

Yr		Aut	umn		Spi	ring	Summer			
	Project	Skills	Knowledge	Project	Skills	Knowledge	Project	Skills	Knowledge	
Year	<u>Unit 1</u>	Perform	Use voices expressively	Unit 3	Perform	Use voices expressively	<u>Unit 5</u>	Perform	Play tuned and untuned	
1/2	Sounds	Listening	and creatively by	Feel the	Listening	and creatively by singing	What's	Listening	instruments musically.	
	Interest	Composing	singing songs and	Pulse	Composing	songs and speaking	the	Composing	I can identify	
Half	ing		speaking chants and	(Explorin		chants and rhymes.	Score?		instruments and the way	
Term	(Explori		rhymes.	g pulse		• I can perform rhythms	(Explori		their sound can be	
1	ng		• I can explore	and		to a given beat.	ng		changed	
	Sounds)		different sound	rhythm)		Play tuned and untuned	instrum		• I can develop my	
			sources using voices,			instruments musically.	ents		control of instruments	
			hands and bodies.			I can play simple	and		by playing slowly and	
			<u>Play tuned and</u>			untuned percussion to	symbols		quickly in contrast.	
			untuned instruments			learn how to control and	)		I can perform using	
			musically.			play a beat.			symbols as a support	
			• I can explore a range			• I can accompany a			<u>Listen with</u>	
			of classroom			song by playing the beat			concentration and	
			percussion instruments			or rhythm.			understanding to a	
			and name them.			<u>Listen with</u>			range of high-quality live	
			• I can play			concentration and			and recorded music	
			instruments in			<u>understanding to a</u>			I can identify	
			different ways.			range of high-quality live			instruments and the way	
			• I can handle and play			and recorded music			their sound can be	
			instruments with			<ul> <li>I can identify the beat</li> </ul>			changed.	
			control.			in different pieces of			• I can identify the	



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Year	<u>Unit 1</u>	Perform	<u>Listen with</u>	<u>Unit 3</u>	Perform	music	<u>Unit 5</u>	Perform	changes in volume in a
1/2	Sounds	Listening	concentration and	Feel the	Listening		What's	Listening	piece of music.
	Interest	Composing	<u>understanding to a</u>	Pulse	Composing	<ul> <li>I can identify the</li> </ul>	the	Composing	<ul> <li>I can identify different</li> </ul>
Half	ing		range of high-quality	(Explorin		rhythm of words	Score?		sounds by matching
Term	(Explori		live and recorded	g pulse		<ul> <li>I can begin to</li> </ul>	(Explori		movements to given
1	ng		<u>music</u>	and		internalise and create	ng		sounds.
	Sounds)		<ul> <li>I can identify a</li> </ul>	rhythm)		rhythm patterns	instrum		Experiment with, create,
			variety of different			Experiment with, create,	ents		select and combine
			sound sources and			select and combine	and		sounds using the inter-
			describe the sounds.			sounds using the inter-	symbols		related dimensions of
			• I can listen to a piece			related dimensions of	)		music.
			of recorded music and			music.			<ul> <li>I can develop my</li> </ul>
			identify how the			<ul> <li>I can begin to</li> </ul>			control of instruments
			sounds are being			internalise and create			by playing slowly and
			made.			rhythm patterns			quickly in contrast.
			<ul> <li>I can recognise the</li> </ul>						<ul> <li>I can choose sounds</li> </ul>
			sounds of classroom						and instruments
			percussion instruments						carefully.
			and identify how they						<ul> <li>I can make my own</li> </ul>
			are being played.						symbols as part of a
			Experiment with,						score.
			create, select and						• I can make
			combine sounds using						improvements to my
			the inter-related						own and others' work.
			dimensions of music.						



Year	Unit 1	Perform	• I can create a piece						
1/2	Sounds	Listening	of music using sounds						
	Interest	Composing	made by my hands.						
Half	ing	Composing	I can make and select						
Term	(Explori		sounds to reflect the						
1	ng		mood of a story						
	Sounds)		• I can select sounds						
			and sound sources						
			carefully in response to						
			a story.						
Year	Unit 2	Perform	Use voices expressively	<u>Unit 4</u>	Perform	Use voices expressively	<u>Unit 6</u>	Perform	Use voices expressively
1/2		Listening	and creatively by		Listening	and creatively by singing		Listening	and creatively by singing
	The	Composing	singing songs and	Taking	Composing	songs and speaking	Rain	Composing	songs and speaking
Half	Long		speaking chants and	Off		chants and rhymes.	Rain Go		chants and rhymes.
Term	and		rhymes.	(Explorin		• I can use a high, low	Away		<ul><li>I can sing songs</li></ul>
2	Short of		• I can make longer	g Pitch)		and middle voice.	(Explori		expressively.
	It		and shorter sounds			I can sing a melody at	ng		Play tuned and untuned
	(Explori		with my voice.			my own pitch.	Timbre,		instruments musically.
	ng		Play tuned and			• I can sing phrases from	Tempo		• I can control sounds as
	Duratio		untuned instruments			dot notation.	and		part of a class
	n)		musically.			Play tuned and untuned	Dynami		performance.
	,		I can explore long			instruments musically.	cs)		Listen with
			and short sounds on			I can play phrases from			concentration and
			classroom instruments.			dot notation			understanding to a
			• I can create a						range of high-quality live
			sequence of long and						and recorded music
			sequence or long and						una recorded music



Year	Unit 2	Perform	short sounds on	Unit 4	Perform	Listen with	<u>Unit 6</u>	Perform	• I can describe different
1/2		Listening	instruments.		Listening	concentration and		Listening	images created by
	The	Composing	<u>Listen with</u>	Taking	Composing	understanding to a	Rain	Composing	music.
Half	Long		concentration and	Off		range of high-quality live	Rain Go		Experiment with, create,
Term	and		understanding to a	(Explorin		and recorded music	Away		select and combine
2	Short of		range of high-quality	g Pitch)		<ul> <li>I can follow pitch</li> </ul>	(Explori		sounds using the inter-
	It		live and recorded			movement with my	ng		<u>related dimensions of</u>
	(Explori		<u>music</u>			hands	Timbre,		music.
	ng		<ul> <li>I can recognise long</li> </ul>			Experiment with, create,	Tempo		• I can select
	Duratio		and short sounds.			select and combine	and		appropriate
	n)		<ul> <li>I can identify long</li> </ul>			sounds using the inter-	Dynami		instruments, choose and
			and short sounds in			related dimensions of	cs)		combine sounds
			music			music.			carefully.
			Experiment with,			• I can create and			• I can select
			create, select and			choose sounds in			appropriate
			combine sounds using			response to a given			combinations of sounds
			the inter-related			stimulus			• I can choose and order
			dimensions of music.						sounds in response to a
			• I can create a						stimulus
			sequence of long and						• I can control sounds as
			short sounds on						part of a class
			instruments.						composition.



Yr	Autumn			Spring			Summer		
	Project	Skills	Knowledge	Project	Skills	Knowledge	Project	Skills	Knowledge
Year	<u>Unit 1</u>	Performing	Play and perform in	Unit 3	Performing	Play and perform in solo	<u>Unit 5</u>	Performing	Play and perform in solo
3/4		Listening	solo and ensemble		Listening	and ensemble contexts,		Listening	and ensemble contexts,
	Animal	Composing	contexts, using voices	The Class	Composing	using voices and playing	Paintin	Composing	using voices and playing
Half	Magic	Notation	and playing musical	Orchestr	Notation	musical instruments	g with	Notation	musical instruments with
Term	(Explori	Knowledge of	instruments with	а	Knowledge of	with increasing	sound	Knowledge of	increasing accuracy,
1	ng	Music	increasing accuracy,	(Explorin	Music	accuracy, fluency,	(Explori	Music	fluency, control and
	descript		fluency, control and	g		control and expression.	ng		expression.
	ive		expression.	arrangem		<ul> <li>I can learn a song and</li> </ul>	Sound		I can explore different
	sounds)		<ul> <li>I can combine</li> </ul>	ents)		sing it in an ensemble	colours)		combinations of pitched
			narration and			<ul> <li>I can play melodic</li> </ul>			sounds.
			movement to describe			phrases by ear.			<u>Listen with attention to</u>
			a chosen animal.			<ul> <li>I can perform rhythmic</li> </ul>			<u>detail and recall sounds</u>
			<ul><li>I can combine</li></ul>			patterns.			with increasing aural
			narration, sounds and			<ul> <li>I can perform in</li> </ul>			<u>memory.</u>
			movement to describe			different ways exploring			<ul> <li>I can identify</li> </ul>
			a chosen animal.			the way that performers			descriptive features in
			<u>Listen with attention to</u>			are a musical resource			music.
			detail and recall			<u>Listen with attention to</u>			<ul> <li>I can analyse and</li> </ul>
			sounds with increasing			detail and recall sounds			comment on how
			<u>aural memory.</u>			with increasing aural			sounds are used to
			<ul> <li>I can recognise how</li> </ul>			memory.			create different moods.
			musical elements are			<ul> <li>I can identify different</li> </ul>			Appreciate and
		Performing	used and combined.			ways sounds are used to	<u>Unit 5</u>		<u>understand a wide range</u>



Year	Unit 1	Listening	Appreciate and	Unit 3	Performing	accompany a song.		Performing	of high-quality live and
3/4		Composing	understand a wide		Listening	I can identify melodic	Paintin	Listening	recorded music drawn
	Animal	Notation	range of high-quality	The Class	Composing	phrases.	g with	Composing	from different traditions
Half	Magic	Knowledge of	live and recorded	Orchestr	Notation	• I can identify rhythmic	sound	Notation	and from great
Term	(Explori	Music	music drawn from	а	Knowledge of	phrases	(Explori	Knowledge of	composers and
1	ng		different traditions and	(Explorin	Music	Appreciate and	ng	Music	<u>musicians.</u>
	descript		<u>from great composers</u>	g		understand a wide range	Sound		I can recognise and
	ive		and musicians.	arrangem		of high-quality live and	colours)		explore different
	sounds)		<ul> <li>I can explore and</li> </ul>	ents)		recorded music drawn			combinations of
			choose different			<u>from different traditions</u>			rhythmic sounds
			movements to			and from great			(Arabian, Chinese,
			describe animals.			<u>composers and</u>			Brazilian music)
			• I can explore the use			<u>musicians.</u>			Improvise and compose
			of Hasthas.			<ul> <li>I can recognise an</li> </ul>			music for a range of
			• I can recognise			extract from "Ein			purposes using the inter-
			'Carnival of the			Mädchen oder			<u>related dimensions of</u>
			Animals by Saint Saëns			Weibchen from The			music.
			<u>Improvise and</u>			Magic Flute' by Mozart.			• I can select
			compose music for a			<ul> <li>I can identify phrases</li> </ul>			instruments and create
			range of purposes			that could be used as an			sounds to describe visual
			using the inter-related			introduction (traditional			images.
			dimensions of music.			Jamaican songs)			• I can choose
			• I can create						instruments on the basis
			sequences of sound in						of internalised sounds.
			response to						• I can create textures
			movements.						by combining sounds in



Year	Unit 1	Performing	• I can create	Unit 3	Performing	Improvise and compose	Unit 5	Performing	different ways.
3/4		Listening	sequences of		Listening	music for a range of		Listening	Develop an
	Animal	Composing	movements in	The Class	Composing	purposes using the inter-	Paintin	Composing	understanding of the
Half	Magic	Notation	response to sounds.	Orchestr	Notation	<u>related dimensions of</u>	g with	Notation	history of music.
Term	(Explori	Knowledge of	Develop an	а	Knowledge of	music.	sound	Knowledge of	<ul> <li>I can recognise and</li> </ul>
1	ng	Music	understanding of the	(Explorin	Music	• I can fit different	(Explori	Music	explore different
	descript		history of music.	g		rhythmic patterns	ng		combinations of
	ive		I can recognise	arrangem		together.	Sound		rhythmic sounds
	sounds)		'Carnival of the	ents)			colours)		(Arabian, Chinese,
			animals' Saint-Saëns.			<u>Develop an</u>			Brazilian music)
						understanding of the			•
						history of music.			
						<ul> <li>I can recognise an</li> </ul>			
						extract from "Ein			
						Mädchen oder			
						Weibchen from The			
						Magic Flute' by Mozart.			
						<ul> <li>I can appreciate that</li> </ul>			
						songs have different			
						purposes.			



Year	Unit 2	Performing	Play and perform in	Unit 4	Performing	Play and perform in solo	Unit 6	Performing	Play and perform in solo
	OIIIC Z	_		<u> </u>			Onit 6	•	-
3/4		Listening	solo and ensemble	_	Listening	and ensemble contexts,		Listening	and ensemble contexts,
	Play it	Composing	contexts, using voices	Dragon	Composing	using voices and playing	Salt	Composing	using voices and playing
Half	again	Notation	and playing musical	Scales	Notation	<u>musical instruments</u>	Pepper	Notation	musical instruments with
Term	(Explori	Knowledge of	instruments with	(Explorin	Knowledge of	with increasing	Vinegar	Knowledge of	increasing accuracy,
2	ng	Music	increasing accuracy,	g	Music	accuracy, fluency,	Mustar	Music	fluency, control and
	rhythmi		fluency, control and	pentatoni		control and expression.	d		expression.
	С		expression.	c scales)		I can improvise simple	(Explori		<ul> <li>I can sing and play a</li> </ul>
	pattern)		• I can repeat rhythmic			tunes based on the	ng		range of singing games
			patterns.			pentatonic scale.	singing		with confidence.
			<ul> <li>I can perform with</li> </ul>			I can perform with	games)		• I can demonstrate the
			awareness of different			others keeping a steady			difference between
			parts.			beat.			pulse and rhythm.
			<u>Listen with attention to</u>			Listen with attention to			• I can create simple
			detail and recall			detail and recall sounds			rhythmic ostinato and
			sounds with increasing			with increasing aural			perform with others
			<u>aural memory.</u>			memory.			<ul> <li>I can perform their</li> </ul>
			• I can recognise			I can identify			singing games for other
			repeated rhythmic			pentatonic scales in			people.
			patterns.			songs.			
			Appreciate and			Appreciate and			<u>Listen with attention to</u>
			<u>understand a wide</u>			understand a wide range			<u>detail and recall sounds</u>
			range of high-quality			of high-quality live and			with increasing aural
			live and recorded			recorded music drawn			memory.
			music drawn from			from different traditions			• I can identify different



Year	Unit 2	Performing	different traditions and	Unit 4	Performing	and from great	Unit 6	Performing	actions and uses of
3/4		Listening	from great composers		Listening	composers and		Listening	singing games.
	Play it	Composing	and musicians.	Dragon	Composing	musicians.	Salt	Composing	I can identify different
Half	again	Notation	<ul> <li>I can identify</li> </ul>	Scales	Notation	<ul> <li>Chinese dragon song.</li> </ul>	Pepper	Notation	singing games.
Term	(Explori	Knowledge of	repeated patterns used	(Explorin	Knowledge of	Improvise and compose	Vinegar	Knowledge of	Appreciate and
2	ng	Music	in a variety of music.	g	Music	music for a range of	Mustar	Music	<u>understand a wide range</u>
	rhythmi		<ul> <li>I can recognise</li> </ul>	pentatoni		purposes using the inter-	d		of high-quality live and
	С		'Polka' (Chopsticks)	c scales)		<u>related dimensions of</u>	(Explori		<u>recorded music drawn</u>
	pattern)		Alexander Borodin.			music.	ng		<u>from different traditions</u>
			<u>Improvise and</u>			<ul> <li>I can create a class</li> </ul>	singing		and from great
			compose music for a			song.	games)		<u>composers and</u>
			range of purposes			<ul> <li>I can create an</li> </ul>			<u>musicians.</u>
			using the inter-related			accompaniment to a			<ul> <li>Playground singing</li> </ul>
			dimensions of music.			song.			games
			• I can compose music			<u>Develop an</u>			<u>Improvise and compose</u>
			and make			<u>understanding of the</u>			music for a range of
			improvements to my			history of music.			purposes using the inter-
			own work.			<ul> <li>Chinese dragon song.</li> </ul>			<u>related dimensions of</u>
			<u>Develop an</u>						<u>music.</u>
			<u>understanding of the</u>						• I can make up my own
			history of music.						singing game with tunes
			<ul> <li>I can recognise</li> </ul>						and actions.
			'Polka' (Chopsticks)						<u>Develop an</u>
			Alexander Borodin.						<u>understanding of the</u>
									history of music.
									Singing games being



Year	Unit 2	Performing			<u>Unit 6</u>	Performing	songs and games passed
3/4		Listening				Listening	on through friends and
	Play it	Composing			Salt	Composing	families.
Half	again	Notation			Pepper	Notation	
Term	(Explori	Knowledge of			Vinegar	Knowledge of	
2	ng	Music			Mustar	Music	
	rhythmi				d		
	С				(Explori		
	pattern				ng		
					singing		
					games)		



Yr	Autumn			Spring			Summer			
	Project	Skills	Knowledge	Project	Skills	Knowledge	Project	Skills	Knowledge	
Year	<u>Unit 1</u>	Performing	Play and perform in	<u>Unit 3</u>	Performing	Play and perform in solo	<u> Unit 5</u>	Performing	Play and perform in solo	
5/6		Listening	solo and ensemble		Listening	and ensemble contexts,		Listening	and ensemble contexts,	
	Cyclic	Composing	contexts, using voices	Journey	Composing	using voices and playing	Stars,	Composing	using voices and playing	
Half	Pattern	Notation	and playing musical	into	Notation	musical instruments	Hide	Notation	musical instruments with	
Term	s	Knowledge of	instruments with	Space	Knowledge of	with increasing	Your	Knowledge of	increasing accuracy,	
1	(Explori	Music	increasing accuracy,	(Explorin	Music	accuracy, fluency,	Fires	Music	fluency, control and	
	ng		fluency, control and	g sound		control and expression.	(Perfor		expression.	
	rhythm		expression.	sources)		<ul> <li>I can explore different</li> </ul>	ming		• I can learn a new song	
	and		I can explore and			textures using tuned	togethe		quickly and sing it	
	pulse)		perform a cyclic			sounds.	r)		confidently from	
			pattern			I can explain how			memory.	
			<ul> <li>I can identify and</li> </ul>			sounds can create			• I can play	
			control different ways			different intended			accompaniments with	
			percussion instruments			effects			control and accuracy,	
			make sounds			<u>Listen with attention to</u>			using notation as a	
			• I can keep a steady			detail and recall sounds			support.	
			pulse and improvise			with increasing aural			• I can contribute	
			rhythmic patterns			memory.			creatively to a group	
			<u>Listen with attention to</u>			I can identify			performance.	
			detail and recall			contrasting moods and			• I can present	
			sounds with increasing			sensations			performances effectively	
			aural memory.			Appreciate and			with awareness of	
			• I can identify			understand a wide range			audience, venue and	



Year	<u>Unit 1</u>	Performing	different aspects of	<u>Unit 3</u>	Performing	of high-quality live and	<u>Unit 5</u>	Performing	occasion.
5/6		Listening	pulse by clapping and		Listening	recorded music drawn		Listening	<u>Listen with attention to</u>
	Cyclic	Composing	moving.	Journey	Composing	from different traditions	Stars,	Composing	detail and recall sounds
Half	Pattern	Notation	<ul> <li>I can identify</li> </ul>	into	Notation	and from great	Hide	Notation	with increasing aural
Term	S	Knowledge of	rhythmic patterns,	Space	Knowledge of	composers and	Your	Knowledge of	memory.
1	(Explori	Music	instruments and	(Explorin	Music	<u>musicians.</u>	Fires	Music	<ul> <li>I can identify how a</li> </ul>
	ng		repetition	g sound		<ul> <li>I can describe the</li> </ul>	(Perfor		mood is created by
	rhythm		<u>Appreciate and</u>	sources)		sounds in 'Atmosphères'	ming		music and lyrics
	and		<u>understand a wide</u>			by György Ligeti.	togethe		<u>Use and understand</u>
	pulse)		range of high-quality			<ul> <li>I can compare 'Départ'</li> </ul>	r)		staff and other musical
			<u>live and recorded</u>			by Wolfgang Rihm with			<u>notations.</u>
			<u>music drawn from</u>			other musical pieces.			• I can play
			<u>different traditions and</u>			<ul> <li>I can explore the</li> </ul>			accompaniments with
			<u>from great composers</u>			attack and decay sounds			control and accuracy,
			and musicians.			in 'Stripsody' by Cathy			using notation as a
			• I can perform African			Berberian.			support.
			greetings.			<ul> <li>I can discuss moods</li> </ul>			
			<u>Improvise and</u>			and feelings created by			
			compose music for a			'Mare Tranquillitatis' by			
			range of purposes			Vangelis.			
			using the inter-related			Improvise and compose			
			dimensions of music.			music for a range of			
			• I can invent simple			purposes using the inter-			
			rhythmic patterns.			<u>related dimensions of</u>			
						music.			
						• I can create different			



<u>Unit 3</u>	Performing	sound effects using
	Listening	combinations of pitched
Journey	Composing	sounds
into	Notation	• I can explore, select,
Space	Knowledge of	combine and exploit a
(Explorin	Music	range of different
g sound		sounds to compose a
sources)		soundscape stimulated
		by space.
		<u>Develop an</u>
		understanding of the
		history of music.
		• I can describe the
		sounds in 'Atmosphères'
		by György Ligeti.
		• I can compare 'Départ'
		by Wolfgang Rihm with
		other musical pieces.
		I can explore the
		attack and decay sounds
		in 'Stripsody' by Cathy
		Berberian.
		• I can discuss moods
		and feelings created by
		'Mare Tranquillitatis' by
		Vangelis.



Year	Unit 2	Performing	Play and perform in	Unit 4	Performing	Play and perform in solo	Unit 6	Performing	Play and perform in solo
5/6					_		<u>Onit o</u>	_	-
5/6	Rounda	Listening	solo and ensemble	Songwrit	Listening	and ensemble contexts,	<b>VA/I</b>	Listening	and ensemble contexts,
	bout	Composing	contexts, using voices	er	Composing	using voices and playing	Who	Composing	using voices and playing
Half	(Explori	Notation	and playing musical	(Explorin	Notation	<u>musical instruments</u>	knows?	Notation	musical instruments with
Term	ng	Knowledge of	instruments with	g lyrics	Knowledge of	<u>with increasing</u>	(Explori	Knowledge of	increasing accuracy,
2	Rounds)	Music	increasing accuracy,	and	Music	accuracy, fluency,	ng	Music	fluency, control and
			fluency, control and	melody)		control and expression.	Music		expression.
			expression.			<ul> <li>I can perform my song</li> </ul>	Process		• I can choose
			<ul> <li>I can sing a round in</li> </ul>			with expression, in tune	es)		instruments and control
			two or more parts and			to a simple			a range of sounds
			identify how the parts			accompaniment.			I can use my voice
			fit together			<u>Listen with attention to</u>			confidently and
			• I can sing a round			detail and recall sounds			descriptively in response
			with confidence and			with increasing aural			to given images.
			accompany my singing			memory.			I can change metre
			with a repeated chord.			I can evaluate and			within a piece of music.
			• I can accompany my			improve their work			<u>Listen with attention to</u>
			singing with a simple			through discussion			<u>detail and recall sounds</u>
			chord structure.			Appreciate and			with increasing aural
			<u>Listen with attention to</u>			understand a wide range			memory.
			detail and recall			of high-quality live and			I can listen to melodic
			sounds with increasing			recorded music drawn			improvisations and
			aural memory.			from different traditions			notice how these are
			•I can describe the			and from great			organised with the
			effect of different			composers and			rhythm into a structure.
									,
			combinations of			<u>musicians.</u>			



Year	<u>Unit 2</u>	Performing	pitched notes using the	Unit 4	Performing	• I can identify how	<u>Unit 6</u>	Performing	Appreciate and
5/6	Rounda	Listening	terms tense, tight,	Songwrit	Listening	lyrics can be used to		Listening	understand a wide range
	bout	Composing	relaxed, loose and	er	Composing	convey mood, attitude	Who	Composing	of high-quality live and
Half	(Explori	Notation	comfortable	(Explorin	Notation	or tell a story	knows?	Notation	<u>recorded music drawn</u>
Term	ng	Knowledge of	• I can improve my	g lyrics	Knowledge of	<ul> <li>I can recognise that</li> </ul>	(Explori	Knowledge of	<u>from different traditions</u>
2	Rounds)	Music	performance through	and	Music	lyrics reflect the time	ng	Music	and from great
			listening, internalising	melody)		and place in which they	Music		composers and
			and analysing what			were composed.	Process		<u>musicians.</u>
			changes need to be			Improvise and compose	es)		• I can learn about a
			made.			music for a range of			composer's starting
			Appreciate and			purposes using the inter-			points for a particular
			<u>understand a wide</u>			<u>related dimensions of</u>			composition ('Rhapsody
			range of high-quality			music.			in Blue' by Gershwin)
			<u>live and recorded</u>			<ul> <li>I can create my own</li> </ul>			I can explain the
			music drawn from			lyrics based on headlines			inspiration for
			<u>different traditions and</u>			and common phrases			Messiaen's inspiration
			<u>from great composers</u>			<ul> <li>I can compose a short</li> </ul>			for writing 'le réveil des
			and musicians.			song to my own lyrics			oiseaux.'
			• I can learn a			<u>Develop an</u>			Improvise and compose
			traditional Hungarian			<u>understanding of the</u>			music for a range of
			folk song.			history of music.			purposes using the inter-
			• I can learn a Calypso			<ul> <li>I can recognise how</li> </ul>			<u>related dimensions of</u>
			round from Trinidad.			lyrics often have cultural			music.
			<u>Improvise and</u>			historical and social			I can identify different
			compose music for a			meaning (protest songs)			starting points for
			range of purposes						composing music.



Year	Unit 2	Performing	using the inter-related		<u>Unit 6</u>	Performing	• I can create melodic
5/6	Rounda	Listening	dimensions of music.			Listening	patterns using given
	bout	Composing	<ul> <li>I can improve my</li> </ul>		Who	Composing	notes and rhythms
Half	(Explori	Notation	performance through		knows?	Notation	• I can compose music
Term	ng	Knowledge of	listening, internalising		(Explori	Knowledge of	using a range of stimuli
2	Rounds)	Music	and analysing what		ng	Music	and developing my
			changes need to be		Music		musical ideas into a
			made.		Process		completed composition.
					es)		Use and understand
							staff and other musical
							<u>notations.</u>
							<ul> <li>I can perform using</li> </ul>
							notation as a support.
							• I can create melodic
							patterns using given
							notes.