



Curriculum Coverage: Music

				ARE at the end of the year
<b>Year 1</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	
Skills	Recognise and explore how sounds can be made and changed. Use their voice in different ways (eg speaking, singing, chanting) and perform with awareness of others. Follow instructions about when to play or sing.	Recognise and explore how sounds can be made and changed. Repeat short rhythmic and melodic patterns. Make a sequence of sound.	Use their voice in different ways (eg speaking, singing, chanting) and perform with awareness of others. Make a sequence of sound. Follow instructions about when to play or sing. Express an opinion about a piece of music.	<ol style="list-style-type: none"> <li>1. recognise and explore how sounds can be made and changed.</li> <li>2. use their voice in different ways (eg speaking, singing, chanting) and perform with awareness of others.</li> <li>3. repeat short rhythmic and melodic patterns.</li> <li>4. make a sequence of sound.</li> <li>5. follow instructions about when to play or sing.</li> <li>6. express an opinion about a piece of music.</li> </ol>
Topics	Expressive Voices Nativity	Understanding Pitch A steady beat	Exploring tempo Performance	
<b>Year 2</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>	
Skills	Recognise and explore how sounds can be organised. Sing with a sense of the melody Perform simple patterns and accompaniments	Recognise and explore how sounds can be organised. Sing with a sense of the melody Perform simple patterns and accompaniments Express an opinion about a piece of music.	Recognise and explore how sounds can be organised. Sing with a sense of the melody. Perform simple patterns and accompaniments keeping to a steady pulse. Express an opinion about a piece of music. Listen out for particular things when listening to music.	<ol style="list-style-type: none"> <li>1. recognise and explore how sounds can be organised.</li> <li>2. sing with a sense of the melody.</li> <li>3. perform simple patterns and accompaniments keeping to a steady pulse.</li> <li>4. express an opinion about a piece of music.</li> <li>5. listen out for particular things when listening to music.</li> </ol>
Topics	The long and short of it. Feel the pulse. London's Burning.	Taking off-exploring pitch. What's the score-exploring instruments.	Rain, rain go away-exploring timbre and tempo. Sounds interesting-exploring sound.	



Year 3	Autumn	Spring	Summer	
Skills	Recognise and explore the ways sounds can be used expressively. Sing with expression. Perform rhythmically simple parts. Improvise repeated patterns.			<ol style="list-style-type: none"> <li>1. recognise and explore the ways sounds can be used expressively.</li> <li>2. sing with expression.</li> <li>3. perform rhythmically simple parts.</li> <li>4. improvise repeated patterns.</li> <li>5. express an opinion about a piece of music, and give reasons for their opinion.</li> <li>6. sing/clap a pulse that is increasing or decreasing in tempo.</li> <li>7. combine different sounds to create a specific mood or feeling.</li> </ol>
Topics				
Year 4	Autumn	Spring	Summer	
Skills		Sing in tune and with expression. Perform rhythmically simple parts that use a limited range of notes. Describe what they think or feel about music, with some reference to specific musical features eg pitch, tempo, structure.		<ol style="list-style-type: none"> <li>1. sing in tune and with expression.</li> <li>2. perform rhythmically simple parts that use a limited range of notes.</li> <li>3. improvise repeated patterns and combine layers of sound with awareness of the effect. recognise how different musical elements are combined and used expressively.</li> <li>4. describe what they think or feel about music, with some reference to specific musical features eg pitch, tempo, structure.</li> <li>5. begin to identify with the style of work of at least one great composer.</li> </ol>
Topics		<p style="text-align: center;">Easter Production</p>		



Year 5	Autumn	Spring	Summer	
Skills				<ol style="list-style-type: none"><li>1. While performing by ear and from simple notations, maintain their own part.</li><li>2. improvise melodic and rhythmic phrases.</li><li>3. compose by developing ideas within musical structures.</li><li>4. review and evaluate different music, including music from different periods and cultures, with reference to specific musical features eg pitch, tempo, structure.</li></ol>
Topics				<ol style="list-style-type: none"><li>5. show some awareness of music in the world around them eg advertising, film trailers.</li><li>6. contrast the work of famous composers and show preferences.</li></ol>



Year 6	Autumn	Spring	Summer	
Skills				<ol style="list-style-type: none"><li>1. While performing from memory and from simple notations, show awareness of their own contribution (eg leading others, taking a solo part and/or providing rhythmic support).</li><li>2. improvise melodic and rhythmic phrases as part of a group performance.</li><li>3. compose by developing ideas, beginning to use musical devices (eg melody, rhythms, chords, structures).</li><li>4. review and evaluate different music, including music from different periods, cultures and from great composers, with reference to specific musical features eg pitch, tempo, structure.</li></ol>
Topics				<ol style="list-style-type: none"><li>5. show increasing awareness of music in the world around them eg advertising, dramas.</li><li>6. evaluate how the venue, occasion and purpose affects the way a piece of music is created.</li></ol>