

Topics with Music focus								
Devas	Bannerman	Porteous	Borton					
Me!	Cycle A Hands, feet, heart	Cycle A Mamma Mia	Cycle A Livin' on prayer					
My stories	Ho Ho Ho!	Lean on me	The Fresh Prince Bel Air					
Everyone!	I want to play in a band	Reflect, Rewind and Replay	Reflect, Rewind and replay					
Our world	Zoo time!	Cycle B	Cycle B					
Big Bear Funk!	Friendship song	Let your spirit fly	Classroom Jazz					
Reflect, Rewind and replay	Reflect, Rewind and Replay	Three Little Birds	Music in me					
	Cycle B Hey you!	Reflect, Rewind and replay	Reflect, Rewind and replay					
	Rhythm in the way you walk and the banana rap!							
	In the groove!							
	Round and Round							
	Your imagination							



Reflect, Rewind and replay	

Listen and Appraise								
Devas	Bann	erman	Port	eous	Вог	ton		
40-60+ months I can move to music in a range of ways I can find the pulse by copying a character in a nursery rhyme. I can listen to high-pithed and low-pitched sounds on a glockenspiel. ELG Expressive Arts and Design; Being Imaginative and Expressive Perform songs, rhymes, poems and stories with others, and — when appropriate- try to move in time with music.	Year 1 I can move to music by dancing, marching, being animals or pop stars.	Year 2 I can move to music by dancing, marching, being animals or pop stars. I can explain how songs tell a story or describe an idea.	Year 3 I can confidently identify and move to the pulse. I can explain what the words of a song mean. I can take it in turn to discuss how a song makes me feel. I can listen carefully and respectfully to other people's thoughts about the music.	Year 4 I can confidently identify and move to the pulse. I can think about what the words of a song mean. I can take it in turns to discuss how a song makes me feel. I can listen carefully and respectfully to other people's thoughts about the music.	Year 5 I can identify and move to the pulse with ease. I can think about the message of a song. I can compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. I can listen carefully and respectfully to other people's thoughts about the music. I can use musical vocabulary. I can talk about the musical dimensions working together in the Unit songs.	Year 6 I can identify and move to the pulse with ease. I can explain the message of songs. I can compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. I can listen carefully and respectfully to other people's thoughts about the music. I can use musical vocabulary when talking about the songs. I can talk about the musical dimensions working together in the Unit songs.		



I can talk about the

Move, listen, find	Marching, dancing	Explain, describe	Pulse, feel, discuss	Meaning, emotions	music and how it makes me feel. Message, comparing styles, musical dimensions, inspiration	I can talk about the music and how it makes me feel, using musical language to describe the music. Gender, racism, characterise, compare, contrast, compliment
		Sing	ging			
Devas	Banne	erman	Port	eous	Bo	rton
40-60+ months I can explore high and low using voices and sounds in a song. I can sing along with a pre-recorded song and add actions. I can sing along with a backing track. I can sing a few familiar songs. ELG Expressive Arts and Design; Being Imaginative and Expressive - Perform songs, rhymes, poems and stories with others, and – when appropriate- try to move in time with music.	Year 1 I can use different pitches with my voice. I can make different types of sounds with my voice – e.g. rap or say words in rhythm. I can start and stop singing when following a leader.	Year 2 I can use different pitches with my voice. I can make different types of sounds with my voice – e.g. rap or say words in rhythm. I can find a comfortable singing position. I can start and stop singing when following a leader.	Year 3 I can sing in unison and in simple two-parts. I can demonstrate a good singing posture. I can follow a leader when singing. I can have a go at singing solo. I can sing with awareness of being 'in tune'. I can use the pulse internally when singing.	Year 4 I can sing in unison and in simple two-parts. I can demonstrate a good singing posture. I can follow a leader when singing. I can have a go at singing solo. I can sing with awareness of being 'in tune'. I can use the pulse internally when singing.	Year 5 I can sing in unison and to sing backing vocals. I can have a go at singing solo. I can listen to the group when singing. I can demonstrate a good singing posture. I can follow a leader when singing. I can experience rapping and solo singing. I can listen to others and be aware of how I	Year 6 I can sing in unison and to sing backing vocals. I can demonstrate a good singing posture. I can follow a leader when singing. I can experience rapping and solo singing. I can listen to others and be aware of how I fit into the group. I can sing with awareness of being 'in tune'.



Perform, sing	Pitch, voice, rhythm, leader	Sounds, rap, singing position	Unison, posture, solo, awareness, in tune, in time, internally	Pulse, two-parts, breath control, diaphragm	I can sing with awareness of being 'in tune'. Backing vocals, rapping, duet, harmony, harmonise	Counter melody, phrasing, complement, solfa, solfa ladder
		Pla	ying			
Devas	Bann	erman	Port	eous	Во	rton
40-60+ months	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can choose sounds and instruments for a specific purpose. I can follow and copy simple patterns using body	I can treat instruments carefully and with respect.	I can treat instruments carefully and with respect.	I can treat instruments carefully and with respect.	I can treat instruments carefully and with respect.	I can play a musical instrument with the correct technique within the context of	I can play a musical instrument with the correct technique within the context of the Unit
movements with increasing control.	I can play a tuned instrumental part with a	I can learn to play a tuned instrumental part	I can play any one, or all of four, differentiated	I can play any one, or all of four, differentiated	the Unit song.	song.
I am beginning to create my own patterns using instruments ELG Expressive Arts and Design; Being Imaginative and	I can learn to play an instrumental part that matches my musical	that matches my musical challenge. I can play the part in time with the steady	parts on a tuned instrument – a one- note, simple or medium part or the melody of the song) from	parts on a tuned instrument – a one- note, simple or medium part or the melody of the song) from memory	I can select and learn an instrumental part that matches my musical challenge.	I can select and learn an instrumental part that matches my musical challenge.
Expressive Perform songs, rhymes, poems and stories with others, and – when appropriate- try to move in	I can listen to and follow	pulse. I can listen to and follow	- memory or using notation	or using notation.	I can rehearse and perform my part within the context of the Unit	I can rehearse and perform my part within the context of the Unit
time with music.	musical instructions from a leader.	musical instructions from a leader.	- To rehearse and perform their part	perform my part within the context of the Unit song.	I can listen to and follow musical	song.



			within the context of the Unit song. To listen to and follow musical instructions from a leader. Improvise using instruments in the context of the song they are learning to perform.	I can listen to and follow musical instructions from a leader	instructions from a leader. I can lead a rehearsal session	I can listen to and follow musical instructions from a leader. I can lead a rehearsal session.			
			- Using the						
			improvisation tracks						
			provided.						
Perform, follow, choose, create	Tuned, perform, leader	Tuned instruments,	Melody, rhythm, pitch	Instrumental,	Timbre, texture,	Forte, crescendo,			
	, , , , , ,	steady, pulse	pulse, dynamics, tempo	conductor, musical cues	structure, notation, ostinato	diminuendo, allegro, adagio, moderato			
Improvisation									
Devas	Bann	erman	Port	eous	Во	rton			
40-60+ months	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
I can use movement to express feelings	I can listen and clap	I can listen and clap	I can copy back: Listen	I can copy back: Listen	I can copy back using	I can copy back using			
I can create movement in response to music	back, then listen and clap your own answer	back, then listen and clap your own answer	and sing back up to three notes.	and sing back up to three notes.	instruments up to three notes	instruments up to three notes			
·	(rhythms of words).	(rhythms of words).			l				
I can copy basic rhythm patterns of single words,	1	1	I can play and	I can play and	I can play and	I can play and improvise			
building to short phrases from the song/s.	I can use voices and instruments, listen and	I can use voices and instruments, listen and	Improvise: Using instruments, listen and	Improvise: Using instruments, listen and	improvise up to three notes	up to three notes			
	modulicito, noten and	modulicito, noteri and	instruments, listeri and	mstruments, listen and	110103				

play your own answer

using up to three notes.

play your own answer using up to three notes.

I can use questions and

instruments up to three

answers when using

notes

I can use questions and

instruments up to three

answers when using

notes

sing back, then listen

answer using one or two

and play your own

notes.

sing back, then listen

answer using one or two

and play your own

notes.

Expressive Arts and Design; Being Imaginative and

Expressive



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Perform songs, rhymes, poems and stories with others, and – when appropriate- try to move in time with music	I can take it in turns to improvise using one or two notes.	I can take it in turns to improvise using one or two notes.	I can take it in turns to improvise using up to three notes.	I can take it in turns to improvise using up to three notes.		
Move, express, respond, copy, perform	Listen, rhythm, notes, clap back, improvise	Listen, answer, rhythm, notes, clap back, improvise	Off-beat, scat, singing, tune, notes,	Riffs, effect	Riffs, Licks	Improvising musicians
		Comp	osition			

Composition

Devas	Bannerman		Porteous		Borton	
40-60+ months	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can sing to myself and make up simple songs	I can help to create a	I can help create three	I can help create at least	I can help create at least	I can create simple	I can create simple
	simple melody using	simple melodies with	one simple melody using	one simple melody using	melodies using up to	melodies using up to five
I can make up rhythms	one, two or three	the Units using one,	one, three or five	one, three or five	five different notes and	different notes and
, ,	notes.	three or five different	different notes.	different notes.	simple rhythms that	simple rhythms that
		notes.			work musically with the	work musically with the
	I can learn how the		I can plan and create a		style of the Unit song.	style of the Unit song.
	notes of the		section of music that			



the pulse and begin to create simple 2-note patterns to accompany a song. I can add a 2-note melody to the rhythm of the words. I can play with two pitched notes to invent musical patterns. ELG Expressive Arts and Design; Being Imaginative and Expressive - Perform songs, rhymes, poems and stories with others, and – when appropriate- try to move in time with musica. Written down and changed if necessary. I can obe of the composition can be written down and changed if necessary. I can talk about how it was created. I can listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. I can record the composition in any way The context of the unit song. I can talk about how it was created. I can listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. I can listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. I can record the composition in any way appropriate that I can record the composition in any way appropriate that I can record the composition in any way appropriate that song. I can talk about how it was created. I can listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. I can record the composition in any way appropriate that I can record the composition in any way appropriate that I can listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.			1 Togi ession of			I	T		
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	Performance Performance								
Devas Bannerman Porteous Borton	Devas	Bann	Bannerman Porteous		Во	rton			
40-60+ months Year 1 Year 2 Year 3 Year 4 Year 5 Year 6	40-60+ months	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		





I can perform a selection of nursery rhymes by	I can choose a song I	I can choose a song I	I can choose what to	I can choose what to	I can choose what to	I can choose what to
singing and adding actions or dance.	have learnt from the	have learnt from the	perform and create a	perform and create a	perform and create a	perform and create a
	Scheme and perform it.	Scheme and perform it.	programme.	programme.	programme.	programme.
I can perform a selection of nursery rhymes or						
songs and add a simple instrumental part.	I can add my ideas to	I can add my ideas to	I can communicate the	I can communicate the	I can communicate the	I can communicate the
	the performance.	the performance.	meaning of the words	meaning of the words	meaning of the words	meaning of the words
I can move rhythmically.			and clearly articulate	and clearly articulate	and clearly articulate	and clearly articulate
	I can record the	I can record the	them.	them.	them.	them.
I can imitate movement in response to music.	performance and say	performance and say	I can talk about the best	I can talk about the best		
	how I were feeling	how I were feeling	place to be when	place to be when	I can talk about the	I can talk about the
ELG	about it.	about it	performing and how to	performing and how to	venue and how to use it	venue and how to use it
Expressive Arts and Design; Being Imaginative and			stand or sit.	stand or sit.	to best effect.	to best effect.
Expressive						
- Perform songs, rhymes, poems and stories with			I can record the	I can record the	I can record the	I can record the
others, and – when appropriate- try to move in			performance and say	performance and say	performance and	performance and
time with music.			how I was feeling, what I	how I was feeling, what I	compare it to a	compare it to a previous
			was pleased with, what I	was pleased with, what I	previous performance.	performance.
			would change and why.	would change and why.	Land diagram and balls	Land discuss and halls
					I can discuss and talk	I can discuss and talk
					musically – "What went	musically – "What went
					well?" and "It would	well?" and "It would
					have been even better if?	have been even better
Boufour move respond show down	Chassa naufaum	Chassa norform ideas	Audianas sandustas	Donuscout touture	·	if?"
Perform, move, respond, share, dance	Choose, perform,	Choose, perform, ideas,	Audience, conductor,	Represent, texture,	Action song, character	Harmony, arrangement,
	performance, record	performance, record	expression, musical	interpretation,	song, transitions, diction	chorus, verse, mood,
			cues, communicating,	technique, dynamics,	alction	upbeat
			group and solo			