

Music Long Term Plan

Our whole-school Curriculum Development Leader for music is **Mrs J Blake**

EYFS – Key Learning

| AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| Singing and performing | Singing and performing | Composing and performing | Composing and performing | Singing and performing | Singing and performing |
| Listen and respond to what they hear | Listen and respond to what they hear | Explore different sound sources (tap, shake, scrape) and create simple rhythmic patterns. | Create new verses and actions for familiar songs; perform in time with the group. | Combine singing with large motor actions; move and sing in time to the beat. | Recall previous songs and actions confidently. |
| Exploring High and Low Sounds | Exploring Loud and Quiet Sounds | Identify and respond to pitch direction (high/low) using voice or instruments; create short pitch sequences. | Explore rhythm using name patterns; create and perform group rhythm pieces. | Develop listening and turn-taking through echo songs. | Keep a steady beat using shakers/drums while singing. |
| Match animal sounds to musical pitch and rhythm | Improve listening and pitch-copying skills | Match sounds and pitch to animal characters; compose short "animal" sound sequences. | Compose and maintain a repeating rhythmic pattern alongside a song or rhyme. | Use singing to describe and explore different weather moods and sounds. | Explore how singing can express feelings (happy, sad, angry). |
| Developing a sense of steady beat | Beginning to use the body as a rhythmic instrument | | Work collaboratively to combine sound ideas (pitch, rhythm, timbre) into a short structured piece. | Sing and move at different speeds, recognising tempo changes. | Perform action songs showing emotion through movement and voice. |
| Singing simple songs | Singing simple songs | | Rehearse whole-class performance, focusing on ensemble | Accompany songs with percussion instruments, keeping a steady beat. | Rehearse a short sequence of favourite songs for performance. |
| | Performing simple action songs | | | | Perform songs confidently and end |

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| | | <p>Keep a steady beat using body percussion and percussion instruments.</p> <p>Combine sounds to represent parts of a story; sequence ideas to create a soundscape.</p> <p>Rehearse and perform simple compositions, demonstrating control of beat and pitch.</p> | <p>awareness, dynamics, and clear starts/stops.</p> <p>Perform for an audience using voice, movement, and instruments; reflect on performance.</p> | <p>Sing familiar songs confidently in a small-group performance.</p> | <p>with a soft, reflective farewell song.</p> |
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Year R – Key Learning

| AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| <p>Singing and performing</p> <p>Listen and respond to what they hear</p> | <p>Singing and performing</p> <p>Listen and respond to what they hear</p> | <p>Composing and performing</p> <p>Explore different ways to use the voice (talking, whispering, singing, calling) and echo short phrases.</p> | <p>Composing and performing</p> <p>Sing clearly with actions, maintaining tempo as songs get faster.</p> <p>Develop turn-taking through call-and-</p> | <p>Singing and performing</p> <p>Use voice in different ways (talking, whispering, singing, calling); echo short sung phrases.</p> | <p>Singing and performing</p> <p>Sing clearly with accurate words and actions, increasing tempo.</p> |

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| <p>Sing a repertoire of simple songs from memory.</p> <p>Control their voice to sing high/low, loud/quiet, fast/slow.</p> <p>Keep a <i>steady beat</i> with actions or percussion.</p> | <p>Take part in call-and-response and echo singing.</p> <p>Perform with actions, confidence, and enjoyment.</p> <p>Be ready for Year 1 MMC expectations: singing in unison, keeping pulse, responding to a leader.</p> | <p>Identify and respond to pitch direction using voice and movement.</p> <p>Move, clap, and march in time to a steady pulse while singing.</p> <p>Respond accurately in call-and-response songs; echo melodic/rhythmic patterns.</p> <p>Control vocal dynamics when singing familiar songs (loud/quiet).</p> <p>Rehearse and perform short familiar songs for others.</p> | <p>response songs in different voices.</p> <p>Keep beat and rhythm through counting songs; create new number actions.</p> <p>Keep beat and rhythm through counting songs; create new number actions.</p> <p>Use voice, face, and body to show emotion while singing.</p> <p>Rehearse and perform a selection of songs for an audience.</p> | <p>Recognise and respond to pitch direction (high/low) through movement and singing.</p> <p>Move and clap in time to a beat while singing.</p> <p>Sing in response to short melodic/rhythmic patterns.</p> <p>Control vocal dynamics in songs (loud/quiet).</p> <p>Perform 2–3 songs from memory with actions.</p> | <p>Respond accurately to a leader's musical phrases using echo or call-and-response structure.</p> <p>Sing counting songs keeping a steady beat; invent new rhythmic actions.</p> <p>Learn and perform a simple song from another tradition using echo and response.</p> <p>Use voice, face, and body to express different emotions through song.</p> <p>Perform a selection of songs from memory with actions and expression.</p> |
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Year 1 – Key Learning

| AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| <p>Singing</p> <p>Music appreciation, how music makes us feel</p> <p>Confidently echo sing phrases with correct rhythm and tone.</p> <p>Build interpersonal communication (asking/responding).</p> <p>Develop listening and memory skills through repetition.</p> | <p>Singing and performing</p> <p>Listen and echo rhythm, tone, words.</p> <p>Coordinate voice with body movement.</p> <p>Explore vocal expression through volume, pitch, tempo.</p> <p>Build confidence through small-group leading.</p> <p>Perform with clear pronunciation, engaging gestures, and vocal variety.</p> | <p>Composing – body percussion</p> <p>Recognise and maintain a steady pulse.</p> <p>Perform simple patterns using claps and pats.</p> <p>Echo short rhythmic patterns.</p> <p>Perform and identify dynamics (loud/quiet). Create rhythmic patterns using two body sounds (clap/click). Respond to conductor signals for dynamics</p> <p>Echo and answer short rhythmic phrases.</p> <p>Improvise a response using body percussion.</p> <p>Keep in time with others.</p> <p>Perform a two-part rhythm confidently.</p> <p>Keep a steady pulse</p> | <p>LMS – Composing – Musical Awakenings</p> <p>Identifying pulse and rhythm through songs, chants and rhymes, musical games and activities and playing untuned instruments.</p> | <p>LMS – Composing – Musical Awakenings</p> <p>They will listen to a variety of live and recorded music varying in musical style and genre and they will be able to move to the pulse, demonstrate pitch with hand movements, and identify different dynamics and tempos.</p> | <p>LMS – Composing – Musical Awakenings</p> <p>They will be able to use their voices expressively and creatively and be able to follow simple signals: start/stop and get louder/quieter and will have the opportunity to lead (conduct).</p> <p>The children will sing and play untuned instruments in small groups and as an ensemble and will be introduced to rhythmic notation in its simplest form. They will work towards performances and will be filmed and recorded for evidence of progression.</p> |

while others perform different rhythms.
Work cooperatively in small groups.

Compose a simple 4-bar rhythm using body sounds.
Represent ideas visually (boxes or symbols).

Perform and evaluate each other's work.

Perform layered rhythms confidently.
Maintain pulse while others perform.
Combine two rhythms to create texture

Refine and perform a class composition with clear pulse and dynamics.
Evaluate performance using simple vocabulary (loud/soft, fast/slow).
Reflect on how ideas developed.

Assessment Criteria

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| Singing Assembly | <p>To sing in unison with confidence, showing an understanding and control of pitch and a sense of phrase and emotion</p> <p>To sing with an understanding of simple dynamics (loud and quiet), tempo (fast and slow) and be able to vocally explore getting louder (crescendo) and getting quieter (decrescendo/diminuendo)</p> <p>To begin singing in a round or using partner songs</p> <p>To show an enthusiasm for music through participating fully</p> |
| National Curriculum Covered | <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> |

Year 2 – Key Learning

| AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| <p>LMS – Composing – Musical Awakenings</p> <p>The children will continue their work from year 1 learning to understand pulse and rhythm in much more depth, with an increased focus on independent work, as well as exploring the use of dynamics, pitch and tempo. These will be explored through songs, listening activities, music games and playing untuned percussion</p> | <p>LMS – Composing – Musical Awakenings</p> <p>They will sing, using their voices and bodies expressively, they will also learn to sing in rounds and two parts. The children will learn to play the glockenspiels, continuing to follow standard notation, experimenting with the notes they learn to improvise and compose their own pieces.</p> | <p>LMS – Composing – Musical Awakenings</p> <p>They will begin to explore the sounds and names of the instruments of the orchestra and have an introduction to the history of music. They will take part in and respond to listening activities and work towards performances throughout the year and be filmed and recorded regularly for evidence of progression.</p> | <p>Singing and performing</p> <p>Sing simple songs from memory with clear diction. Maintain pitch and melodic contour (high/low notes). Echo and respond to short melodic phrases.</p> <p>Sing in unison maintaining steady pulse. Add simple rhythmic accompaniments (clap or body</p> | <p>Singing and performing</p> <p>Experiment with vocal sounds and actions. Lead and echo songs or rhythmic patterns. Create simple vocal improvisations within a song.</p> <p>Combine singing with body percussion patterns. Maintain pulse while layering rhythms. Coordinate voice and movement in performance.</p> | <p>Composing – (extended body percussion)</p> <p>Keep a steady 4-beat pulse. -Create and layer short rhythmic patterns using claps, pats, and stamps.</p> <p>Use and understand <i>loud, quiet, crescendo, decrescendo</i>. - Perform rhythms with dynamic variation.</p> <p>Recognise and use <i>fast and slow</i> tempos.</p> |

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| instruments and glockenspiels. | | | <p>percussion). Perform as a group, responding to tempo or rhythm changes.</p> <p>Use voice expressively to convey character and story. Apply dynamics (loud/soft) and phrasing in performance. Perform confidently in front of peers.</p> | <p>Sing expressively with attention to dynamics and tempo. Convey ideas or stories through song. Perform confidently in front of an audience.</p> | <p>- Keep in time with changing speeds.</p> <p>Keep a steady pulse alongside a backing track. - Match movements to musical phrases.</p> <p>Recall and sequence body percussion actions. - Perform accurately in an ensemble.</p> <p>Understand the idea of a canon (parts starting at different times). - Compose a short two-part rhythm using claps/snaps.</p> <p>Read simple rhythmic icons/symbols. - Create and perform improvised patterns using body sounds.</p> |
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Assessment Criteria

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| Singing Assembly | <p>To sing in unison with confidence, showing an understanding and control of pitch and a sense of phrase and emotion To sing with an understanding of simple dynamics (loud and quiet), tempo (fast and slow) and be able to vocally explore getting louder (crescendo) and getting quieter (decrescendo/diminuendo) To begin singing in a round or using partner songs To show an enthusiasm for music through participating fully</p> |
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National Curriculum Covered

Use their voices expressively and creatively by singing songs and speaking chants and rhymes
 Play tuned and un tuned instruments musically
 Listen with concentration and understanding to a range of high-quality live and recorded music
 Experiment with, create, select and combine sounds using the inter-related dimensions of music

Year 3 – Key Learning

| AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| <p>Composing and performing - Recorders</p> <p>Recorder – stage 1</p> <p>An introduction to playing the recorder.</p> <p>Develop increased awareness of rhythm, pulse and pitch.</p> <p>Begin to read musical notation.</p> | <p>Composing and performing - Recorders</p> <p>Recorder – stage 2</p> <p>Develop skills when playing the recorder.</p> <p>Develop increased awareness of rhythm, pulse and pitch and incorporate dynamics.</p> <p>Use ideas from the music they have played to construct and perform their own compositions.</p> | <p>Singing and performing</p> <p>Establish safe singing voice, accuracy of pitch in simple melody, awareness of pulse. (Also builds confidence by using a very familiar tune.)</p> <p>Developing control, fluency, ensemble coordination, increasing confidence.</p> <p>Introduces new style/character, phrasing, breathing, small ensemble work</p> | <p>Singing and performing</p> <p>Exposes students to non-English repertoire, attentive listening, phrasing, cultural awareness</p> <p>Rhythmic awareness, ensemble timing, layering parts, multicultural repertoire</p> <p>Strengthening interpretative control, linking contrasting repertoire, rehearsal discipline</p> <p>Showcase what they've learned, build confidence in performing, internal evaluation, consolidation</p> | <p>LMS – Composing - Ukelele+ singing</p> <p>Revise chords of C and Am on the ukulele</p> <p>Learn to play simple melodies on simple open strings</p> <p>Understand the difference between a chord and a note (introduction of harmony concept)</p> | <p>LMS – Composing and performing Ukelele+ singing</p> <p>Sing and play with increasing confidence, control, accuracy and fluency</p> <p>Sing in parts (both partner song and in canon)</p> <p>Perform in front of an audience</p> <p>Revise standard rhythm notation</p> |

| Assessment Criteria | |
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| Singing Assembly | <p>To sing a broad range of songs with confidence, showing an increasing accuracy and control of pitch, a sense of phrase, breath control and emotion To extend the range of pitch, singing more complex rhythms including using syncopation, and to sing with understanding and control of dynamics and tempo</p> <p>To sing rounds, partners songs and 2-part songs, also exploring songs from around the world and singing in other languages</p> <p>To show an enthusiasm for music through participating fully</p> |
| National Curriculum Covered | <p>Play and perform confidently using their voices and instruments in a range of solo and ensemble contexts with increasing accuracy, fluency, control and expression</p> <p>Use and understand tab pitch and rhythmic musical notation</p> <p>Develop a deepening understanding of the music that they perform and to which they listen and its history</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> |

Year 4 – Key Learning

| AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| LMS – Composing - Ukelele+ singing | LMS – Composing - Ukelele+ singing | LMS – Composing - Ukelele+ singing and performing | LMS – Composing - Ukelele+ singing and performing | Singing and performing | Singing and performing |
| <p>Revise chords of C, Am and F on the ukulele</p> <p>Sing and play with increasing confidence, control, accuracy and fluency</p> | <p>Sing in parts (both partner song and in canon)</p> <p>Perform in front of an audience</p> <p>Read chord notation</p> <p>Revise chords of C, Am and F on the ukulele and learn C7</p> | <p>Sing with increasing confidence, control, accuracy and fluency</p> <p>Sing in parts (both partner song and in canon)</p> | <p>Prepare for large-scale performance</p> <p>Understand musical vocabulary such as 'chorus' 'verse' 'bridge'</p> | <p>Maintain steady pulse; sing in tune; understand song structure; personal engagement</p> <p>Develop timing, phrasing and diction through movement</p> | <p>Build pitch accuracy, improve timing and concentration</p> <p>Connect music to meaning through movement</p> |

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| | | Learn performance expectations and skills | | <p>Recognise pitch contour; improve memory through repetition</p> <p>Control vocal dynamics and rhythm accuracy</p> <p>Maintain part in small ensemble; show stage awareness</p> <p>Combine rhythm, pitch and phrasing with expression</p> <p>Strengthen vocal control and diction</p> <p>Develop listening skills, awareness of overlapping phrases</p> | <p>Experience simple harmony and sustained pitch</p> <p>Perform confidently in ensemble; apply dynamics and phrasing</p> <p>Identify song structure (verse/chorus); emotional connection</p> <p>Develop breath control and phrasing awareness</p> <p>Explore texture and harmony safely</p> <p>Refine expression and diction</p> <p>Interpret lyrics; maintain clear unison singing</p> <p>Perform expressively; evaluate how music expresses meaning</p> |
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Singing Assembly

To sing a broad range of songs with confidence, showing an increasing accuracy and control of pitch, a sense of phrase, breath control and emotion To extend the range of pitch, singing more complex rhythms including using syncopation, and to sing with understanding and control of dynamics and tempo

To sing rounds, partners songs and 2-part songs, also exploring songs from around the world and singing in other languages

To show an enthusiasm for music through participating fully

National Curriculum Objectives - Year 4

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| <p>Begins to identify and name the different genres of music.</p> | <p>Performs songs, rounds in two parts.</p> | <p>Beginning to understand the use of instruments/ percussion in relation to their timbre and texture.</p> | <p>Record and appraise performances to identify areas for improvement</p> | <p>Record and appraise performances to identify areas for improvement</p> |
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Year 5 – Key Learning

| AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| <p>Singing and performing</p> <p>Establish good singing posture, breathing, and diction.</p> <p>Warm-ups focusing on pitch matching, rhythm clapping, and phrasing.</p> <p>Build awareness of cultural origins and context of each song (MMC: <i>listening, cultural appreciation</i>)</p> <p>Danny Boy (Ireland) - Expressive phrasing, cultural awareness, rhythmic awareness.</p> | <p>Singing and performing</p> <p>High Low Chickalo - Pitch awareness, part-singing, phrasing</p> <p>Four White Horses (Caribbean) - Cultural expression, pulse/time signatures, group singing</p> <p>Dipidu (Uganda) - Rhythmic imitation, accurate pitching, cultural context</p> <p>Row, Row, Row Your Boat - Rounds/part-singing, word-music link, ensemble blend</p> | <p>Singing and performing</p> <p>Dynamics & phrasing – shaping the sound expressively (e.g. <i>Danny Boy</i>).</p> <p>Pitch accuracy – holding tune during leaps and rounds (<i>My Paddle, Row Your Boat</i>).</p> <p>Stage presence – standing with confidence, good posture, facing the audience.</p> <p>Communication – projecting voice, clear diction,</p> | <p>LMS – Composing – Keyboards</p> <p>Introduction to the keyboard.</p> <p>Continue learning how to read staff notation.</p> <p>Learn how to use the correct fingers of the right hand.</p> | <p>LMS – Composing – Keyboards</p> <p>Continue to extend knowledge of notes on the keyboard.</p> <p>Introduce the idea of chords in the left hand.</p> <p>Continue learning how to read notation, including chord symbols above the stave.</p> | <p>LMS – Composing – Keyboards</p> <p>Composition project based on a Haunted House.</p> <p>Pupils will use the timbre, effects and rhythmic patterns within the keyboard to compose a piece based on a storyboard.</p> <p>Pupils will engage in stylistic features from wider listening (such as Mussorgsky & Grieg) and associated musical terms: tri-tone, minor scales.</p> |

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| <p>Rocky Mountain - Pitch contour, form recognition, time signature awareness.</p> <p>My Paddle (Kodály) - Pitch leaps, ensemble coordination, rhythm-syllable link</p> | <p>Breath control – taking silent, quick breaths; sustaining longer phrases.</p> <p>Tone quality – singing with a clear, warm tone that matches the mood of the song.</p> | <p>showing meaning of lyrics through expression and gesture (<i>Danny Boy, Four White Horses</i>).</p> <p>Memory & focus – performing without relying on lyrics sheet; staying engaged throughout.</p> <p>Teamwork – supporting peers musically (breathing together, helping with entries, keeping ensemble tight).</p> | | | <p>Tonality, treble melody, texture, and structure.</p> |
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Assessment Criteria

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| <p>Singing Assembly</p> | <p>To sing a broad range of songs with confidence, showing an increasing accuracy and control of pitch, a sense of phrase, breath control and emotion</p> <p>To extend the range of pitch, singing more complex rhythms including using syncopation, and to sing with understanding and control of dynamics and tempo</p> <p>To sing rounds, partners songs and 2-part songs, also exploring songs from around the world and singing in other languages</p> <p>To show an enthusiasm for music through participating fully</p> |
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National Curriculum Objectives

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| <p>Understands the chronology of music and recognise music from each main era</p> | <p>Sings as an ensemble producing a round sound with clear diction, control of pitch and awareness</p> | <p>Plays easy/medium parts by ear and/or uses formal notation to read music</p> <p>Understands how pulse, pitch and</p> | <p>Plays/ improvises with increasing confidence in groups or as a solo.</p> | <p>Understands how pulse, pitch and rhythm work together to form a composition</p> |
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| | of their individual performance | rhythm work together to form a composition | | |
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Year 6 – Keyboard

| AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
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| <p>LMS – Composing - Keyboards</p> <p>Recap of chords from Year 5, moving swiftly into 'The Blues'.</p> <p>Extend notation knowledge past the c hand position to include notes A and B</p> <p>Consolidate the notation reading for the right-hand initial hand position</p> <p>Continue to play with the left-hand and gradually put the hands together in the simplest form</p> <p>Learning to write simple 'too' 'ta' 'te te' notation</p> <p>Learning about the concept of chords,</p> | <p>LMS – Composing - Keyboards</p> <p>To explore the keyboard: voice, style, tempo to compose a class rap & piece of music to rehearse and perform a composition to know the position of and play the notes: C, D & E to develop listening skills to listen and appraise music to deepen understanding of different musical styles</p> | <p>LMS – Composing - Keyboards</p> <p>To develop aural skills to play some film music to know the notes C, D, E, F, G, A and B to rehearse, practise and improve to use both hands to develop listening skills to listen and appraise music to understand musical texture to identify different instruments</p> <p>Harmony, instrumentation, structure (repeat) and texture (repeat), notation, treble and bass</p> | <p>Playing the glockenspiel</p> <p>Understand instrument layout; play simple repeated notes; maintain posture and hand position.</p> <p>Read and perform simple rhythms accurately; maintain pulse; coordinate mallets.</p> <p>Maintain part in ensemble; recognise repeated rhythmic structure (ostinato).</p> <p>Match pitch accurately; begin to follow notation for melody.</p> | <p>Playing the glockenspiel</p> <p>Improvise freely over sustained pitch; control tone; understand tonal centre.</p> <p>Understand basic harmony; perform simple chordal accompaniment.</p> <p>Understand musical structure; create contrast between sections.</p> <p>Maintain independent part; experience polyphonic texture; develop listening focus.</p> | <p>Playing the glockenspiel</p> <p>Improved technical fluency; preparation for longer pieces.</p> <p>Apply prior learning on structure, harmony, and texture.</p> <p>Apply prior learning on structure, harmony, and texture.</p> <p>Shape performance with attention to phrasing and form.</p> <p>Confident, expressive performance; reflective understanding of process.</p> |

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| <p>how chords work in songs, and how we create sequences</p> <p>Recap notation knowledge past the c hand position to include notes A and B</p> <p>Consolidate the notation reading for the right-hand initial hand position</p> <p>Continue to play with the left-hand and gradually put the hands together in the simplest form</p> <p>Learning simple chord positions and sequences</p> | | | <p>Read notes on staff; coordinate rhythm and pitch; begin ensemble playing.</p> <p>Perform with control, steady pulse, and ensemble awareness.</p> | <p>Evaluate and improve musical ideas; perform with expressive control.</p> <p>Perform composed music; reflect on musical process.</p> | <p>Broaden listening; connect learning to wider repertoire.</p> |
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| Assessment Criteria | |
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| Singing Assembly | <p>To sing a broad range of songs with confidence, showing an increasing accuracy and control of pitch, a sense of phrase, breath control and emotion</p> <p>To extend the range of pitch, singing more complex rhythms including using syncopation, and to sing with understanding and control of dynamics and tempo</p> <p>To sing rounds, partners songs and 2-part songs, also exploring songs from around the world and singing in other languages</p> <p>To show an enthusiasm for music through participating fully</p> |
| National Curriculum Covered | <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> |

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| | <p>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.</p> |
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