



	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 <i>Skills</i>	<b>Introducing Beat</b> How Can We Make Friends When We Sing Together	<b>Adding Rhythm and Pitch</b> How Does Music Tell Stories About the Past	<b>In the Groove</b>	<b>Round and Round</b>	<b>Rhythm in the Way we Walk &amp; Banana rap</b>	<b>Your Imagination</b>
	<ul style="list-style-type: none"> <li><i>P: I can keep a steady pulse in a group, picking out two different tempos.</i></li> <li><i>A: I can respond to different moods in music saying how it makes me feel.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>P+S: I can sing simple tunes in unison.</i></li> <li><i>P+S: I can follow instructions about when to play and sing.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>C+I: I can create short melodic patterns using my voice.</i></li> <li><i>M: I can sing back short melodies using 2 pitched notes</i></li> </ul>	<ul style="list-style-type: none"> <li><i>A: I can listen to a range of live and recorded music.</i></li> <li><i>C+I: I can create short rhythmic patterns using untuned instruments.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>R: I can repeat short basic rhythms.</i></li> <li><i>P+S: I can play basic rhythms on untuned instruments.</i></li> </ul>	<i>Consolidate the taught skills from Year 1.</i>
Style						
Outcome						
Year 2 <i>Skills</i>	<b>Exploring Simple Patterns</b> How Does Music Help Us to Make Friends	<b>Focus on Dynamics and Tempo</b> How Does Music Teach Us About the Past?	<b>I Wanna Play in a Band</b>	<b>Zootime</b>	<b>Friendship Song</b>	<b>Reflect, Rewind, Replay</b>
	<ul style="list-style-type: none"> <li><i>M: I can sing back short melodies using 3 pitched notes.</i></li> <li><i>R: I can repeat longer rhythms (2 bars) using crotchets, minims and quavers.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>P+S: I can follow a melody accurately when singing.</i></li> <li><i>P+S: I can perform songs and simple rhythmic patterns with others.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>P: I can keep a steady pulse in a group and solo, demonstrate 2 different time signatures (3/4 and 4/4).</i></li> <li><i>A: I can recognise repeating patterns when listening to music e.g. chorus, verse.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>C+I: I can use symbols and pictures to represent sounds e.g. rhythm grids.</i></li> <li><i>C+I: I can repeat back rhythms from memory (at least two bars) and add imitations of the rhythms.</i></li> <li><i>C+I: I can make connections between notations and musical sounds.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>A: I can listen and recognize some elements of music: timbre, pitch, dynamics.</i></li> <li><i>P+S: I can perform, keeping the beat, whilst showing simple changes in tempo.</i></li> </ul>	<i>Consolidate the taught skills from Year 2.</i>

Style						
Outcome						
Year 3	<b>Wide Opportunities – Woodwind (with St Helens Music Service tutors)</b>					
Skills	<ul style="list-style-type: none"> <li><i>P: I can keep a steady pulse in a group and solo, demonstrating understanding of 2/4, 3/4 and 4/4 time signatures.</i></li> <li><i>A: I can use musical vocabulary to describe what I like/do not like about a piece of music.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>P+S: I can sing a tune with expression.</i></li> <li><i>P+S: I can show control of my voice when singing.</i></li> <li><i>C+I: I can create repeated patterns on different instruments.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>C+I: I can choose and combine different sounds to create intended moods and feelings.</i></li> <li><i>M: I can perform from and compose using at least 3 pitched notes and simple rhythms – quavers, crotchets and minims.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>P+S: I can play clear notes on a tuned instrument.</i></li> <li><i>C+I: I can compose melodies and short songs and notate them using a simple grid.</i></li> <li><i>A: I can improve my work stating how it has been improved.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>R: I can perform rhythms longer than 2 bars using crotchets, minims and quavers.</i></li> <li><i>A: I can identify musical features in music.</i></li> </ul>	<p><i>Consolidate the taught skills from Year 3.</i></p>
Style	<i>Orchestral - woodwind</i>					
Outcome						
Year 4	<b>Skills</b>					
Skills	<b>Interesting Time Signatures</b> How Does Music Bring Us Together?	<b>Combining Elements to Make Music</b> How Does Music Connect Us With Our Past?	<b>Short Term Project with St Helens Music Service: Ukulele</b>	<b>Lean on Me</b>	<b>Glockenspiel Stage 2</b>	<b>Blackbird</b>
Skills	<ul style="list-style-type: none"> <li><i>P+S: I can improvise using repeated patterns.</i></li> <li><i>A: I can start to identify the character of a piece of music.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>P+S: I can maintain a part in a group, showing awareness of others.</i></li> <li><i>A: I can describe and identify the different purposes of music.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>P+S: I can maintain a part in a group, showing awareness of others.</i></li> <li><i>P: I can keep a steady pulse in 2/4, 2/4 and 4/4 time on a tuned instrument.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>C+I: I can compose a short song (lyrics and melody) and perform (using Garageband).</i></li> <li><i>C+I: I can use basic rhythmic notation to transcribe ideas (crotchet, minim, semibreve).</i></li> </ul>	<ul style="list-style-type: none"> <li><i>P: I can keep a steady pulse in 2/4, 2/4 and 4/4 time on a tuned instrument.</i></li> <li><i>M: I can perform from and compose using at least 5 pitched notes.</i></li> <li><i>C+I: I can notate composition ideas and begin to use the</i></li> </ul>	<ul style="list-style-type: none"> <li><i>A: I can explain the place of silence and say what effect it has.</i></li> <li><i>R: I can perform pieces with at least 2 rhythms happening together.</i></li> <li><i>P+S: I can rhythmically</i></li> </ul>

					<i>stave to record my performance.</i>	<i>perform a simple part, including rests.</i>
<b>Style</b>						
<b>Outcome</b>						
<b>Year 5 Skills</b>	<b>Getting Started With Music Tech</b> How Does Music Bring Us Together?	<b>Combining Elements to Make Music</b> How Does Music Connect Us With Our Past?	<b>Make You Feel My Love</b>	<b>The Fresh Prince of Bel Air</b>	<b>Short term project with St Helens Music Service: Samba</b>	<b>Dancing in the Street</b>
	<ul style="list-style-type: none"> <li><i>P+S: I can improvise within a group using melodic and rhythmic phrases.</i></li> <li><i>A: I can begin to recognize different eras in music: Baroque, Classical, Romantic, 20th Century.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>P+S: I can sing and use my understanding of meaning to add expression.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>P: I can accurately perform pieces on a tuned instrument using at least 3 contrasting tempos.</i></li> <li><i>C+I: I can compose music to specific criteria using some musical devices e.g. rhythm, chords, melody, tempo.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>M: I can perform from and compose using between 5 and 8 notes.</i></li> <li><i>P+S: I can breathe in the correct place when singing.</i></li> <li><i>A: I can describe and compare music using musical vocabulary.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>R: I can perform pieces which use off beat rhythms.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>C+I: I can use standard musical notation (stave) to record my ideas.</i></li> <li><i>C+I: I can choose the most appropriate tempo for a piece of music.</i></li> <li><i>A: I can explain why I think my music is successful or unsuccessful.</i></li> </ul>
<b>Style</b>						
<b>Outcome</b>						
<b>Year 6 Skills</b>	<b>Developing Melodic Phrases</b> How Does Music Bring Us Together?	<b>Understanding Structure and Form</b> How Does Music Connect Us With Our Past?	<b>Benjamin Britten – New Year Carol</b>	<b>You’ve Got a Friend</b>	<b>Music and Identity</b>	<b>Production Songs</b>
	<ul style="list-style-type: none"> <li><i>A: I can identify different musical devices in a variety of musical genres.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>P: I can follow direction to change tempo within a piece of music.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>C+I: I can use relevant notations for compositional work e.g. stave.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>M: I can perform from and compose using 8 pitched notes, capturing my work so it can be recreated (e.g. in stave notation).</i></li> </ul>	<ul style="list-style-type: none"> <li><i>C+I: I can use digital technologies to aid with the creation and recording of ideas (Garageband).</i></li> </ul>	<i>Consolidate the taught skills from Year 6.</i>

	<ul style="list-style-type: none"> <li>• <i>P+S: I can perform parts from memory.</i></li> <li>• <i>P+S: I can perform confidently and accurately as part of a group.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>R: I can perform pieces which use syncopated rhythms at different tempos.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>P+S: I can perform music from notation.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>A: I can improve their own work and suggest improvements to others.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>C+I: I can combine several musical devices when composing.</i></li> <li>• <i>A: I can show some awareness of the influence and place music has had in society over time.</i></li> </ul>	
Style						
Outcome						