

	Foundation Stage	Year 1	Year 2	Year 3	Year 4 – UKULELE (TVMS)	Year 5	Year 6
Singing and Performing	<ul style="list-style-type: none"> To find a singing voice and use their voice confidently. Sing a melody accurately at their own pitch. Play untuned instruments with control. 	<ul style="list-style-type: none"> To confidently sing or rap five songs from memory and sing them in unison 	<ul style="list-style-type: none"> To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word) 	<ul style="list-style-type: none"> To sing in unison and in simple two-parts. To demonstrate a good singing posture To follow a leader when singing or playing To sing with awareness of being 'in tune' To rehearse and perform their part. 	<ul style="list-style-type: none"> Sing a broad range of unison songs with the range of an octave Sing rounds and partner songs in different time signatures (self-accompanied by the ukulele) Perform a range of songs in school assemblies/performance opportunities 	<ul style="list-style-type: none"> To sing in unison and to sing backing vocals To demonstrate a good singing posture To follow a leader when singing or playing To experience rapping and solo performing To listen to each other and be aware of how you fit into the group 	<ul style="list-style-type: none"> To sing in unison and to sing backing vocals To experience rapping and solo performing Play a musical instrument with the correct technique Select and learn an instrumental part that matches musical challenge To listen to and follow musical instructions from a leader To lead a rehearsal session
Listening and Evaluating	<ul style="list-style-type: none"> Understand importance of being part of an audience and praising others. 	<ul style="list-style-type: none"> To know 5 songs off by heart To know what the songs are about To know and recognise the sound and names of some of the instruments they use 	<ul style="list-style-type: none"> To know 5 songs off by heart To know some songs have a chorus or a response / answer part To know that songs have a musical style 	<ul style="list-style-type: none"> To know five songs from memory and who sang them or wrote them. To know the style of five songs To choose one song and be able to talk about: lyrics, musical dimensions, main sections, some instruments 	<ul style="list-style-type: none"> Describe and compare different kinds of music Listen for and describe examples of music getting faster (accelerando) getting slower (rallentando), getting louder (crescendo) and getting softer (decrescendo), timbre (instruments) Describe music as legato (smooth) or staccato (detached) Experience major, minor and pentatonic tonality. Understand how music reflects time and place) 	<ul style="list-style-type: none"> To identify and move to the pulse with ease To think about the message of songs. To compare two songs of the same style Use musical vocabulary to describe pieces of music To talk about musical dimensions and how music makes you feel 	<ul style="list-style-type: none"> To identify and move to the pulse with ease To think about the messages of songs To compare songs of the same style, talking about what stands out musically, similarities and differences Use musical vocabulary to describe pieces of music To talk about musical dimensions and how music makes you feel
Composition	<ul style="list-style-type: none"> To explore different sound sources. Make sounds using classroom instruments. Identify and name classroom instruments. 	<ul style="list-style-type: none"> To know that composition is like writing a story with music To know that everyone can compose 	<ul style="list-style-type: none"> To know that composition is like writing a story with music To know that everyone can compose 	<ul style="list-style-type: none"> Help create a simple melody using one, three or five different notes Plan and create a section of music to perform Listen to and reflect upon compositions 	<ul style="list-style-type: none"> Improvise on a limited range of pitches on the ukulele, both as open strings and using fingers Begin to make decisions about the overall structure, e.g. accompaniment, length. Combine known rhythmic notation with letter names to create short pentatonic phrases Sing and play these as self standing compositions (group and solo compositions) Compose music to create a specific mood, introducing major and minor chords 	<ul style="list-style-type: none"> To improvise using instruments Create simple melodies using up to five different notes and simple rhythms Listen to a reflect upon developing compositions 	<ul style="list-style-type: none"> To improvise using instruments in context To know three well-known improvising musicians Explain that keynote or home note and the structure of the melody

General Knowledge including Music History	Listen to music from a range of periods, genres, styles and traditions.	Study music of different genres: Hip hop, Reggae, Blues, Baroque, Latin, Bhangra, Folk, Punk, Bosa Nova, Pop, Classical	Study music of different genres: Afropop, South African, Rapping and improvising, Rock, Reggae, Pop, Classical	Study music of different genres: RnB, Reggae, Pop, Disco, Classical	Study music of different genres: Rapping, Classical, folk, "Kodaly", reggae, pop ballads, disco, musical theatre/ film music	Study music of different genres: Rock, Bossa Nova and Swing, Pop Ballads, Old-School Hip-Hop, Motown, Classical	Study music of different genres: Pop/Neo Soul, Bacharach and Blues, Classical or Urban Gospel, 70s Ballad/Pop, Classical
Specific concepts	Long and short sounds	Pulse, Rhythm, Pitch	Pulse, Rhyth, Pitch, Playing together	Pulse, Rhyth, Pitch, Playing together, improvisation	Pulse, Rhythm patterns, notation, Major and minor tonality , Improvisation Composition	Messages of songs, musical dimensions, improvisation, singing 'in tune',	Keynote / home note, describe structure of melody,
Vocabulary	Sounds, singing, voice, instruments, long, short, beat, shaker	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophone, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel	pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, RnB, Reggae, Pop, Disco, Classical	Tempo, pitch, dynamics, duration, timbre, silence, Texture, major/minor tonality, improvising, composing, staff notation, chord symbols, ostinato (both rhythmic and melodic)	pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, Rock, Bossa Nova and Swing, Pop Ballads, Old-School Hip-Hop, Motown, Classical	pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, keynote, home note, Pop/Neo Soul, Bacharach and Blues, Classical or Urban Gospel, 70s Ballad/Pop, Classical