<b>Lime Class Y3/4</b>	Let your spirit fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing us together	Reflect, Rewind and Replay
<b>Lilac Class Y4/5</b>	Mamma Mia	Glockenspiel Stage 2	Stop!	<u>Lean On Me</u>	Blackbird	Reflect, Rewind and Replay
<b>Turquoise Class Y5/6</b>	Livin' on a prayer	<u>Classroom Jazz 1</u>	Make You Feel My Love	The Fresh Prince Of Bel Air	Dancing In The Street	Reflect, Rewind and Replay
<b>Purple Class Y6</b>	Happy	<u>Classroom Jazz 2</u>	A New Year Carol	You've Got A Friend	Reflect, Rewind and Replay	

## Music: Progression of Knowledge, Skills and Understanding

## Early Years & Key Stage 1

	Nursery	Reception	Rec/Yr1	Year 1/2	Year 2	End of Key Stage 1 Expectations
<b>Listen and Appraise</b>	<p>Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them.</p>		<p><b><u>Year 1 Expectation:</u></b> Children will begin to recognise very basic style indicators and start to recognise different instruments.</p> <p>Children will begin to find the pulse together and start to understand what pulse is/does/means etc</p> <p>Children start to use correct musical language during discussion and when describing how music makes them feel.</p> <p>Children will begin to recognise the sound of the musical instruments used.</p> <p>Children will start to learn about the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics.</p>	<p><b><u>Year 1 Expectation:</u></b> Children will begin to recognise very basic style indicators and start to recognise different instruments.</p> <p>Children will begin to find the pulse together and start to understand what pulse is/does/means etc</p> <p>Children start to use correct musical language during discussion and when describing how music makes them feel.</p> <p>Children will begin to recognise the sound of the musical instruments used.</p> <p>Children will start to learn about the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics.</p> <p><b><u>Year 2 Expectation:</u></b> Children will know how to recognise very basic style indicators and start to recognise different instruments. Styles include: South African, Rock, Reggae, Early Classical, 20th Century Contemporary Classical.</p> <p>Children know how to find the pulse together and start to understand what pulse is/does/means etc</p> <p>Children know how to use correct musical language during discussion and when describing feelings.</p>	<p><b><u>Year 2 Expectation:</u></b> Children will know how to recognise very basic style indicators and start to recognise different instruments. Styles include: South African, Rock, Reggae, Early Classical, 20th Century Contemporary Classical.</p> <p>Children know how to find the pulse together and start to understand what pulse is/does/means etc</p> <p>Children know how to use correct musical language during discussion and when describing feelings.</p> <p>Children know how to recognise the sound of the musical instruments used.</p> <p>Children will know how to understand the basic musical structure.</p> <p>Children will know the purpose of the song and context within history.</p> <p>Children will know about the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics.</p> <p>The children will know how to use correct musical language and describe how the music makes them feel through safe and respectful discussion.</p>	<p><b><u>Pupils should be taught to:</u></b></p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>

				<p>Children know how to recognise the sound of the musical instruments used.</p> <p>Children will know how to understand the basic musical structure.</p> <p>Children will know the purpose of the song and context within history.</p> <p>Children will know about the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics.</p> <p>The children will know how to use correct musical language and describe how the music makes them feel through safe and respectful discussion.</p>		
<p><b>Musical Activities-Games</b></p>			<p><b><u>Year 1 Expectation:</u></b> Children begin to understand how pulse, rhythm and pitch work together.</p> <p>Children will begin to embed the foundations of the dimensions of music (pulse, rhythm and pitch).</p> <p>Children begin to find the pulse together.</p> <p>Children can copy back and make their own simple rhythms, clapping.</p> <p>Children copy back including vocal warm-ups. Using voices related to the song they are learning</p>	<p><b><u>Year 1 Expectation:</u></b> Children begin to understand how pulse, rhythm and pitch work together.</p> <p>Children will begin to embed the foundations of the dimensions of music (pulse, rhythm and pitch).</p> <p>Children begin to find the pulse together.</p> <p>Children can copy back and make their own simple rhythms, clapping.</p> <p>Children copy back including vocal warm-ups. Using voices related to the song they are learning</p> <p><b><u>Year 2 Expectation:</u></b></p>	<p><b><u>Year 2 Expectation:</u></b> Children understand how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing.</p> <p>Children will embed the foundations of the dimensions of music (pulse, rhythm and pitch).</p> <p>Children to continue to learn to find and internalise the pulse on their own or with support.</p> <p>Children can copy back and make their own more complex rhythms, clapping.</p> <p>Children copy back including vocal warm-ups. Using voices related to the song they are</p>	

				<p>Children understand how pulse, rhythm and pitch work together - copy a simple rhythm over the pulse and sing.</p> <p>Children will embed the foundations of the dimensions of music (pulse, rhythm and pitch).</p> <p>Children to continue to learn to find and internalise the pulse on their own or with support.</p> <p>Children can copy back and make their own more complex rhythms, clapping.</p> <p>Children copy back including vocal warm-ups. Using voices related to the song they are learning, beginning to understand tone and diction.</p>	learning, beginning to understand tone and diction.	
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**Musical Activities-Singing**

**Year 1 Expectation:**  
Children can sing within a limited pitch range and begin to understand the importance of working together in an ensemble or as part of a group.

Children know how important it is and why we warm up our voices.

Children know how to join in and stop as appropriate.

Children begin to know to sing with good diction.

Children begin to know how to perform with a good sense of pulse and rhythm.

Children can use their voices expressively by singing songs and speaking chants and rhymes.

**Year 1 Expectation:**  
Children can sing within a limited pitch range and begin to understand the importance of working together in an ensemble or as part of a group.

Children know how important it is and why we warm up our voices.

Children know how to join in and stop as appropriate.

Children begin to know to sing with good diction.

Children begin to know how to perform with a good sense of pulse and rhythm.

Children can use their voices expressively by singing songs and speaking chants and rhymes.

**Year 2 Expectation:**  
Children can sing within a pitch range and understand the importance of working together in an ensemble or as part of a group.

Children know how to join in and stop as appropriate - learn how to follow a leader/conductor.

Children know how melody and words should be interpreted.

Children know to sing with good diction.

Children know how to perform with a good sense of pulse and rhythm.

**Year 2 Expectation:**  
Children can sing within a pitch range and understand the importance of working together in an ensemble or as part of a group.

Children know how to join in and stop as appropriate - learn how to follow a leader/conductor.

Children know how melody and words should be interpreted.

Children know to sing with good diction.

Children know how to perform with a good sense of pulse and rhythm.

**Musical Activities-Playing instruments**

**Year 1 Expectation:**  
Children start to learn to play together in a band or ensemble.

Children join in and stop as appropriate.

Children play and move between differentiated parts with a sound-before-symbol approach, according to ability.

Children learn to play their instrument correctly and treat it with respect.

Children can play tuned and un-tuned instruments musically.

**Year 1 Expectation:**  
Children start to learn to play together in a band or ensemble.

Children join in and stop as appropriate.

Children play and move between differentiated parts with a sound-before-symbol approach, according to ability.

Children learn to play their instrument correctly and treat it with respect.

**Year 2 Expectation:**  
Children continue to learn to play together in a band or ensemble

Children join in and stop as appropriate and more confidently.

Children play and move between differentiated parts with a sound-before-symbol approach, according to ability.

Children continue to learn to play their instrument correctly and treat it with respect.

**Year 2 Expectation:**  
Children continue to learn to play together in a band or ensemble

Children join in and stop as appropriate and more confidently.

Children play and move between differentiated parts with a sound-before-symbol approach, according to ability.

Children continue to learn to play their instrument correctly and treat it with respect.

**Musical Activities-  
Improvisation/Composition**

**Year 1 Expectation:**  
Children can clap and improvise (simple rhythmic patterns).

Children can copy back improvised rhythms.

Children start to sing and improvise (simple patterns).

Children can copy back using voices. Play and Improvise (simple patterns). Copy back using instruments. Take it in turns to improvise using one or two notes.

Children can begin to create their own simple melodies within the context of the song that is being learnt.

Children can compose using one or two notes.

Children can record the composition in any way appropriate.

Children will begin to recognise/identify the awareness of a link between shape and pitch using graphic notations.

Children can perform in front of an audience.

**Year 1 Expectation:**  
Children can clap and improvise (simple rhythmic patterns).

Children can copy back improvised rhythms.

Children start to sing and improvise (simple patterns).

Children can copy back using voices. Play and Improvise (simple patterns). Copy back using instruments. Take it in turns to improvise using one or two notes.

Children can begin to create their own simple melodies within the context of the song that is being learnt.

Children can compose using one or two notes.

Children can record the composition in any way appropriate.

Children will begin to recognise/identify the awareness of a link between shape and pitch using graphic notations.

Children can perform in front of an audience.

**Year 2 Expectation:**  
Children begin to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition.

Children will begin to understand the differences between composition and improvisation.

Children can clap and improvise (rhythmic patterns).

**Year 2 Expectation:**  
Children begin to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in any way or recorded, it becomes a composition.

Children will begin to understand the differences between composition and improvisation.

Children can clap and improvise (rhythmic patterns).

Children can notate music in different ways, using graphic/video, ICT.

Children can create their own simple melodies within the context of the song that is being learnt.

Children can compose using one or two notes.

Children will recognise/identify the awareness of a link between shape and pitch using graphic notations.

				<p>Children can notate music in different ways, using graphic/video, ICT.</p> <p>Children can create their own simple melodies within the context of the song that is being learnt.</p> <p>Children can compose using one or two notes.</p> <p>Children will recognise/identify the awareness of a link between shape and pitch using graphic notations.</p>		
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## Music: Progression of Knowledge, Skills and Understanding

## Key Stage 2

	Year 3	Year 3/4	Year 4/5	Year 5/6	Year 6	End of Key Stage 2 Expectations
Listen and Appraise	<p><b>Year 3 Expectation:</b> Children begin to know how to recognise basic style indicators and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators.</p> <p>Children begin to know how to recognise the sound of the musical instruments used and basic musical structure.</p> <p>Children begin to know how to use correct musical language and describe how the music makes them feel through safe and respectful discussion.</p> <p>Children begin to know the purpose of the song and context within history.</p> <p>Children begin to know how to deepen their understanding of the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, dynamics, structure</p> <p>Children begin to know how to find and internalise the pulse using movement.</p>	<p><b>Year 4 Expectation:</b> Children know how to recognise basic style indicators and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators.</p> <p>Children will know how to recognise the sound of the musical instruments used and basic musical structure.</p> <p>Children will know how to use correct musical language and describe how the music makes them feel through safe and respectful discussion.</p> <p>Children will know the purpose of the song and context within history.</p> <p>Children will know how to deepen their understanding of the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics, structure</p> <p>Children will know how to find and internalise the pulse using movement.</p>	<p><b>Year 4 Expectation:</b> Children know how to recognise basic style indicators and continue to recognise different instruments. They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators.</p> <p>Children will know how to recognise the sound of the musical instruments used and basic musical structure.</p> <p>Children will know how to use correct musical language and describe how the music makes them feel through safe and respectful discussion.</p> <p>Children will know the purpose of the song and context within history.</p> <p>Children will know how to deepen their understanding of the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics, structure</p> <p>Children will know how to find and internalise the pulse using movement.</p>	<p><b>Year 5 Expectation:</b> Children know how to listen with security and confidently recognise/identify different style indicators and different instruments and their sounds.</p> <p>Children know how to use the correct musical language consistently to describe the music they are listening to and their feelings towards it.</p> <p>Children know how to: listen, comment on and discuss with confidence, ideas together as a group.</p> <p>Children know how to discuss other dimensions of music and how they fit into the music they are listening to.</p>	<p><b>Year 6 Expectation:</b> Children know how to, when listening to the music, find and internalise the pulse using movement confidently and independently.</p> <p>Children understand the pulse and its role as the foundation of music.</p> <p>Children know how to listen with security/confidently recognise/identify different style indicators and different instruments and their sounds.</p> <p>Children can use correct musical language to confidently describe the music you are listening to and their feelings towards it.</p> <p>Children can, comment on and discuss with confidence, ideas together as a group. Children can appropriately and confidently discuss other dimensions of music and how they fit into the music you are listening to</p>	<p><b>Pupils should be taught to:</b></p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>

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**Musical Activities-Games**

**Year 3 Expectation:**

Children begin to know how to embed the foundations of the dimensions of music, pulse, rhythm and pitch.

Children begin to build on the understanding that pulse is the foundation of music upon which the other dimensions are built.

**Year 4 Expectation:**

Children will know how to embed the foundations of the dimensions of music, pulse, rhythm and pitch.

Children will build on the understanding that pulse is the foundation of music upon which the other dimensions are built.

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Children will know how to embed the foundations of the dimensions of music, pulse, rhythm and pitch.

Children will build on the understanding that pulse is the foundation of music upon which the other dimensions are built.

**Year 5 Expectation:**

Children are starting to know and understand how pulse and rhythm work together.

Children begin to understand in greater depth how the other dimensions of music are sprinkled through songs and pieces of music.

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Children are starting to know and understand how pulse and rhythm work together.

Children begin to understand in greater depth how the other dimensions of music are sprinkled through songs and pieces of music.

**Year 6 Expectation:**

Within the context of the song being learnt, the children will continue to embed and deepen their growing knowledge and understanding of the foundations of the dimensions of music, pulse, rhythm and pitch

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Within the context of the song being learnt, the children will continue to embed and deepen their growing knowledge and understanding of the foundations of the dimensions of music, pulse, rhythm and pitch

**Musical Activities-Singing**

**Year 3 Expectation:**

Children begin to can sing in tune within a limited pitch range

Children begin to understand the importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so.

Children begin to know how important it is and why we warm up our voices and posture.

Children begin to know how to join in and stop as appropriate – continue to follow a leader/conductor confidently.

Children begin to understand how melody and words should be interpreted.

Children begin to sing with good diction and know how to perform with good sense of pulse and rhythm.

**Year 4 Expectation:**

Children can sing in tune within a limited pitch range

Children understand the importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so.

Children know how important it is and why we warm up our voices and posture.

Children know how to join in and stop as appropriate – continue to follow a leader/conductor confidently.

Children understand how melody and words should be interpreted.

Children can sing with good diction and know how to perform with good sense of pulse and rhythm.

**Year 4 Expectation:**

Children can sing in tune within a limited pitch range

Children understand the importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so.

Children know how important it is and why we warm up our voices and posture.

Children know how to join in and stop as appropriate – continue to follow a leader/conductor confidently.

Children understand how melody and words should be interpreted.

Children can sing with good diction and know how to perform with good sense of pulse and rhythm.

**Year 5 Expectation:**

Children can sing within an appropriate vocal range with clear diction.

Children understand the workings of an ensemble/choir, how everything fits together.

Children can sing together with confidence, with increasingly difficult melody and words, sometimes in two parts.

Children have a greater understanding of melody, words and their importance and how to interpret a song musically.

Children can demonstrate musical quality and understanding of how the interrelated dimensions of music play their part.

**Year 5 Expectation:**

Children can sing within an appropriate vocal range with clear diction.

Children understand the workings of an ensemble/choir, how everything fits together.

Children can sing together with confidence, with increasingly difficult melody and words, sometimes in two parts.

Children have a greater understanding of melody, words and their importance and how to interpret a song musically.

Children can demonstrate musical quality and understanding of how the interrelated dimensions of music play their part.

**Year 6 Expectation:**

Children can follow the leader/conductor and have a chance to be the leader/conductor.

Children know how important it is and why we warm up our voices, posture, breathing and voice projection.

Children can sing together with confidence, with increasingly difficult melody and words, sometimes in two parts.

**Year 6 Expectation:**

Children can follow the leader/conductor and have a chance to be the leader/conductor.

Children know how important it is and why we warm up our voices, posture, breathing and voice projection.

Children can sing together with confidence, with increasingly difficult melody and words, sometimes in two parts.

## Playing Instruments

**Year 3 Expectation:**

Children begin to know how to play and move between differentiated parts with a sound-before-symbol approach, according to ability.

Children begin to use the notated parts provided if appropriate.

Children begin to experience playing together in a band or ensemble. Join in and stop as appropriate. Respond with more confidence to musical cues such as starting and stopping. Learn how to follow a leader/conductor.

Children begin to know how to treat each instrument with respect and use the correct techniques to play them.

Children begin to know how to recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notations.

Children start to understand the basics and foundations of notations if appropriate.

**Year 4 Expectation:**

Children know how to play and move between differentiated parts with a sound-before-symbol approach, according to ability.

Children can use the notated parts provided if appropriate.

Children continue to experience playing together in a band or ensemble. Join in and stop as appropriate. Respond with more confidence to musical cues such as starting and stopping. Learn how to follow a leader/conductor.

Children know how to treat each instrument with respect and use the correct techniques to play them.

Children know how to recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notations.

Children start to understand the basics and foundations of notations if appropriate.

**Year 4 Expectation:**

Children know how to play and move between differentiated parts with a sound-before-symbol approach, according to ability.

Children can use the notated parts provided if appropriate.

Children continue to experience playing together in a band or ensemble. Join in and stop as appropriate. Respond with more confidence to musical cues such as starting and stopping. Learn how to follow a leader/conductor.

Children know how to treat each instrument with respect and use the correct techniques to play them.

Children know how to recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notations.

Children start to understand the basics and foundations of notations if appropriate.

**Year 5 Expectation:**

Children can play differentiated parts with a sound-before-symbol approach or using the notated scores. Choose parts according to ability and play them musically. Progress as appropriate between the parts.

Children can perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, and maintaining an appropriate pulse.

Children can demonstrate musical quality eg clear starts, ends of pieces/phrases, technical accuracy etc.

**Year 5 Expectation:**

Children can play differentiated parts with a sound-before-symbol approach or using the notated scores. Choose parts according to ability and play them musically. Progress as appropriate between the parts.

Children can perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, and maintaining an appropriate pulse.

Children can demonstrate musical quality eg clear starts, ends of pieces/phrases, technical accuracy etc.

Children can maintain an independent part in a small group.

Children continue to treat each instrument with respect and use the correct techniques to play them.

**Year 6 Expectation:**

Children know and build upon the basics and foundations of formal notation - an introduction.

Children know how to play differentiated parts with a sound-before-symbol approach or using the notated scores. Choose parts according to ability and play them musically. Progress as appropriate between the parts.

Children can confidently perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, and maintaining an appropriate pulse.

**Year 6 Expectation:**

Children know and build upon the basics and foundations of formal notation - an introduction.

Children know how to play differentiated parts with a sound-before-symbol approach or using the notated scores. Choose parts according to ability and play them musically. Progress as appropriate between the parts.

Children can confidently perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, and maintaining an appropriate pulse.

Children can confidently maintain an independent part in a small group.

Children continue to treat each instrument with respect and use the correct techniques to play them.

			<p>Children can maintain an independent part in a small group.</p> <p>Children continue to treat each instrument with respect and use the correct techniques to play them.</p>	<p>Children can confidently maintain an independent part in a small group.</p> <p>Children continue to treat each instrument with respect and use the correct techniques to play them.</p>		
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Improvisation and composition

**Year 3 Expectation:**

Children begin to know, through differentiated challenges, the how to deepen their knowledge and understanding of improvisation.

Children begin to know how to sing, play and copy back - clapping progressing to using instruments. ○ Copy back a musical idea. ○ Play and Improvise - using instruments. ○ Invent a musical answer using one or two notes. ○ Improvise! - using two notes on instruments.

Children begin to know how to listen to each other's musical ideas.

Children begin to know how to explore and continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required.

Children begin to know how to listen to the sound of the composition as it unfolds and make decisions about it.

Children begin to know how to record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation.

Children begin to know how to musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context.

Children begin to begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations if appropriate.

**Year 4 Expectation:**

Children know, through differentiated challenges, the how to deepen their knowledge and understanding of improvisation.

Children know how to sing, play and copy back - clapping progressing to using instruments. ○ Copy back a musical idea. ○ Play and Improvise - using instruments. ○ Invent a musical answer using one or two notes. ○ Improvise! - using two notes on instruments.

Children know how to listen to each other's musical ideas.

Children know how to explore and continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required.

Children know how to listen to the sound of the composition as it unfolds and make decisions about it.

Children know how to record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation.

Children know how to musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context.

Children begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations if appropriate.

**Year 4 Expectation:**

Children know, through differentiated challenges, the how to deepen their knowledge and understanding of improvisation.

Children know how to sing, play and copy back - clapping progressing to using instruments. ○ Copy back a musical idea. ○ Play and Improvise - using instruments. ○ Invent a musical answer using one or two notes. ○ Improvise! - using two notes on instruments.

Children know how to listen to each other's musical ideas.

Children know how to explore and continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required.

Children know how to listen to the sound of the composition as it unfolds and make decisions about it.

Children know how to record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation.

Children know how to musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context.

Children begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations if appropriate.

**Year 5 Expectation:**

Children know how to explore and create musical improvisations with voices and

**Year 5 Expectation:**

Children know how to explore and create musical improvisations with voices and instruments within the context of the song being learnt.

Children will understand through activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes, or you can sing.

Children will know how to improvise using simple patterns on their instrument and/or voice.

Children know how to create your own more complex rhythmic patterns that lead to melodies in a group or a solo situation

Children know how to create your own more complex tunes and melodies within the context of the song that is being learnt and do this with understanding as part of a group or with your whole class.

Children know how to compose using two notes, increasing to three notes and beyond if required.

Children know how to listen to the sound of the composition as it unfolds and make decisions about it.

Children know how to record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation.

**Year 6 Expectation:**

**Year 6 Expectation:**

Children know how to explore and create musical improvisations with voices and instruments within the context of the song being learnt with more depth and precision.

Children will deepen their understanding through activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes, or you can sing.

Children will securely know how to improvise using simple patterns on their instrument and/or voice.

Children securely know how to create your own more complex rhythmic patterns that lead to melodies in a group or a solo situation

Children know how to create your own more complex tunes and melodies within the context of the song that is being learnt and do this with understanding as part of a group or with your whole class.

Children know how to compose using two notes, increasing to three notes and beyond if required.

Children know how to listen to the sound of the composition as it unfolds and make decisions about it.

Children know how to record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation.

			<p>instruments within the context of the song being learnt.</p> <p>Children will understand through activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes, or you can sing.</p> <p>Children will know how to improvise using simple patterns on their instrument and/or voice.</p> <p>Children know how to create your own more complex rhythmic patterns that lead to melodies in a group or a solo situation</p> <p>Children know how to create your own more complex tunes and melodies within the context of the song that is being learnt and do this with understanding as part of a group or with your whole class.</p> <p>Children know how to compose using two notes, increasing to three notes and beyond if required.</p> <p>Children know how to listen to the sound of the composition as it unfolds and make decisions about it.</p> <p>Children know how to record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation.</p>	<p>Children know how to explore and create musical improvisations with voices and instruments within the context of the song being learnt with more depth and precision.</p> <p>Children will deepen their understanding through activity, that when you improvise you make up your own tune (or rhythm) using one, two or three notes, or you can sing.</p> <p>Children will securely know how to improvise using simple patterns on their instrument and/or voice.</p> <p>Children securely know how to create your own more complex rhythmic patterns that lead to melodies in a group or a solo situation</p> <p>Children know how to create your own more complex tunes and melodies within the context of the song that is being learnt and do this with understanding as part of a group or with your whole class.</p> <p>Children know how to compose using two notes, increasing to three notes and beyond if required.</p> <p>Children know how to listen to the sound of the composition as it unfolds and make decisions about it.</p> <p>Children know how to record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation.</p>		
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