





***Our Music Curriculum will nurture musicians who perform using their voices and instruments; improvise and compose music; understand and explore how music is created; communicate through the inter-related dimensions of music; respond to music; talk about how music makes them feel; and understand that listening to, performing and experiencing music can enrich their own and other’s lives.***

**MUSIC: Concepts Overview**

The **concepts** are the golden threads that run throughout the curriculum for each subject; they transcend context specific knowledge and skills. The concepts link directly to the N.C. subject aims.

Concept 1	Concept 2	Concept 3	Concept 4
<p style="text-align: center;"><b>Performing</b></p> 	<p style="text-align: center;"><b>Composing</b></p> 	<p style="text-align: center;"><b>Musical Understanding</b></p> 	<p style="text-align: center;"><b>Musical Appreciation</b></p> 
<ul style="list-style-type: none"> <li>• Learn to <b>sing and to use their voices</b></li> <li>• Have the opportunity to <b>learn a musical instrument, use technology</b> appropriately and have the opportunity to progress to the next level of musical excellence</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to <b>create and compose</b> music on their own and with others</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Understand and explore</b> how music is <b>created, produced and communicated</b>, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Perform, listen to, review and evaluate</b> music across a range of <b>historical periods, genres, styles and traditions</b>, including the works of the great composers and musicians</li> </ul>

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## MUSIC: Concept Milestones

The **Concept Milestones** break down the overarching concepts and indicate what pupils should achieve in each concept by the end of each Key Stage. The Milestones link directly to the [N.C. subject content](#).

	Concept 1: Performing	Concept 2: Composing	Concept 3: Musical Understanding	Concept 4: Musical Appreciation
<b>Milestone 1 (EYFS)</b>	<ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</li> <li>• <i>Explore and engage in music making and dance, performing solo or in groups.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Begin to explore creating their own music.</i></li> <li>• <i>Begin to choreograph their own dance moves, using some of the steps and techniques they have learnt.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Explore the sounds of different instruments</i></li> <li>• <i>Explore beat, pulse and rhythm through music and movement</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Listen attentively, move to and talk about music, expressing their feelings and responses</i></li> <li>• <i>Watch and talk about dance and performance art, expressing their feelings and responses</i></li> </ul>
<b>Milestone 2 (Yr 1/2)</b>	<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• Play tuned and untuned instruments musically</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Begin to understand</b> pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul>
<b>Milestone 3 (Yr 3/4)</b>	<ul style="list-style-type: none"> <li>• Sing and play musically with <b>beginning</b> confidence and control.</li> <li>• <b>Begin to</b> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with <b>some awareness of</b> accuracy, fluency, control and expression</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an understanding of <b>simple</b> musical composition, <b>beginning to</b> organise and manipulate ideas within musical structures</li> <li>• Improvise and compose music for a purpose, <b>beginning to use some of</b> the inter-related dimensions of music</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and <b>begin to</b> recall sounds with aural memory</li> <li>• <b>Recognise and name</b> staff and other musical notations</li> <li>• <b>Explore and develop understanding of</b> pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Be aware of and experience</b> a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• <b>Begin to develop</b> an understanding of the history of music</li> </ul>
<b>Milestone 4 (Yr 5/6)</b>	<ul style="list-style-type: none"> <li>• Sing and play musically with <b>increasing</b> confidence and control.</li> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with <b>increasing understanding of</b> accuracy, fluency, control and expression</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an understanding of musical composition, organising and manipulating ideas within musical structures</li> <li>• Improvise and compose music for <b>a range of purposes using and applying</b> the inter-related dimensions of music</li> </ul>	<ul style="list-style-type: none"> <li>• Listen <b>with attention to detail</b> and recall sounds with <b>increasing</b> aural memory</li> <li>• <b>Use and understand</b> staff and other musical notations</li> <li>• <b>Understand and apply knowledge of</b> pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Appreciate and understand</b> a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• <b>Develop</b> an understanding of the history of music</li> </ul>

**MUSIC Learning**  
**Nursery**

EYFS Framework Links: Expressive Arts & Design

Concept	Milestone	Learning
<b>Concept 1: Performing</b>	<ol style="list-style-type: none"> <li>1. Sing a range of well-known nursery rhymes and songs</li> <li>2. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</li> <li>3. <i>Explore and engage in music making and dance, performing solo or in groups.</i></li> </ol>	<ol style="list-style-type: none"> <li>a) Listen with increased attention to sounds.</li> <li>b) Sing familiar songs</li> <li>c) Remember and sing entire songs.</li> <li>d) Sing to self, create their own songs, or improvise a song around one they know.</li> <li>e) Uses movement and sounds to express experiences, expertise, ideas and feelings</li> </ol>
<b>Concept 2: Composing</b>	<ol style="list-style-type: none"> <li>1. <i>Begin to explore creating their own music.</i></li> <li>2. <i>Begin to choreograph their own dance moves, using some of the steps and techniques they have learnt.</i></li> </ol>	<ol style="list-style-type: none"> <li>a) Experiments and creates movement in response to music, stories and ideas</li> <li>b) Creates sounds, movements, drawings to accompany stories</li> </ol>
<b>Concept 3: Musical Understanding</b>	<ol style="list-style-type: none"> <li>1. <i>Explore the sounds of different instruments</i></li> <li>2. <i>Explore beat, pulse and rhythm through music and movement</i></li> </ol>	<ol style="list-style-type: none"> <li>a) Play instruments with increasing control to express their feelings and ideas.</li> <li>b) Explores how sounds can be changed</li> <li>c) Sing the pitch of a tone sung by another person ('pitch match').</li> <li>d) Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>e) Taps out simple repeated rhythms</li> <li>f) Develops and understanding of how to create and use sounds intentionally</li> </ol>
<b>Concept 4: Musical Appreciation</b>	<ol style="list-style-type: none"> <li>1. <i>Listen attentively, move to and talk about music, expressing their feelings and responses</i></li> <li>2. <i>Watch and talk about dance and performance art, expressing their feelings and responses</i></li> </ol>	<ol style="list-style-type: none"> <li>a) Respond to what they have heard, expressing their thoughts and feelings.</li> <li>b) Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously</li> </ol>

**MUSIC Learning**  
**Reception**

**EYFS Framework Links: Expressive Arts & Design**

Concept	Milestone	Learning
<b>Concept 1: Performing</b>	1. Sing a range of well-known nursery rhymes and songs 2. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music 3. <i>Explore and engage in music making and dance, performing solo or in groups.</i>	a) Listen attentively, move to and talk about music, expressing their feelings and responses. b) Sing in a group or on their own, increasingly matching the pitch and following the melody.
<b>Concept 2: Composing</b>	1. <i>Begin to explore creating their own music.</i> 2. <i>Begin to choreograph their own dance moves, using some of the steps and techniques they have learnt.</i>	a) Explore and engage in music making and dance, performing solo or in groups. b) Uses combinations of art forms, e.g. moving and singing c) <i>Create own simple pieces of music using instruments</i> d) <i>Match musical instruments to music.</i> e) Express and communicate ideas, feelings and understanding using music
<b>Concept 3: Musical Understanding</b>	1. <i>Explore the sounds of different instruments</i> 2. <i>Explore beat, pulse and rhythm through music and movement</i>	a) Make music in a range of ways e.g. plays with sounds creatively, plays along to the beat of a song b) <i>Play a variety of different musical instruments with good control to express their feelings and ideas</i> c) <i>Be able to alter the pitch and tone when playing instruments</i> d) <i>Be able to match the beat and rhythm of music when playing instruments</i> e) <i>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</i> f) <i>Sing with increasing awareness of pitch and tone</i>
<b>Concept 4: Musical Appreciation</b>	1. <i>Listen attentively, move to and talk about music, expressing their feelings and responses</i> 2. <i>Watch and talk about dance and performance art, expressing their feelings and responses</i>	a) To begin to build a collection of songs and dances b) Watch and talk about dance and performance art, expressing their feelings and responses. c) Responds imaginatively to art works and objects, including musical pieces. d) Listen to music and talk about how it makes them feel

**MUSIC Learning**  
**Year 1 Autumn: 'Toys R Us!'**

Topic:

Concept	Milestone	Learning
<b>Concept 1: Performing</b>	1. Use their voices expressively and creatively by singing songs and speaking chants and rhymes 2. Play tuned and untuned instruments musically	a) <i>To learn a range of songs e.g. Christmas, assembly and topic related songs.</i> b) <i>To explore different ways of using the voice</i> c) <i>To learn how to follow a lead/conductor to start and stop singing or playing</i> d) <i>To sing with good diction</i> e) <i>To sing or play as part of a group</i> f) <i>To use instruments to accompany a song</i> g) <i>Learn how to play instruments correctly and with respect</i>
<b>Concept 2: Composing</b>	1. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	a) <i>To be able to explore the sounds of different percussion instruments.</i> b) <i>To be able to improvise and create new rhythm patterns</i> c) <i>To be able to create simple melodies using tuned percussion</i>
<b>Concept 3: Musical Understanding</b>	1. <i>Begin to understand pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</i>	a) <i>To be able to read and perform shorthand rhythms, I V</i> b) <i>To be able to read and perform simple notation, crotchet, quavers</i> c) <i>To be able to follow a simple blob grid (body percussion)</i> d) <i>To be able to hear and perform long and short notes (duration), high and low notes (pitch), loudly and quietly (dynamics)</i> e) <i>To be able to use basic musical understanding of the elements of music when selecting sounds for a performance or composition</i>
<b>Concept 4: Musical Appreciation</b>	1. Listen with concentration and understanding to a range of high-quality live and recorded music	a) <i>To be able to sit quietly and with concentration</i> b) <i>To be able to say how the music makes me feel</i> c) <i>To be able to respect other people's feelings and ideas</i> d) <i>To be able to clap along to the pulse of the music</i> e) <i>To be able to identify some of the instruments and families in the orchestra</i>

**MUSIC Learning**  
**Year 1 Spring: 'Island Destinations'**

Topic:

Concept	Milestone	Learning
<b>Concept 1: Performing</b>	1. Use their voices expressively and creatively by singing songs and speaking chants and rhymes 2. Play tuned and untuned instruments musically	<ul style="list-style-type: none"> <li>a) <i>To learn a range of songs e.g. about senses, assembly and topic related songs.</i></li> <li>b) <i>To explore different ways of using the voice</i></li> <li>c) <i>To learn how to follow a lead/conductor to start and stop singing or playing</i></li> <li>d) <i>To sing with good diction</i></li> <li>e) <i>To sing or play as part of a group</i></li> <li>f) <i>To use instruments to accompany a song</i></li> <li>g) <i>Learn how to play instruments correctly and with respect</i></li> <li>h) <i>Learn how to strum a ukulele</i></li> </ul>
<b>Concept 2: Composing</b>	1. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	<ul style="list-style-type: none"> <li>a) <i>To be able to explore the sounds of different percussion instruments.</i></li> <li>b) <i>To be able to improvise and create new rhythm patterns</i></li> <li>c) <i>To be able to create simple melodies using tuned percussion</i></li> </ul>
<b>Concept 3: Musical Understanding</b>	1. <b>Begin to understand pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</b>	<ul style="list-style-type: none"> <li>a) <i>To be able to read and perform simple notation, crotchet, quavers and minim</i></li> <li>b) <i>To be able to follow a simple blob grid (body percussion)</i></li> <li>c) <i>To be able to hear and perform long and short notes (duration), high and low notes (pitch), loudly and quietly (dynamics)</i></li> <li>d) <i>To be able to use basic musical understanding of the elements of music when selecting sounds for a performance or composition</i></li> </ul>
<b>Concept 4: Musical Appreciation</b>	1. Listen with concentration and understanding to a range of high-quality live and recorded music	<ul style="list-style-type: none"> <li>a) <i>To be able to sit quietly and with concentration</i></li> <li>b) <i>To be able to say how the music makes me feel</i></li> <li>c) <i>To be able to respect other people's feelings and ideas</i></li> <li>d) <i>To be able to clap along to the pulse of the music</i></li> <li>e) <i>To be able to identify some of the instruments and families in the orchestra</i></li> <li>f) <i>To be able to understand that music can be written for an occasion</i></li> </ul>

**MUSIC Learning**  
**Year 1 Summer: 'If You Go Down To The Woods Today'**

Topic:

Concept	Milestone	Learning
<b>Concept 1: Performing</b>	1. Use their voices expressively and creatively by singing songs and speaking chants and rhymes 2. Play tuned and untuned instruments musically	a) <i>To learn a range of assembly and topic related songs.</i> b) <i>To be able to sing as part of a round</i> c) <i>To explore different ways of using the voice</i> d) <i>To learn how to follow a lead/conductor to start and stop singing or playing</i> e) <i>To sing with good diction and breathing to show phrases</i> f) <i>To sing or play as part of a group</i> g) <i>To use instruments to accompany a song</i> h) <i>Learn how to play instruments correctly and with respect</i> i) <i>To be able to strum a C chord on a ukulele</i> j) <i>To be able play simple African rhythms on djembe drums and percussion</i>
<b>Concept 2: Composing</b>	1. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	a) <i>To be able to carefully select instruments and their sounds to represent different stimuli, such as birds and minibeasts</i> b) <i>To be able to improvise and create new rhythm patterns</i> c) <i>To be able to create simple melodies using tuned percussion</i>
<b>Concept 3: Musical Understanding</b>	1. <b>Begin to understand pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</b>	a) <i>To be able to read and perform simple notation, crotchet, quavers and minim</i> b) <i>To be able to follow and perform a graphic score</i> c) <i>To be able to hear and perform long and short notes (duration), high and low notes (pitch), loudly and quietly (dynamics)</i> d) <i>To be able to use basic musical understanding of the elements of music when selecting sounds for a performance or composition</i>
<b>Concept 4: Musical Appreciation</b>	1. Listen with concentration and understanding to a range of high-quality live and recorded music	a) <i>To be able to sit quietly and with concentration</i> b) <i>To be able to say how the music makes me feel</i> c) <i>To be able to respect other people's feelings and ideas</i> d) <i>To be able to clap along to the pulse of the music</i> e) <i>To be able to identify some of the instruments and families in the orchestra</i> f) <i>To be able to understand that music can be written for an occasion or be based on a stimulus</i> g) <i>To be able to explain how the main elements of music are used in a composition</i>



**MUSIC Learning**  
**Year 2 Autumn: 'Fame, Fortune and Fire'**

**Topic:** Harvest and Christmas Performing

Concept	Milestone	Learning
<b>Concept 1: Performing</b>	1. Use their voices expressively and creatively by singing songs and speaking chants and rhymes 2. Play tuned and untuned instruments musically	a) <i>To know a range of songs and be able to join in</i> b) <i>To understand that when you join in you make a difference to the sound</i> c) <i>To be able to use different expressions in different songs</i>
<b>Concept 2: Composing</b>	1. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	a) <i>To know how to play percussion instruments to a song</i> b) <i>To understand that music has a start and a time to stop</i> c) <i>To be able to control your own stop, start and create in response to a song</i>
<b>Concept 3: Musical Understanding</b>	1. <b>Begin to understand pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</b>	a) <i>To know that music contains change</i> b) <i>To understand that we can perform the same music in different ways</i> c) <i>To be able to control finer nuances in performing</i>
<b>Concept 4: Musical Appreciation</b>	1. Listen with concentration and understanding to a range of high-quality live and recorded music	a) <i>To know that music can be combined with learning in other subjects</i> b) <i>To understand that performing music can be a job.</i> c) <i>To be able to give examples of when music was combined with other learning</i>

**MUSIC Learning**  
**Year 2 Spring: 'A World Of Contrasts'**

Topic: Playing the Ukulele and The Orchestra

Concept	Milestone	Learning
<b>Concept 1: Performing</b>	1. Use their voices expressively and creatively by singing songs and speaking chants and rhymes 2. Play tuned and untuned instruments musically	a) <i>To be able to imitate and play patterns</i> b) <i>To understand that the ukulele can be held and played in different ways</i> c) <i>To be able to produce a good quality sound on a range of instruments</i>
<b>Concept 2: Composing</b>	1. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	a) <i>To know how to make sounds on the ukulele</i> b) <i>To understand that you can be the composer</i> c) <i>To be able to make up your own song and music and remember it</i>
<b>Concept 3: Musical Understanding</b>	1. <b>Begin to understand pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</b>	a) <i>To know that strings have separate names</i> b) <i>To understand that the word you say and clap can be shown in musical notes</i> c) <i>To be able to link a rhythm pattern with a word and vice versa</i>
<b>Concept 4: Musical Appreciation</b>	1. Listen with concentration and understanding to a range of high-quality live and recorded music	a) <i>To know that instruments are played together in an orchestra</i> b) <i>To understand that some people are experts at playing their instruments</i> c) <i>To be able to talk about a conductor and some of the instruments in the orchestra. To be able to ask questions to help the learning</i>

**MUSIC Learning**  
**Year 2 Summer: 'All Aboard!'**

**Topic:** The Major Scale, Pulse, Drone and Ostinato

Concept	Milestone	Learning
<b>Concept 1: Performing</b>	1. Use their voices expressively and creatively by singing songs and speaking chants and rhymes 2. Play tuned and untuned instruments musically	a) <i>To know how to play a scale</i> b) <i>To understand that you can imitate a pulse, drone or pattern on an instrument</i> c) <i>To be able to imitate a song as you hear the next line already beginning.</i>
<b>Concept 2: Composing</b>	1. Experiment with, create, select and combine sounds using the inter-related dimensions of music.	a) <i>To know how to explore playing your own ideas</i> b) <i>To understand that music brings about thoughts and feelings, an atmosphere in the room</i> c) <i>To be able to explain what you thought and imagined when you heard the music</i>
<b>Concept 3: Musical Understanding</b>	1. <b>Begin to understand pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</b>	a) <i>To know about a scale</i> b) <i>To understand that different notes in a scale feel different to sing</i> c) <i>To be able to move from playing one part of the music to another</i>
<b>Concept 4: Musical Appreciation</b>	1. Listen with concentration and understanding to a range of high-quality live and recorded music	a) <i>To know that you can watch a show with songs in it</i> b) <i>To understand that scales can be played on different instruments</i> c) <i>To be able to make links with own experiences of music heard or played and to talk about these</i>

**MUSIC Learning**  
**Year 3 Autumn: 'Life Forces'**

Topic:

Concept	Milestone	Learning
<b>Concept 1: Performing</b>	1. Sing and play musically with <b>beginning</b> confidence and control. 2. <b>Begin to</b> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with <b>some awareness of</b> accuracy, fluency, control and expression	a) <i>To be able to sing tunefully and with expression</i> b) <i>To be able to sing with awareness of the audience</i> c) <i>To be able to maintain their own part in rounds and part singing or chants.</i> d) <i>To be able to sing and play a wide range of songs and music from different cultures and times in history (Tudor)</i> e) <i>To be able to consider the musical elements when improving a performance</i> f) <i>To understand the importance of discipline in class ensemble work and the need for practice to ensure that the performance goes well.</i> g) <i>To be able to perform in small groups, showing an understanding of keeping in time with each other, tempo, dynamics</i>
<b>Concept 2: Composing</b>	1. Develop an understanding of <b>simple</b> musical composition, <b>beginning to</b> organise and manipulate ideas within musical structures 2. Improvise and compose music for a purpose, <b>beginning to use some of</b> the inter-related dimensions of music	a) <i>To be able to perform small group compositions in class, evaluating and revising compositions</i> b) <i>To be able to compose group compositions using an ostinato, showing an understanding of tempo, dynamics, structure and texture</i> c) <i>To be able to compose a piece of music in the style of a Tudor pavane</i>
<b>Concept 3: Musical Understanding</b>	1. Listen and <b>begin to</b> recall sounds with aural memory 2. <b>Recognise and name</b> staff and other musical notations 3. <b>Explore and develop understanding of</b> pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	a) <i>To be able to compose group compositions using an ostinato, showing an understanding of tempo, dynamics, timbre, structure and texture</i> b) <i>To be able to read and perform simple rhythm notation using crotchets, quavers and minims</i> c) <i>To be able to hear the difference between major and minor tonalities</i>
<b>Concept 4: Musical Appreciation</b>	1. <b>Be aware of and experience</b> a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 2. <b>Begin to develop</b> an understanding of the history of music	a) <i>To be able to identify the use of ostinato in a composition</i> b) <i>To be able to talk about how a piece of music makes you feel</i> c) <i>To listen to a selection of different pieces of music and give responses using an increasing vocabulary and understanding of the musical techniques used.</i> d) <i>To be able to recognise how sounds are used to achieve an intended effect.</i>

**MUSIC Learning**  
**Year 3 Spring: 'Let There Be Light'**

Topic:

Concept	Milestone	Learning
<b>Concept 1: Performing</b>	<ol style="list-style-type: none"> <li>1. Sing and play musically with <b>beginning</b> confidence and control.</li> <li>2. <b>Begin to</b> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with <b>some awareness of</b> accuracy, fluency, control and expression</li> </ol>	<ol style="list-style-type: none"> <li>a) <i>To be able to sing tunefully and with expression</i></li> <li>b) <i>To be able to sing with awareness of the audience</i></li> <li>c) <i>To be able to maintain their own part in rounds and part singing or chants.</i></li> <li>d) <i>To be able to sing a wide range of songs from different cultures and times in history</i></li> <li>e) <i>To be able to consider the musical elements when improving a performance</i></li> <li>f) <i>To understand the importance of discipline in class ensemble work and the need for practice to ensure that the performance goes well.</i></li> <li>g) <i>To play C and Am on ukulele</i></li> <li>h) <i>To be able to perform in small groups</i></li> </ol>
<b>Concept 2: Composing</b>	<ol style="list-style-type: none"> <li>1. Develop an understanding of <b>simple</b> musical composition, <b>beginning to</b> organise and manipulate ideas within musical structures</li> <li>2. Improvise and compose music for a purpose, <b>beginning to use some of</b> the inter-related dimensions of music</li> </ol>	<ol style="list-style-type: none"> <li>a) <i>To be able to improvise melodies using C major (notes C-G) and Am (notes A-E) or Dm (notes D-A), over a bass ostinato</i></li> <li>b) <i>To be able to compose music in the style of Indonesian Gamelan music</i></li> <li>c) <i>To be able to compose Roman marching music</i></li> <li>d) <i>To be able to perform small group compositions in class, evaluating and revising compositions</i></li> </ol>
<b>Concept 3: Musical Understanding</b>	<ol style="list-style-type: none"> <li>1. Listen and <b>begin to</b> recall sounds with aural memory</li> <li>2. <b>Recognise and name</b> staff and other musical notations</li> <li>3. <b>Explore and develop understanding of</b> pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> </ol>	<ol style="list-style-type: none"> <li>a) <i>To be able to aurally identify major and minor tonalities</i></li> <li>b) <i>To be able to understand the use of cyclic melodies, such as in Indonesian gamelan music</i></li> </ol>
<b>Concept 4: Musical Appreciation</b>	<ol style="list-style-type: none"> <li>1. <b>Be aware of and experience</b> a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>2. <b>Begin to develop</b> an understanding of the history of music</li> </ol>	<ol style="list-style-type: none"> <li>a) <i>To be able to understand the role and importance of music in Indonesia</i></li> <li>b) <i>To be able to talk about how a piece of music makes you feel</i></li> <li>c) <i>To listen to a selection of different pieces of music and give responses using an increasing vocabulary and understanding of the musical techniques used.</i></li> <li>d) <i>To be able to recognise how sounds are used to achieve an intended effect.</i></li> </ol>

**MUSIC Learning**  
**Year 3 Summer: 'Our Local World'**

Topic:

Concept	Milestone	Learning
<b>Concept 1: Performing</b>	<ol style="list-style-type: none"> <li>1. Sing and play musically with <b>beginning</b> confidence and control.</li> <li>2. <b>Begin to</b> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with <b>some awareness of</b> accuracy, fluency, control and expression</li> </ol>	<ol style="list-style-type: none"> <li>a) <i>To be able to sing tunefully and with expression</i></li> <li>b) <i>To be able to sing with awareness of the audience</i></li> <li>c) <i>To be able to maintain their own part in rounds and part singing or chants.</i></li> <li>d) <i>To be able to sing a wide range of songs from different cultures (Africa)</i></li> <li>e) <i>To be able to consider the musical elements when improving a performance</i></li> <li>f) <i>To understand the importance of discipline in class ensemble work and the need for practice to ensure that the performance goes well.</i></li> <li>g) <i>To be able to confidently play tuned and untuned percussion showing accuracy and skill</i></li> <li>h) <i>To be able to perform in small groups</i></li> </ol>
<b>Concept 2: Composing</b>	<ol style="list-style-type: none"> <li>1. Develop an understanding of <b>simple</b> musical composition, <b>beginning to</b> organise and manipulate ideas within musical structures</li> <li>2. Improvise and compose music for a purpose, <b>beginning to use some of</b> the inter-related dimensions of music</li> </ol>	<ol style="list-style-type: none"> <li>a) <i>To be able to contribute to a class rap about recycling, showing an understanding of rhyme and saying the lyrics rhythmically</i></li> <li>b) <i>To be able to individually compose a melody for a poem (Today I Saw A Little Worm, by Spike Milligan) using a pentatonic scale</i></li> <li>c) <i>To be able to compose an African dance piece in a group, with rhythmic and melodic ostinati, and an improvised pentatonic melody</i></li> </ol>
<b>Concept 3: Musical Understanding</b>	<ol style="list-style-type: none"> <li>1. Listen and <b>begin to</b> recall sounds with aural memory</li> <li>2. <b>Recognise and name</b> staff and other musical notations</li> <li>3. <b>Explore and develop understanding of</b> pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> </ol>	<ol style="list-style-type: none"> <li>a) <i>To be able to contribute lines for a class rap, showing an understanding of rhyme and rhythm</i></li> <li>b) <i>compose a pentatonic melody showing an understanding of a 'singable' melody</i></li> <li>c) <i>compose group compositions using ostinati and an improvised pentatonic melody, showing an understanding of tempo, dynamics, timbre, structure and texture</i></li> <li>d) <i>To be able to read and perform simple rhythm notation using crotchets, quavers, semiquavers and minims</i></li> </ol>
<b>Concept 4: Musical Appreciation</b>	<ol style="list-style-type: none"> <li>1. <b>Be aware of and experience</b> a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>2. <b>Begin to develop</b> an understanding of the history of music</li> </ol>	<ol style="list-style-type: none"> <li>a) <i>To be able to understand rap music style</i></li> <li>b) <i>To be able to understand the role and importance of music in Africa</i></li> <li>c) <i>To be able to talk about how a piece of music makes you feel</i></li> <li>d) <i>To listen to a selection of different pieces of music and give responses using an increasing vocabulary and understanding of the musical techniques used.</i></li> <li>e) <i>To be able to recognise how sounds are used to achieve an intended effect.</i></li> </ol>

**MUSIC Learning**  
**Year 4 Autumn: 'Water, Water Everywhere'**

Topic:

Concept	Milestone	Learning
<b>Concept 1: Performing</b>	<p>1. Sing and play musically with <b>beginning</b> confidence and control.</p> <p>2. <b>Begin to</b> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with <b>some awareness of</b> accuracy, fluency, control and expression</p>	<p>a) <i>To be able to consider the musical elements when improving a performance</i></p> <p>b) <i>To understand the importance of discipline in class ensemble work and the need for practice to ensure that the performance goes well.</i></p> <p>c) <i>To learn to play Am on ukulele for accompanying singing using up to 4 chords – '4 chord trick'</i></p> <p>d) <i>To be able to perform as a class band</i></p> <p>e) <i>To be able to perform small group compositions in class, evaluating and revising compositions</i></p> <p>f) <i>To be able to sing tunefully and with expression</i></p> <p>g) <i>To be able to sing with awareness of the audience</i></p> <p>h) <i>To be able to maintain own part in rounds and part singing.</i></p>
<b>Concept 2: Composing</b>	<p>1. Develop an understanding of <b>simple</b> musical composition, <b>beginning to</b> organise and manipulate ideas within musical structures</p> <p>2. Improvise and compose music for a purpose, <b>beginning to use some of</b> the inter-related dimensions of music</p>	<p>a) <i>To be able compose music using a picture of a water scene as a stimulus</i></p> <p>b) <i>To be able compose Viking music showing an understanding of ostinato and drone</i></p>
<b>Concept 3: Musical Understanding</b>	<p>1. Listen and <b>begin to</b> recall sounds with aural memory</p> <p>2. <b>Recognise and name</b> staff and other musical notations</p> <p>3. <b>Explore and develop understanding of</b> pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p>	<p>a) <i>To be able to listen to a selection of different pieces of music and give responses using an increasing vocabulary and understanding of the musical techniques used.</i></p> <p>b) <i>To be able to follow and perform simple scores showing an understanding of musical notations and instructions.</i></p> <p>c) <i>To be able to listen and recall rhythmic patterns</i></p>
<b>Concept 4: Musical Appreciation</b>	<p>1. <b>Be aware of and experience</b> a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>2. <b>Begin to develop</b> an understanding of the history of music</p>	<p>a) <i>To be able to talk about how a piece of music makes you feel.</i></p> <p>b) <i>To listen to a selection of different pieces of music and give responses using an increasing vocabulary and understanding of the musical techniques used.</i></p> <p>c) <i>To be able to recognise how sounds are used to achieve an intended effect.</i></p> <p>d) <i>To be able to recognise layers of sound in recorded music.</i></p> <p>e) <i>To listen to a wide variety of music from western classical tradition to popular music and start to learn where pieces fit on a musical timeline.</i></p>

**MUSIC Learning**  
**Year 4 Spring: 'Sunshine Islands'**

Topic:

Concept	Milestone	Learning
<b>Concept 1: Performing</b>	1. Sing and play musically with <b>beginning</b> confidence and control. 2. <b>Begin to</b> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with <b>some awareness of</b> accuracy, fluency, control and expression	a) <i>To be able to consider the musical elements when improving a performance</i> b) <i>To understand the importance of discipline in class ensemble work and the need for practice to ensure that the performance goes well.</i> c) <i>To learn to play Am on ukulele for accompanying singing using up to 4 chords – '4 chord trick'</i> d) <i>To be able to perform as a class band</i> e) <i>To be able to perform small group compositions in class, evaluating and revising compositions</i> f) <i>To be able to sing tunefully and with expression</i> g) <i>To be able to sing with awareness of the audience</i> h) <i>To be able to maintain own part in rounds and part singing</i>
<b>Concept 2: Composing</b>	1. Develop an understanding of <b>simple</b> musical composition, <b>beginning to</b> organise and manipulate ideas within musical structures 2. Improvise and compose music for a purpose, <b>beginning to use some of</b> the inter-related dimensions of music	a) <i>To be able to compose a syncopated ostinato</i> b) <i>To be able to compose a bass riff (ostinato)</i>
<b>Concept 3: Musical Understanding</b>	1. Listen and <b>begin to</b> recall sounds with aural memory 2. <b>Recognise and name</b> staff and other musical notations 3. <b>Explore and develop understanding of</b> pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	a) <i>To be able to listen and recall rhythmic patterns</i> b) <i>To be able to listen to a selection of different pieces of music and give responses using an increasing vocabulary and understanding of the musical techniques used</i> c) <i>To be able to follow and perform simple scores showing an understanding of musical notations and instructions.</i>
<b>Concept 4: Musical Appreciation</b>	1. <b>Be aware of and experience</b> a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 2. <b>Begin to develop</b> an understanding of the history of music	a) <i>To be able to talk about how a piece of music makes you feel.</i> b) <i>To listen to a selection of different pieces of music and give responses using an increasing vocabulary and understanding of the musical techniques used.</i> c) <i>To be able to recognise how sounds are used to achieve an intended effect.</i> d) <i>To be able to recognise layers of sound in recorded music.</i> e) <i>To listen to a wide variety of music from western classical tradition to popular music and start to learn where pieces fit on a musical timeline.</i> f) <i>To listen to music from other cultures and be able to explain the importance of music in different societies e.g. Brazil, Jamaica</i>



**MUSIC Learning**  
**Year 4 Summer: 'On The Home Front'**

Topic:

Concept	Milestone	Learning
<b>Concept 1: Performing</b>	1. Sing and play musically with <b>beginning</b> confidence and control. 2. <b>Begin to</b> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with <b>some awareness of</b> accuracy, fluency, control and expression	a) <i>To be able to consider the musical elements when improving a performance</i> b) <i>To understand the importance of discipline in class ensemble work and the need for practice to ensure that the performance goes well.</i> c) <i>To be able to perform the 12 bar blues chord scheme on ukulele, and bass line on tuned percussion</i> d) <i>To be able to perform as a class band</i> e) <i>To be able to perform small group compositions in class, evaluating and revising compositions</i> f) <i>To be able to sing tunefully and with expression</i> g) <i>To be able to sing with awareness of the audience</i> h) <i>To be able to maintain own part in rounds and part singing</i>
<b>Concept 2: Composing</b>	1. Develop an understanding of <b>simple</b> musical composition, <b>beginning to</b> organise and manipulate ideas within musical structures 2. Improvise and compose music for a purpose, <b>beginning to use some of</b> the inter-related dimensions of music	a) <i>To be able to improvise a melody using the blues scale, over a 12 bar blues chord scheme</i> b) <i>To be able to compose a simple call and response blues piece</i>
<b>Concept 3: Musical Understanding</b>	1. Listen and <b>begin to</b> recall sounds with aural memory 2. <b>Recognise and name</b> staff and other musical notations 3. <b>Explore and develop understanding of</b> pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	a) <i>To be able to sing songs from memory</i> b) <i>To be able to perform a 12 bar blues from memory</i> c) <i>To be able to identify song structures (e.g. verse/chorus, ternary form)</i> d) <i>To be able to listen to a selection of different pieces of music and give responses using an increasing vocabulary and understanding of the musical techniques used.</i> e) <i>To be able to follow and perform simple scores showing an understanding of musical notations and instructions.</i>
<b>Concept 4: Musical Appreciation</b>	1. <b>Be aware of and experience</b> a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 2. <b>Begin to develop</b> an understanding of the history of music	a) <i>To be able to talk about how a piece of music makes you feel.</i> b) <i>To listen to a selection of different pieces of music and give responses using an increasing vocabulary and understanding of the musical techniques used.</i> c) <i>To be able to recognise how sounds are used to achieve an intended effect.</i> d) <i>To be able to recognise layers of sound in recorded music.</i> e) <i>To listen to a wide variety of music from western classical tradition to popular music and start to learn where pieces fit on a musical timeline.e.g.1940s</i>

## MUSIC Learning

### Year 5 Autumn: 'Humans Vs Nature'

#### Topic: Rivers, Rondo and Musicals

Concept	Milestone	Learning
<b>Concept 1: Performing</b>	1. Sing and play musically with <b>increasing</b> confidence and control. 2. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with <b>increasing understanding of</b> accuracy, fluency, control and expression	a) <i>To know how to sing in two parts, to play a chorus</i> b) <i>To Understand that pieces of music have different sections</i> c) <i>To be able to talk about rivers and sing a song from a musical</i>
<b>Concept 2: Composing</b>	1. Develop an understanding of musical composition, organising and manipulating ideas within musical structures 2. Improvise and compose music for <b>a range</b> of purposes <b>using and applying</b> the inter-related dimensions of music	a) <i>To create a percussion pattern</i> b) <i>To understand the difference between a composed pattern and an improvised piece.</i> c) <i>To be able to fit music to a song in a particular style</i>
<b>Concept 3: Musical Understanding</b>	1. Listen <b>with attention to detail</b> and recall sounds with <b>increasing</b> aural memory 2. <b>Use and understand</b> staff and other musical notations 3. <b>Understand and apply knowledge of</b> pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	a) <i>To know that music can be organised with different Time signatures.</i> b) <i>To understand that the conductor controls tempo and dynamics</i> c) <i>To be able to conduct and identify music in major and minor</i>
<b>Concept 4: Musical Appreciation</b>	1. <b>Appreciate and understand</b> a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 2. <b>Develop</b> an understanding of the history of music	a) <i>To know that an A section in a rondo is repeated</i> b) <i>To understand that a musical and an opera are different performance genre</i> c) <i>To be able to give examples of instruments heard in different pieces</i>

**MUSIC Learning**  
**Year 5 Spring: 'Fit For Life'**

**Topic: Fit for Life Songs, Instrumental Skills and Notation**

Concept	Milestone	Learning
<b>Concept 1: Performing</b>	1. Sing and play musically with <b>increasing</b> confidence and control. 2. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with <b>increasing understanding of</b> accuracy, fluency, control and expression	a) <i>To know how to play your own pattern . To know facts about the human body To know something about how to play the ukulele</i> b) <i>To understand that your part fits into a quartet</i> c) <i>To be able to perform in a flow of music adding your part to the whole</i>
<b>Concept 2: Composing</b>	1. Develop an understanding of musical composition, organising and manipulating ideas within musical structures 2. Improvise and compose music for <b>a range</b> of purposes <b>using and applying</b> the inter-related dimensions of music	a) <i>To know that the cards can be spoken as a word</i> b) <i>To understand that we can create a piece of music by adding to the cards.</i> c) <i>To be able to write notes and draw graphs as a step in composing</i>
<b>Concept 3: Musical Understanding</b>	1. Listen <b>with attention to detail</b> and recall sounds with <b>increasing</b> aural memory 2. <b>Use and understand</b> staff and other musical notations 3. <b>Understand and apply knowledge of</b> pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	a) <i>To know that the cards can be used as a piece of music</i> b) <i>To understand that what we play can have a written representation</i> c) <i>To be able to interpret a written representation into music</i>
<b>Concept 4: Musical Appreciation</b>	1. <b>Appreciate and understand</b> a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 2. <b>Develop</b> an understanding of the history of music	a) <i>To know that music is performed by different sized groups</i> b) <i>To understand that same music makes different people feel different things.</i> c) <i>To be able to identify sounds and sights of instruments and share feelings about what you hear</i>

**MUSIC Learning**  
**Year 5 Summer: 'Innovation & Inspiration'**

**Topic:** Victorians and Forming a Band

Concept	Milestone	Learning
<b>Concept 1: Performing</b>	1. Sing and play musically with <b>increasing</b> confidence and control. 2. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with <b>increasing understanding of</b> accuracy, fluency, control and expression	a) <i>To know how to sing some songs from Victorian times</i> b) <i>To understand that the way we sing is important to reflect music hall singing</i> c) <i>To be able to perform different repertoire with expression and feeling and talk about why and how music brought people together and gave them a sense of belong</i>
<b>Concept 2: Composing</b>	1. Develop an understanding of musical composition, organising and manipulating ideas within musical structures 2. Improvise and compose music for <b>a range</b> of purposes <b>using and applying</b> the inter-related dimensions of music	a) <i>To know that you can play set patterns or create your own idea as you go along</i> b) <i>To understand that different instruments have different jobs to do in a piece of music</i> c) <i>To be able to show some of the different parts in a performance</i>
<b>Concept 3: Musical Understanding</b>	1. Listen <b>with attention to detail</b> and recall sounds with <b>increasing</b> aural memory 2. <b>Use and understand</b> staff and other musical notations 3. <b>Understand and apply knowledge of</b> pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	a) <i>To know how to read a bassline or chords from letters or notation</i> b) <i>To understand that what we play can have a notation presentation and follow e.g. a bassline</i> c) <i>To be able to perform to younger children, keeping them engaged and interested</i>
<b>Concept 4: Musical Appreciation</b>	1. <b>Appreciate and understand</b> a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 2. <b>Develop</b> an understanding of the history of music	a) <i>To know about looking for information in lyrics. To know that music was an important part of leisure time in Victorian times and that music making in the home became more common</i> b) <i>To understand how to self and peer assess looking for positives and where the performance can be improved. To understand some of the differences in living conditions in Victorian times. To understand about performing to different types of audience</i> c) <i>To be able to give and take assessment on board and reflect on how to take next steps</i>

**MUSIC Learning**  
**Year 6 Autumn: 'Think Green'**

Topic: Playing by Ear and Arrangements

Concept	Milestone	Learning
<b>Concept 1: Performing</b>	<ol style="list-style-type: none"> <li>1. Sing and play musically with <b>increasing</b> confidence and control.</li> <li>2. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with <b>increasing understanding of</b> accuracy, fluency, control and expression</li> </ol>	<ol style="list-style-type: none"> <li>a) <i>To know how to sing and play Autumn Leaves are Falling</i></li> <li>b) <i>To understand that performances can be enhanced and altered in a variety of ways to make them more interesting to listen to</i></li> <li>c) <i>To be able to amend and apply playing techniques to improve your own part making the whole even more successful</i></li> </ol>
<b>Concept 2: Composing</b>	<ol style="list-style-type: none"> <li>1. Develop an understanding of musical composition, organising and manipulating ideas within musical structures</li> <li>2. Improvise and compose music for <b>a range</b> of purposes <b>using and applying</b> the inter-related dimensions of music</li> </ol>	<ol style="list-style-type: none"> <li>a) <i>To know how to make an arrangement of a known piece</i></li> <li>b) <i>To understand that each decision made makes a difference to the effect achieved</i></li> <li>c) <i>To be able to adjust decisions and make choices in an arrangement based on experience and by trying things out</i></li> </ol>
<b>Concept 3: Musical Understanding</b>	<ol style="list-style-type: none"> <li>1. Listen <b>with attention to detail</b> and recall sounds with <b>increasing</b> aural memory</li> <li>2. <b>Use and understand</b> staff and other musical notations</li> <li>3. <b>Understand and apply knowledge of</b> pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> </ol>	<ol style="list-style-type: none"> <li>a) <i>To know that changing one of the dimensions make the piece sound different</i></li> <li>b) <i>To understand changing one or more dimensions can make a piece easier or more challenging to perform</i></li> <li>c) <i>To be able to notate a song in staff notation or as a rhythm</i></li> </ol>
<b>Concept 4: Musical Appreciation</b>	<ol style="list-style-type: none"> <li>1. <b>Appreciate and understand</b> a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>2. <b>Develop</b> an understanding of the history of music</li> </ol>	<ol style="list-style-type: none"> <li>a) <i>To know that the same piece can be re-mixed or arranged in a new way and to notice differences</i></li> <li>b) <i>To understand about cover versions and some financial implications and licences</i></li> <li>c) <i>To be able to give musical reasons for preferences of one arrangement before another</i></li> </ol>

**MUSIC Learning**  
**Year 6 Spring: 'Save The Planet'**

**Topic:** Chord Structures and Song Writing

Concept	Milestone	Learning
<b>Concept 1: Performing</b>	1. Sing and play musically with <b>increasing</b> confidence and control. 2. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with <b>increasing understanding of</b> accuracy, fluency, control and expression	a) <i>To know how to perform in two different pieces of music to add to the whole</i> b) <i>To understand that your part is needed to complete the desired effect</i> c) <i>To be able to perform a part knowing how this part completes the whole.</i>
<b>Concept 2: Composing</b>	1. Develop an understanding of musical composition, organising and manipulating ideas within musical structures 2. Improvise and compose music for <b>a range</b> of purposes <b>using and applying</b> the inter-related dimensions of music	a) <i>To know that using the notes of the chords randomly creates an improvisation</i> b) <i>To understand the difference between improvising and composing</i> c) <i>To be able to create your own piece based on a chord progression</i>
<b>Concept 3: Musical Understanding</b>	1. Listen <b>with attention to detail</b> and recall sounds with <b>increasing</b> aural memory 2. <b>Use and understand</b> staff and other musical notations 3. <b>Understand and apply knowledge of</b> pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	a) <i>To know some of the note values, their length, name and how to play them</i> b) <i>To understand that you can improve on and change your music by changing the interrelating dimensions</i> c) <i>To be able to read music from staff notation and change a dimension to achieve a certain effect.</i>
<b>Concept 4: Musical Appreciation</b>	1. <b>Appreciate and understand</b> a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 2. <b>Develop</b> an understanding of the history of music	a) <i>To know something of the origin of Blues</i> b) <i>To understand that the style of music has had a huge influence on other styles that followed</i> c) <i>To be able to give examples of features such as the chord structure that has survived</i>

**MUSIC Learning**  
**Year 6 Summer: 'Eureka!'**

Topic: End of Year Production

Concept	Milestone	Learning
<b>Concept 1: Performing</b>	<ol style="list-style-type: none"> <li>1. Sing and play musically with <b>increasing</b> confidence and control.</li> <li>2. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with <b>increasing understanding of</b> accuracy, fluency, control and expression</li> </ol>	<ol style="list-style-type: none"> <li>a) <i>To know the production songs</i></li> <li>b) <i>To understand what to do to sing with expression</i></li> <li>c) <i>To be able to perform songs in different styles making a real impact on the listener</i></li> </ol>
<b>Concept 2: Composing</b>	<ol style="list-style-type: none"> <li>1. Develop an understanding of musical composition, organising and manipulating ideas within musical structures</li> <li>2. Improvise and compose music for <b>a range</b> of purposes <b>using and applying</b> the inter-related dimensions of music</li> </ol>	<ol style="list-style-type: none"> <li>a) <i>To be able to create moves and action to enhance the songs and instrumentals</i></li> <li>b) <i>To understand what works for which type of song</i></li> <li>c) <i>To be able to adjust dance steps and moves to suit those on and off stage.</i></li> </ol>
<b>Concept 3: Musical Understanding</b>	<ol style="list-style-type: none"> <li>1. Listen <b>with attention to detail</b> and recall sounds with <b>increasing</b> aural memory</li> <li>2. <b>Use and understand</b> staff and other musical notations</li> <li>3. <b>Understand and apply knowledge of</b> pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> </ol>	<ol style="list-style-type: none"> <li>a) <i>To know that songs have different parts</i></li> <li>b) <i>To understand that the parts combined in different ways gives the structure</i></li> <li>c) <i>To be able to analyse a song using the correct vocabulary</i></li> </ol>
<b>Concept 4: Musical Appreciation</b>	<ol style="list-style-type: none"> <li>1. <b>Appreciate and understand</b> a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>2. <b>Develop</b> an understanding of the history of music</li> </ol>	<ol style="list-style-type: none"> <li>a) <i>To know that all BLPs are developed in a production</i></li> <li>b) <i>To understand how different recordings are used at different stages of production development</i></li> <li>c) <i>To be able to give examples of how the learning powers are developed in production work.</i></li> </ol>