

**Autumn term**

<p>Year 1</p>	<p><b>Pulse</b></p> <ol style="list-style-type: none"> <li>1. I can respond appropriately to music by using body movements</li> <li>2. I can explore and play long and short sounds.</li> <li>3. I can follow a pulse and perform simple rhythms</li> <li>4. I can play simple rhythms over a steady pulse.</li> <li>5. I can create a performance using instruments to keep the pulse or play a rhythm as part of a group.</li> <li>6. I can comment on my own and other people's performances.</li> </ol>	<p><b>Voice</b></p> <ol style="list-style-type: none"> <li>1. I can sing and perform songs, which contain a small range of notes, with growing confidence and follow performance instructions including starting and stopping with accuracy.</li> <li>2. I can sing and perform songs, which contain a small range of notes, with growing confidence. I can recognise and represent higher and lower sounds using graphic notation.</li> <li>3. I can sing and perform songs, which contain a small range of notes, following performance instructions including starting and stopping with accuracy. I can recognise and represent higher and lower sounds using graphic notation.</li> <li>4. I can sing and perform songs, which contain a small range of notes, following performance instructions including starting and stopping with accuracy. I can recognise and represent higher and lower sounds using graphic notation.</li> <li>5. I can sing and perform songs, which contain a small range of notes, following performance instructions including starting and stopping with accuracy.</li> <li>6. I can sing songs, which contain a small range of notes, following performance instructions. I can comment on my own performance.</li> </ol>	<p><b>Rhythm</b></p> <ol style="list-style-type: none"> <li>1. I can demonstrate and explain the difference between rhythm and pulse</li> <li>2. I can perform the rhythms of song lyrics</li> </ol>	
<p>Year 2</p>	<p><b>Pulse</b></p> <ol style="list-style-type: none"> <li>1. I can sing/play with a good sense of pulse and perform using graphic notation.</li> <li>2. I can sing/play with a good sense of pulse and respond to visual and aural clues.</li> <li>3. I can add pitched notes to a pulse and rhythms, and can play my rhythm in time with the pulse and another rhythm.</li> <li>4. I can sing/play with a good sense of pulse and can create a drone and/or ostinato patterns for a group composition.</li> <li>5. I can create and perform using instruments to</li> </ol>	<p><b>Voice</b></p> <ol style="list-style-type: none"> <li>1. I can sing with accuracy and follow performance instructions (including starting and stopping).</li> <li>2. I can sing with accuracy and follow performance instructions (including starting, stopping and using dynamics).</li> <li>3. I can sing with accuracy and follow performance instructions and I can recognise and demonstrate a link between pitch and shape using graphic notation.</li> <li>4. I can sing with accuracy and follow performance instructions (including starting, stopping, dynamics and tempo).</li> </ol>	<p><b>Rhythm</b></p> <ol style="list-style-type: none"> <li>1. I can recognise and perform rhythmic patterns in songs.</li> <li>2. I can perform parts of a song with a strong sense of pulse and rhythm</li> </ol>	

Music subject overview 2024-25

	<p>keep the pulse or play a rhythm as part of a group.</p> <p>6. I can watch and listen to performances and offer feedback and suggestions to help them improve the performance.</p>	<p>5. I can sing with accuracy and follow performance instructions. I can recognise and demonstrate a link between pitch and shape using graphic notation.</p> <p>6. I can sing with accuracy and follow performance instructions (including starting, stopping, dynamics and tempo). I understand how to be a good performer.</p>		
Year 3	<p><b>Pulse</b></p> <p>7. I can sing and play confidently and fluently, maintaining a steady pulse.</p> <p>8. I can maintain an ostinato in a piece of music</p> <p>9. I can follow simple performance directions, demonstrating I have an understanding of pulse.</p> <p>10. I can suggest ways to improve my own and other's work using musical vocabulary.</p> <p>11. I can maintain a part in a piece and I can respond to cues.</p> <p>12. I can suggest ways to improve my own and other's work using musical vocabulary</p>	<p><b>Voice</b></p> <p>7. I can sing fluently and can hear a melody and create a graphic score to represent it.</p> <p>8. I can sing fluently and can hear a melody and create a graphic score to represent it.</p> <p>9. I can sing fluently and create, use and lead a group with performance instructions. I can hear a melody and create a graphic score.</p> <p>10. I can sing fluently and create, use and lead a group with performance instructions.</p> <p>11. I can sing fluently and create, use and lead a group with performance instructions.</p> <p>12. I can sing fluently and create, use and lead a group with performance instructions. I can comment on my own and other's performances.</p>	<p><b>Rhythm</b></p> <p>3. I can play rhythms confidently whilst maintaining a consistent pulse</p> <p>4. I can demonstrate that I understand the difference between pulse and rhythm whilst performing songs and playing instruments.</p>	
Year 4	<p><b>Pulse</b></p> <p>13. I can perform and lead simple pieces in 4/4 and 3/4 using rhythmic ostinato, drone and repeating patterns.</p> <p>14. I can perform and lead simple pieces in 4/4 and 3/4 using melodic ostinato, drone and repeating patterns</p> <p>15. I can 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.</p> <p>16. I can 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.</p> <p>17. I can compose, perform and lead simple pieces in 4/4 and 3/4 using ostinato, drone and repeating patterns.</p> <p>18. I can offer comments about my own and others'</p>	<p><b>Voice</b></p> <p>1. I can sing with an awareness of my breathing and pronunciation. I can sing fluently and confidently. I can use notation to create a melody.</p> <p>2. I can sing with an awareness of my breathing and pronunciation. I can sing fluently and confidently.</p> <p>3. I can sing fluently and confidently and can maintain an independent part. I can use graphic notation to create a melody.</p> <p>4. I can sing fluently with confidence and with an awareness of my breathing and pronunciation.</p> <p>5. I can sing fluently with confidence and with an awareness of my breathing and pronunciation.</p> <p>6. I can sing fluently with confidence and with an awareness of my breathing and pronunciation. I can comment on my own and other's performances.</p>	<p><b>Rhythm</b></p> <p>5. I can perform <b>rhythmic</b> phrases accurately, whilst maintaining a steady sense of <b>pulse</b></p> <p>6. I can follow a graphic score, accurately play a rhythmical phrase and maintain a steady sense of pulse</p>	

## Music subject overview 2024-25

	work and ways to improve, using appropriate musical vocabulary.			
Year 5	<b>Pulse</b> <ol style="list-style-type: none"> <li>19. I can identify and play to the pulse of music.</li> <li>20. I can create graphic notation to represent rhythms.</li> <li>21. I can independently maintain a part in a group performance.</li> <li>22. I can read and play musical notation to create rhythms.</li> <li>23. I can help to compose a group performance using either standard or graphic notation.</li> <li>24. I can perform a composed piece as part of a group.</li> </ol>	<b>Voice</b> <ol style="list-style-type: none"> <li>13. I can use my voice to create sounds and interpret a graphic score.</li> <li>14. I can work with others to maintain an independent singing part.</li> <li>15. I can identify notated and graphic scores and match them to what I can hear.</li> <li>16. I can follow a graphic / notated score to sing an independent part.</li> <li>17. I can follow a graphic / notated score to help me sing an independent part.</li> <li>18. I can assess and evaluate my own and other's performances. I can explain my opinions about graphic and notated scores.</li> </ol>	<b>Rhythm</b> <ol style="list-style-type: none"> <li>7. I can identify a range of musical notes and use them in performance.</li> <li>8. I can perform a rhythm as part of a group and discuss the timbre of different sounds.</li> </ol>	
Year 6	<b>Pulse</b> <ol style="list-style-type: none"> <li>1. I can maintain a strong sense of pulse and recognize when I am out of time</li> <li>2. I can play rhythms while maintaining a pulse</li> <li>3. I can sing/play in regular and irregular timings</li> <li>4 - 6. I can maintain a strong sense of pulse and recognize when a piece is out of time</li> </ol>	<b>Voice</b> <ol style="list-style-type: none"> <li>1. I can read and write graphic scores and perform sung interpretations of pitches</li> <li>2. I can experiment and refine sounds and pitches with my voice</li> <li>3 and 4. I can maintain a sung part in a group performance</li> <li>5. I can work with a group to perform parts from a song with accurate pitch</li> <li>6. I can comment on my own and other's performance</li> </ol>	<b>Rhythm</b> <ol style="list-style-type: none"> <li>1. I can interpret graphic score and use it to perform</li> <li>2. I can create and perform a piece using my awareness of timbre and texture</li> </ol>	

## Spring term

Year 1	<b>Rhythm - continued</b> <ol style="list-style-type: none"> <li>1. I can play along to a pulse and maintain a steady tempo</li> <li>2. I can record rhythms and perform them using a graphic score</li> <li>3. I can perform as part of a group and play rhythms in time.</li> <li>4. I can offer positive feedback to others about</li> </ol>	<b>Pitch</b> <ol style="list-style-type: none"> <li>1. I can identify and explain the difference between high and low pitched sounds.</li> <li>2. I can recognise and broadly control changes in pitch and timbre when singing and playing instruments.</li> <li>3. I can use graphic notation to record pitch changes</li> <li>4. I can use my voice to show different pitches and record them using graphic notation.</li> </ol>	<b>Technology, structure &amp; form</b> <ol style="list-style-type: none"> <li>1. I can demonstrate an understanding of musical structure</li> <li>2. I can use technology to</li> </ol>
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Music subject overview 2024-25

	<p>their performance and I can assess my own playing.</p>	<p>5. I can recognise and broadly control changes in timbre, tempo, pitch and dynamics while singing and playing instruments</p> <p>6. I can listen to ideas from others and use them to help improve my work</p>	<p>create and change sounds.</p>
Year 2	<p>Rhythm – continued</p> <p>3. I can perform parts of a song with a strong sense of pulse and rhythm</p> <p>4. I can use graphic notation to record a rhythm and to help me perform it.</p> <p>5. I can perform in a group, playing rhythms accurately with a steady pulse.</p> <p>6. I can offer comments about people’s work and accept feedback from others about mine.</p>	<p>Pitch</p> <p>1. I can listen and respond appropriately to a musical stimulus through movement, sound based and creative activities.</p> <p>2. I can demonstrate increased understanding of basic musical features such as volume, pitch and dynamics</p> <p>3. I can demonstrate awareness of a link between shape, pitch and rhythm using graphic notation.</p> <p>4. I can use graphic notation to show pitch, rhythm and volume and perform from the score</p> <p>5. I understand how to use musical features such as rhythm, pitch and volume and can demonstrate them in performance</p> <p>6. I can evaluate my own and other’s work and use musical vocabulary when giving feedback</p>	<p>Technology, structure &amp; form</p> <p>1. I can listen to, and make observations about, a variety of live and recorded music</p> <p>2. I can experiment changing and combining sounds through technology</p>
Year 3	<p><b>Rhythm – continued</b></p> <p>5. I can play rhythms confidently while maintaining a consistent pulse</p> <p>6. I can take part in a performance, follow musical signals and maintain a strong sense of pulse</p> <p>7. I can take part in a performance, follow musical signals and maintain a strong sense of pulse</p> <p>8. I can offer comments about others’ work and accept suggestions about my own work</p>	<p><b>Pitch</b></p> <p>7. I can respond to written texts creatively and explore different pitch sounds</p> <p>8. I can begin to create simple rhythmic patterns, melodies and accompaniments</p> <p>9. I can aurally identify, recognise, and use graphic notation to represent basic changes in pitch within a limited range</p> <p>10. I can begin to create simple rhythmic patterns, melodies and accompaniment</p> <p>11. I can begin to create simple rhythmic patterns, melodies and accompaniment</p> <p>12. I can offer comments about others’ work and accept suggestions about my own work.</p>	<p><b>Technology, structure &amp; form</b></p> <p>3. I can listen to and use features of music from other traditions, genres and times</p> <p>4. I can recognise and use basic musical structure</p>
Year 4	<p><b>Rhythm – continued</b></p> <p>9. I can create and perform different rhythms and play them confidently within a set structure.</p> <p>10. I can use graphic and standard notation to compose and notate rhythms and perform them to a steady pulse.</p> <p>11. I can create and perform different rhythms and play them confidently within a set structure.</p> <p>12. I can assess musical performances, offering</p>	<p><b>Pitch</b></p> <p>13. I can respond to songs and music creatively and explore different pitch sounds</p> <p>14. I can aurally recognise, use and respond to musical symbols and basic changes to pitch within a limited range.</p> <p>15. I can create simple melodies and accompaniments containing rhythmic patterns and perform them at a steady tempo with awareness of timbre.</p> <p>16. I can listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately.</p>	<p><b>Technology, structure &amp; form</b></p> <p>5. I can recognise, respond and use basic song structure</p> <p>6. I can recognise, respond and use basic song structure</p>

Music subject overview 2024-25

	constructive feedback on my own and others' work.	<p>17. I can aurally recognise, respond to and use musical symbols and basic pitch changes within a limited range.</p> <p>18. I can share opinions about my own and other's work and am willing to justify these using musical vocabulary</p>	
Year 5	<p><b>Rhythm - continued</b></p> <p>13. I can create and play rhythms within a range of time signatures</p> <p>14. I can identify a range of musical notes and perform contrasting rhythms</p> <p>15. I can maintain a part in a group performance with an awareness of structure.</p> <p>16. I can assess, evaluate and offer feedback to peers and also discuss ways to improve my own performance.</p>	<p><b>Pitch</b></p> <p>19. I can explore the meaning of sound and pitch</p> <p>20. I can begin to create music which demonstrates an understanding of basic structure and an awareness of contrasting pitches and melodies.</p> <p>21. I can begin to use a variety of musical devices and techniques when creating and making music and can demonstrate awareness of timbre and texture in my work.</p> <p>22. I can listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately through discussion and composition.</p> <p>23. I can demonstrate increasing confidence in rehearsal and performance and use my developing skills to communicate a higher level of musical expression.</p> <p>24. I can critique my own and others' work, offering specific comments and justifying these with musical examples and technical vocabulary</p>	<p><b>Technology, structure &amp; form</b></p> <p>7. I can use and identify key features of basic musical structure</p> <p>8. I can use voice, sounds, technology and instruments in creative ways</p>
Year 6	<p><b>Rhythm - continued</b></p> <p>3. I can read, play and identify short rhythmical passages using Western notation</p> <p>4. I can maintain a part in a group performance whilst responding to dynamics and tempo changes</p> <p>5. I can notate and perform a piece of music using dynamics and tempo</p> <p>6. I can evaluate and assess my own and other's performances</p>	<p><b>Pitch</b></p> <p>1. I can listen to and evaluate a range of music from varying genres and traditions</p> <p>2. I can use a variety of musical devices when creating and making music</p> <p>3. I can create music which demonstrates understanding of basic structure with a focus on contrasting pitch and melodies</p> <p>4. I can use a variety of musical devices when creating and making music</p> <p>5. I can demonstrate increasing confidence, expression and skill when taking on different roles in a performance</p> <p>6. I can critique my own and other's work using technical vocabulary</p>	<p><b>Technology, structure &amp; form</b></p> <p>1. I can listen to and evaluate a variety of music from different times, genres and cultures</p> <p>2. I can use a variety of musical devices when creating and playing music</p>

**Summer term**

<p>Year 1</p>	<p><b>Technology, structure &amp; form – continued</b></p> <ol style="list-style-type: none"> <li>1. I can use technology to create and change sounds</li> <li>2. I can demonstrate an understanding of musical structure</li> <li>3. I can demonstrate an understanding of musical structure</li> <li>4. I can comment and respond to recordings of own and other’s compositions</li> </ol>	<p><b>20<sup>th</sup> century music</b></p> <ol style="list-style-type: none"> <li>1. To identify and perform features of contemporary folk music.</li> <li>2. To identify and perform features of experimental music</li> <li>3. To identify and perform features of disco music.</li> <li>4. To create and practise a piece of music using features of other genres</li> <li>5. To create and improve a piece of music using features of other genres</li> <li>6. To comment on my own and other people’s performances.</li> </ol>	<p>Music quiz week (of the year’s learning)</p>	
<p>Year 2</p>	<p><b>Technology, structure &amp; form – continued</b></p> <ol style="list-style-type: none"> <li>3. I can offer and receive comments about my own and others’ work, including discussing musical structure.</li> <li>4. I can experiment changing and combining sounds through technology</li> <li>5. I can offer and receive comments about my own and others’ work, including discussing musical structure.</li> <li>6. I can offer and receive comments about my own and others’ work, including discussing musical structure.</li> </ol>	<p><b>20<sup>th</sup> century music</b></p> <ol style="list-style-type: none"> <li>1. To identify and perform features of Film Music</li> <li>2. To identify and perform features of Beatles’ music.</li> <li>3. To identify and perform features of Modern Bhangra music.</li> <li>4. To create a piece of music using features of different genres</li> <li>5. To create and practise a piece of music using features of different genres</li> <li>6. To comment on my own and other people’s performances</li> </ol>	<p>Music quiz week (of the year’s learning)</p>	
<p>Year 3</p>	<p><b>Technology, structure &amp; form – continued</b></p> <ol style="list-style-type: none"> <li>5. I can recognise and use basic musical structure</li> <li>6. I can use technology to create, change and combine sounds.</li> <li>7. I can recognise and use basic musical structure.</li> <li>8. I can offer comments about my own and others’ work and offer ways to improve</li> </ol>	<p><b>20<sup>th</sup> century music</b></p> <ol style="list-style-type: none"> <li>7. To identify and perform features of House music.</li> <li>8. To identify and perform features of Reggae music.</li> <li>9. To identify and perform features of Rock and Roll music.</li> <li>10. To create a piece of music using features of different genres</li> <li>11. To create and practise a piece of music using features of different genres</li> <li>12. To comment on my own and other people’s performances</li> </ol>	<p>Music quiz week (of the year’s learning)</p>	
<p>Year 4</p>	<p><b>Technology, structure &amp; form – continued</b></p> <ol style="list-style-type: none"> <li>9. I can use voice, sounds, technology and instruments in creative ways</li> <li>10. I can use voice, sounds, technology and instruments in creative ways</li> <li>11. I can 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>13. To identify and perform features of Minimalism</li> <li>14. To identify and perform features of musicals.</li> <li>15. To identify and perform features of Pop music</li> <li>16. To create a piece of music using features of different genres.</li> <li>17. To create and practise a piece of music using features of different genres</li> <li>18. To comment on my own and other people’s performances</li> </ol>	<p>Music quiz week (of the year’s learning)</p>	

Music subject overview 2024-25

	12. I can make judgements about my own and other people's music			
Year 5	<p><b>Technology, structure &amp; form - continued</b></p> <p>13. I can use voice, sounds, technology and instruments in creative ways</p> <p>14. I can use and identify key features of basic musical structure</p> <p>15. I can use and identify key features of basic musical structures.</p> <p>16. I can comment and respond to recordings of my own and other's compositions</p>	<p><b>20<sup>th</sup> century music</b></p> <p>19. To identify and perform features of Jazz music</p> <p>20. To identify and perform features of Expressionism</p> <p>21. To identify and perform features of Film music</p> <p>22. To create a piece of music using features from different genres</p> <p>23. To create and practise a piece of music using features of different genres.</p> <p>24. To comment on my own and other people's performances</p>	Music quiz week (of the year's learning)	
Year 6	<p><b>Technology, structure &amp; form - continued</b></p> <p>3. I can use a variety of musical devices when creating and playing music</p> <p>4 and 5. I can create music with an understanding of structure</p> <p>6. I can listen to and evaluate music from different genres, cultures and times</p>	<p><b>20<sup>th</sup> century music</b></p> <p>1. To identify and perform features of hip-hip music</p> <p>2. To identify and perform features of Minimalism</p> <p>3. To identify and perform features of Wartime music (swing)</p> <p>4 and 5. To create a piece of music using features of different genres</p> <p>6. To comment on my own and other's performance</p>	Music quiz week (of the year's learning)	