



**Bretherton Endowed Music Curriculum Coverage  
Cycle A and Cycle B**

**Cycle A**

Class 1 EYFS Year 1	Listening	Pulse & Rhythm (Theme: All about me)	Celebration Music	Timbre and rhythmic patterns	Musical Stories	Big Band	Vocal and Body Sounds	
Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music.				✓		✓		
Exploring lyrics by suggesting appropriate actions.				✓		✓		
Exploring the story behind the lyrics or music				✓		✓	✓	
Listening to and following a beat using body percussion and instruments.				✓			✓	
Considering whether a piece of music has a fast, moderate or slow tempo.						✓	✓	
Listening to sounds and matching to the object or instrument.				✓		✓	✓	
Listening to sounds and identifying high and low pitch.						✓	✓	
Listening to and repeating a simple rhythm.				✓			✓	
Listening to and repeating simple lyrics.				✓		✓		

Understanding that different instruments make different sounds and grouping them accordingly.			✓		✓	✓	
<b>Class 1</b> EYFS Year 1	<b>Listening</b>	<b>Pulse &amp; Rhythm</b> (Theme: All about me)	<b>Celebration Music</b>	<b>Timbre and rhythmic patterns</b>	<b>Musical Stories</b>	<b>Big Band</b>	<b>Vocal and Body Sounds</b>
Recognising and understanding the difference between pulse and rhythm.		✓		✓			
Understanding that different types of sounds are called timbres.				✓			✓
Recognising basic tempo, dynamic and pitch changes				✓			✓
Describing the character, mood, or 'story' of music they listen to (verbally or through movement)		✓		✓			✓
Describing the differences between two pieces of music.				✓			✓
Expressing a basic opinion about music (like/dislike)							✓
Listening to and repeating short, simple rhythmic patterns.		✓		✓			
Listening and responding to other performers by playing as part of a group.		✓		✓			✓

<b>Class 1</b> <b>EYFS Year 1</b>	<b>Composing</b>	<b>Pulse &amp; Rhythm</b> <b>(Theme: All about me)</b>	<b>Celebration Music</b>	<b>Timbre and rhythmic patterns</b>	<b>Musical Stories</b>	<b>Big Band</b>	<b>Vocal and Body Sounds</b>	
Playing untuned percussion 'in time' with a piece of music.				✓			✓	
Selecting classroom objects to use as instruments.				✓			✓	
Experimenting with body percussion and vocal sounds to respond to music				✓		✓		
Selecting appropriate instruments to represent action and mood.				✓		✓	✓	
Experimenting with playing instruments in different ways						✓	✓	
Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.					✓			✓
Combining instrumental and vocal sounds within a given structure.			✓		✓			✓
Creating simple melodies using a few notes.								✓
Choosing dynamics, tempo and timbre for a piece of music.					✓			✓

<b>Class 1</b> <b>EYFS Year 1</b>	<b>Performing</b>	<b>Pulse &amp; Rhythm</b> <b>(Theme: All about me)</b>	<b>Celebration Music</b>	<b>Timbre and rhythmic patterns</b>	<b>Musical Stories</b>	<b>Big Band</b>	<b>Vocal and Body Sounds</b>	
Using their voices to join in with well-known songs from memory				✓		✓	✓	
Remembering and maintaining their role within a group performance				✓		✓	✓	
Moving to music with instruction to perform actions				✓		✓		
Participating in performances to a small audience						✓	✓	
Stopping and starting playing at the right time				✓		✓	✓	
Using their voices expressively to speak and chant.			✓		✓			✓
Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.			✓					
Maintaining the pulse using hands, and tuned and untuned Instruments.			✓					
Copying back short rhythmic and melodic phrases on percussion instruments.			✓		✓			
Responding to simple musical instructions such as tempo and				✓			✓	

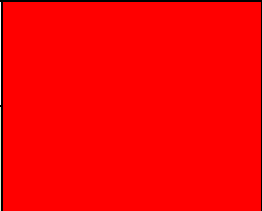
dynamic changes as part of a class performance.							
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<b>Class 2</b> <b>Y2 Y3</b>	<b>Listening</b>	<b>West African Call &amp; Response</b>	<b>Ballads</b>	<b>Musical Me</b>	<b>Developing Singing Technique</b>	<b>Recorder Whole Class</b>
Recognising timbre changes in music they listen to.		✓		✓		
Recognising structural features in music they listen to.		✓		✓		
Listening to and recognising instrumentation.		✓				✓
Beginning to use musical vocabulary to describe music.		✓		✓		✓
Identifying melodies that move in steps.				✓		
Listening to and repeating a short, simple melody by ear.		✓		✓		✓
Suggesting improvements to their own and others' work.		✓		✓		
Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary			✓			
Understanding that music from different parts of the world, and different times, has different features.					✓	
Recognising and explaining the changes within a piece of music using musical vocabulary.		✓		✓		



<b>Class 2</b> <b>Y2 Y3</b>		<b>West African Call &amp; Response</b>	<b>Ballads</b>	<b>Musical Me</b>	<b>Developing Singing Technique</b>	<b>Recorder Whole Class</b>	
Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.				✓			
Beginning to show an awareness of metre.				✓		✓	✓
Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.				✓		✓	

<b>Class 2</b> <b>Y2 Y3</b>	<b>Composing</b>	<b>West African Call &amp; Response</b>	<b>Ballads</b>	<b>Musical Me</b>	<b>Developing Singing Technique</b>	<b>Recorder Whole Class</b>	
Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.			✓		✓		✓
Successfully combining and layering several instrumental and vocal patterns within a given structure.					✓		
Creating simple melodies from five or more notes.					✓		✓
Choosing appropriate dynamics, tempo and timbre for a piece of music.			✓		✓		
Using letter name and graphic notation to represent the details of their composition.			✓		✓		
Beginning to suggest improvements to their own work.			✓		✓		
Composing a piece of music in a given style with voices and instruments.				✓		✓	
Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).						✓	
Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.						✓	

<p><b>Class 2</b> <b>Y2 Y3</b></p>		<p><b>West African Call &amp; Response</b></p>	<p><b>Ballads</b></p>	<p><b>Musical Me</b></p>	<p><b>Developing Singing Technique</b></p>	<p><b>Recorder Whole Class</b></p>
<p>Suggesting and implementing improvements to their own work, using musical vocabulary.</p>			<p>✓</p>			

<b>Class 2</b> <b>Y2 Y3</b>	<b>Performing</b>	<b>West African Call &amp; Response</b>	<b>Ballads</b>	<b>Musical Me</b>	<b>Developing Singing Technique</b>	<b>Recorder Whole Class</b>
Using their voices expressively when singing, including the use of basic dynamics		✓		✓		
Singing short songs from memory, with melodic and rhythmic accuracy.		✓		✓		
Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.		✓		✓		
Performing expressively using dynamics and timbre to alter sounds as appropriate.		✓		✓		✓
Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.				✓		
Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.			✓		✓	
Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.			✓		✓	✓
Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.					✓	✓

<p style="text-align: center;"><b>Class 3 Y4 Y5</b></p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Listening</b></p>	<p style="text-align: center;"><b>Wider Opps Brass Tuition Red Admiral Brass</b></p>
<p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p>		✓
<p>Understanding that music from different parts of the world, and different times, have different features.</p>		✓
<p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p>		✓
<p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p>		✓
<p>Beginning to show an awareness of metre.</p>		✓
<p>Beginning to use musical vocabulary when discussing improvements to their own and others' work.</p>		✓
<p>Recognising the use and development of motifs in music.</p>		✓
<p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary</p>		✓
<p>Identifying common features between different genres, styles and traditions of music.</p>		✓

<b>Class 3 Y4 Y5</b>	<b>Composing</b>	<b>Wider Opps Brass Tuition Red Admiral Brass</b>
Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).		✓
Suggesting and implementing improvements to their own work, using musical vocabulary.		✓
Beginning to improvise musically within a given style.		✓
Using staff notation to record rhythms and melodies.		✓

<b>Class 3 Y4 Y5</b>	<b>Performing</b>	<b>Wider Opps Brass Tuition Red Admiral Brass</b>
Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.		✓
Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.		✓
Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology.		✓
Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.		✓

Class 4 Y6	Listening	Advanced Rhythms	Dynamics, pitch and tempo	Songs of WW2	Theme and variations (Pop Art)	Composing and performing a Leavers' Song	Garage Band							
Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles		Listening		✓	✓	✓								
Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts			Listening	✓		✓	✓	✓	✓					
Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.				Listening		✓	✓	✓		✓				
Identifying the way that features of a song can complement one another to create a coherent overall effect.					Listening	✓		✓	✓	✓	✓			
Use musical vocabulary correctly when describing and evaluating the features of a piece of music.						Listening	✓	✓		✓	✓	✓		
Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.							Listening	✓		✓		✓		
Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.								Listening	✓	✓		✓		✓

Class 4 Y6	Composing	Advanced Rhythms	Dynamics, pitch and tempo	Songs of WW2	Theme and variations (Pop Art)	Composing and performing a Leavers' Song	Garage Band
Improvising coherently and creatively within a given style, incorporating given features.		✓	✓		✓	✓	✓
Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.			✓		✓	✓	✓
Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.						✓	✓
Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.			✓	✓	✓		✓
Recording own composition using appropriate forms of notation and/or technology and incorporating.		✓	✓			✓	✓
Constructively critique their own and others' work, using musical vocabulary.		✓	✓		✓	✓	✓



Class 4 Y6	Performing	Advanced Rhythms	Dynamics, pitch and tempo	Songs of WW2	Theme and variations (Pop Art)	Composing and performing a Leavers' Song	Garage Band
Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.		✓		✓	✓	✓	
Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.		✓	✓	✓	✓	✓	
Performing a solo or taking a leadership role within a performance.			✓			✓	
Performing with accuracy and fluency from graphic and staff notation and from their own notation.		✓	✓	✓	✓	✓	
Performing by following a conductor's cues and directions		✓	✓	✓		✓	

**Cycle B**

Class 1 EYFS Year 1	Listening	Classical Music, dynamics and tempo	Nursery Rhyme week	Exploring Sound	Musical Vocabulary	Music and Movement	Pitch and tempo	
Responding to music with movement, altering it to reflect the tempo, dynamics or pitch of the music.					✓		✓	
Exploring lyrics by suggesting appropriate actions.				✓			✓	
Exploring the story behind the lyrics or music				✓			✓	
Listening to and following a beat using body percussion and instruments.					✓		✓	
Considering whether a piece of music has a fast, moderate or slow tempo.					✓		✓	
Listening to sounds and matching to the object or instrument.				✓	✓			
Listening to sounds and identifying high and low pitch.				✓	✓		✓	
Listening to and repeating a simple rhythm.				✓	✓			
Listening to and repeating simple lyrics.				✓			✓	
Understanding that different instruments make different				✓				

sounds and grouping them accordingly.							
<b>Class 1</b> <b>EYFS Year 1</b>	<b>Listening</b>	<b>Classical Music, dynamics and tempo</b>	<b>Nursery Rhyme week</b>	<b>Exploring Sound</b>	<b>Musical Vocabulary</b>	<b>Music and Movement</b>	<b>Pitch and tempo</b>
Recognising and understanding the difference between pulse and rhythm.			✓		✓		
Understanding that different types of sounds are called timbres.					✓		
Recognising basic tempo, dynamic and pitch changes		✓	✓		✓		✓
Describing the character, mood, or 'story' of music they listen to (verbally or through movement)		✓	✓		✓		✓
Describing the differences between two pieces of music.		✓			✓		✓
Expressing a basic opinion about music (like/dislike)		✓					✓
Listening to and repeating short, simple rhythmic patterns.		✓					
Listening and responding to other performers by playing as part of a group.		✓	✓		✓		✓


<b>Class 1</b> <b>EYFS Year 1</b>	<b>Composing</b>	<b>Classical Music, dynamics and tempo</b>	<b>Nursery Rhyme week</b>	<b>Exploring Sound</b>	<b>Musical Vocabulary</b>	<b>Music and Movement</b>	<b>Pitch and tempo</b>	
Playing untuned percussion 'in time' with a piece of music.				✓				
Selecting classroom objects to use as instruments.				✓				
Experimenting with body percussion and vocal sounds to respond to music				✓	✓		✓	
Selecting appropriate instruments to represent action and mood.								
Experimenting with playing instruments in different ways					✓			
Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.			✓	✓		✓		✓
Combining instrumental and vocal sounds within a given structure.			✓			✓		
Creating simple melodies using a few notes.						✓		✓
Choosing dynamics, tempo and timbre for a piece of music.			✓	✓		✓		✓
Beginning to make improvements to their work as suggested by the teacher.			✓					

Class 1 EYFS Year 1	Performing	Classical Music, dynamics and tempo	Nursery Rhyme week	Exploring Sound	Musical Vocabulary	Music and Movement	Pitch and tempo	
Using their voices to join in with well-known songs from memory				✓			✓	
Remembering and maintaining their role within a group performance				✓	✓			
Moving to music with instruction to perform actions				✓			✓	
Participating in performances to a small audience				✓			✓	
Stopping and starting playing at the right time				✓	✓		✓	
Using their voices expressively to speak and chant.			✓	✓				
Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.			✓	✓				
Maintaining the pulse using hands, and tuned and untuned Instruments.				✓				
Copying back short rhythmic and melodic phrases on percussion instruments.						✓		
Responding to simple musical instructions such as tempo and			✓	✓		✓		✓

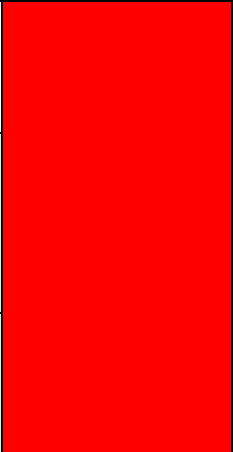
dynamic changes as part of a class performance.							
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<b>Class 2</b> <b>Y2 Y3</b>	<b>Listening</b>	<b>Orchestral Instruments</b>	<b>Christmas Production</b>	<b>Pentatonic Melodies and composition</b>	<b>Myths and Legends</b>	<b>Traditional Instruments &amp; Improvisation</b>	<b>Glockenspiel Whole Class</b>	
Recognising timbre changes in music they listen to.			✓			✓		
Recognising structural features in music they listen to.			✓			✓		
Listening to and recognising instrumentation.			✓			✓		
Beginning to use musical vocabulary to describe music.			✓			✓		
Identifying melodies that move in steps.								✓
Listening to and repeating a short, simple melody by ear.				✓				✓
Suggesting improvements to their own and others' work.			✓			✓		
Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary					✓		✓	
Understanding that music from different parts of the world, and different times, has different features.					✓		✓	
Recognising and explaining the changes within a piece of music using musical vocabulary.			✓	✓		✓	✓	



<b>Class 2</b> <b>Y2 Y3</b>		<b>Orchestral Instruments</b>	<b>Christmas Production</b>	<b>Pentatonic Melodies and composition</b>	<b>Myths and Legends</b>	<b>Traditional Instruments &amp; Improvisation</b>	<b>Glockenspiel Whole Class</b>	
Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.					✓		✓	
Beginning to show an awareness of metre.				✓	✓			✓
Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.					✓		✓	✓

<b>Class 2</b> <b>Y2 Y3</b>	<b>Composing</b>	<b>Orchestral Instruments</b>	<b>Christmas Production</b>	<b>Pentatonic Melodies and composition</b>	<b>Myths and Legends</b>	<b>Traditional Instruments &amp; Improvisation</b>	<b>Glockenspiel Whole Class</b>	
Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.			✓			✓		
Successfully combining and layering several instrumental and vocal patterns within a given structure.						✓		
Creating simple melodies from five or more notes.								✓
Choosing appropriate dynamics, tempo and timbre for a piece of music..			✓			✓		
Using letter name and graphic notation to represent the details of their composition.						✓		
Beginning to suggest improvements to their own work.			✓					
Composing a piece of music in a given style with voices and instruments.							✓	✓
Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).					✓			✓

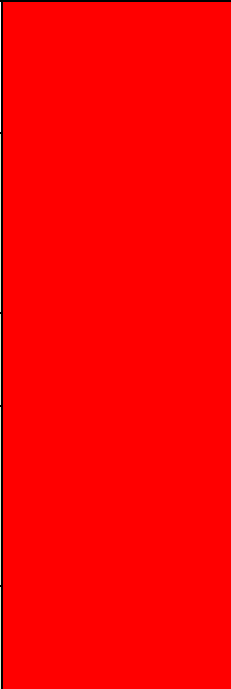
<b>Class 2</b> <b>Y2 Y3</b>		<b>Orchestral Instruments</b>	<b>Christmas Production</b>	<b>Pentatonic Melodies and composition</b>	<b>Myths and Legends</b>	<b>Traditional Instruments &amp; Improvisation</b>	<b>Glockenspiel Whole Class</b>	
Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.					✓		✓	✓
Suggesting and implementing improvements to their own work, using musical vocabulary.					✓			✓

<b>Class 2</b> <b>Y2 Y3</b>	<b>Performing</b>	<b>Orchestral Instruments</b>	<b>Christmas Production</b>	<b>Pentatonic Melodies and composition</b>	<b>Myths and Legends</b>	<b>Traditional Instruments &amp; Improvisation</b>	<b>Glockenspiel Whole Class</b>	
Using their voices expressively when singing, including the use of basic dynamics				✓				
Singing short songs from memory, with melodic and rhythmic accuracy.				✓				
Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.				✓		✓		✓
Performing expressively using dynamics and timbre to alter sounds as appropriate.			✓			✓		✓
Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.								✓
Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.				✓				
Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.				✓	✓			✓
Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.					✓			✓

<b>Class 3</b> <b>Y4 Y5</b>	<b>Listening</b>	<b>Composition notation (Theme: Ancient Egypt)</b>	<b>Body and Tuned Percussion</b>	<b>Blues</b>	<b>Changes in pitch, tempo and dynamics</b>	<b>Samba and Carnival sounds &amp; instruments</b>	<b>End of year production – Musical Theatre</b>	
Recognising the use and development of motifs in music				✓		✓		
Identifying gradual dynamic and tempo changes within a piece of music.				✓		✓		✓
Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.						✓	✓	
Identifying common features between different genres, styles and traditions of music.							✓	
Recognising, naming and explaining the effect of the interrelated dimensions of music.				✓		✓	✓	
Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.				✓		✓		
Using musical vocabulary to discuss the purpose of a piece of music.				✓		✓	✓	
Using musical vocabulary when discussing improvements to their own and others' work.				✓		✓		

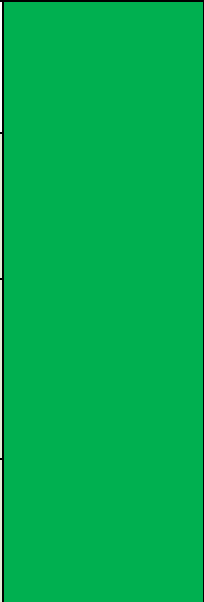
<b>Class 3</b> <b>Y4 Y5</b>	<b>Listening</b>	<b>Composition notation (Theme: Ancient Egypt)</b>	<b>Body and Tuned Percussion</b>	<b>Blues</b>	<b>Changes in pitch, tempo and dynamics</b>	<b>Samba and Carnival sounds &amp; instruments</b>	<b>End of year production – Musical Theatre</b>	
Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.					✓			✓
Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.			✓		✓			
Comparing, discussing and evaluating music using detailed musical vocabulary.					✓			✓
Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.			✓					✓

<b>Class 3</b> <b>Y4 Y5</b>	<b>Composing</b>	<b>Composition notation (Theme: Ancient Egypt)</b>	<b>Body and Tuned Percussion</b>	<b>Blues</b>	<b>Changes in pitch, tempo and dynamics</b>	<b>Samba and Carnival sounds &amp; instruments</b>	<b>End of year production – Musical Theatre</b>	
Composing a coherent piece of music in a given style with voices, bodies and instruments.				✓		✓		
Beginning to improvise musically within a given style.						✓	✓	
Developing melodies using rhythmic variation, transposition, inversion, and looping.				✓		✓		
Creating a piece of music with at least four different layers and a clear structure.				✓			✓	
Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.						✓		
Suggesting improvements to others work, using musical vocabulary.				✓			✓	
Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).			✓					
Improvising coherently within a given style.			✓		✓			

<b>Class 3</b> <b>Y4 Y5</b>		<b>Composition notation</b> <b>(Theme: Ancient Egypt)</b>	<b>Body and Tuned Percussion</b>	<b>Blues</b>	<b>Changes in pitch, tempo and dynamics</b>	<b>Samba and Carnival sounds &amp; instruments</b>	<b>End of year production – Musical Theatre</b>	
Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.								
Using staff notation to record rhythms and melodies.			✓					
Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.			✓		✓			✓
Suggesting and demonstrating improvements to own and others' work.			✓		✓			✓



<b>Class 3</b> <b>Y4 Y5</b>	<b>Performing</b>	<b>Composition notation (Theme: Ancient Egypt)</b>	<b>Body and Tuned Percussion</b>	<b>Blues</b>	<b>Changes in pitch, tempo and dynamics</b>	<b>Samba and Carnival sounds &amp; instruments</b>	<b>End of year production – Musical Theatre</b>	
Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.						✓		
Singing and playing in time with peers with accuracy and awareness of their part in the group performance. .				✓		✓	✓	
Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.				✓				
Playing syncopated rhythms with accuracy, control and fluency.							✓	
Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.			✓		✓			✓
Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.			✓		✓			✓

<b>Class 3</b> <b>Y4 Y5</b>		<b>Composition notation</b> <b>(Theme: Ancient Egypt)</b>	<b>Body and Tuned Percussion</b>	<b>Blues</b>	<b>Changes in pitch, tempo and dynamics</b>	<b>Samba and Carnival sounds &amp; instruments</b>	<b>End of year production – Musical Theatre</b>	
Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.			✓		✓			
Using staff notation to record rhythms and melodies.					✓			

Class 4 Y6	<b>Listening</b>	Advanced Rhythms	Dynamics, pitch and tempo	Songs of WW2	Theme and variations (Pop Art)	Composing and performing a Leavers' Song	Garage Band	
Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles				✓	✓	✓		
Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts			✓		✓	✓	✓	✓
Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.				✓	✓	✓		✓
Identifying the way that features of a song can complement one another to create a coherent overall effect.			✓		✓	✓	✓	✓
Use musical vocabulary correctly when describing and evaluating the features of a piece of music.			✓	✓		✓	✓	✓
Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.			✓		✓		✓	
Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.			✓	✓		✓		✓

Class 4 Y6	Composing	Advanced Rhythms	Dynamics, pitch and tempo	Songs of WW2	Theme and variations (Pop Art)	Composing and performing a Leavers' Song	Garage Band
Improvising coherently and creatively within a given style, incorporating given features.		✓	✓		✓	✓	✓
Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.			✓		✓	✓	✓
Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.						✓	✓
Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.			✓	✓	✓		✓
Recording own composition using appropriate forms of notation and/or technology and incorporating.		✓	✓			✓	✓
Constructively critique their own and others' work, using musical vocabulary.		✓	✓		✓	✓	✓

Class 4 Y6	<b>Performing</b>	Advanced Rhythms	Dynamics, pitch and tempo	Songs of WW2	Theme and variations (Pop Art)	Composing and performing a Leavers' Song	Garage Band	
Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.			✓		✓	✓	✓	
Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.			✓	✓	✓	✓	✓	
Performing a solo or taking a leadership role within a performance.				✓			✓	
Performing with accuracy and fluency from graphic and staff notation and from their own notation.			✓	✓	✓	✓	✓	
Performing by following a conductor's cues and directions			✓	✓	✓		✓	