



Milton Mount Primary School

Music Planning Summary Document

EYFS, Key Stage 1 & Key Stage 2

(2025 – 2026)

Intent

At Milton Mount, we are MUSICIANS! We want to maximise every child's musical potential with an ambitious curriculum which provides them with engaging, immersive and exciting experiences and opportunities to listen, sing, perform and appraise music. We want our children to develop into and feel like confident, successful musicians; as performers through singing and playing a variety of instruments, as composers of their own pieces and as active listeners to both live and recorded music, introducing and exposing them to music of varying genres, styles and cultures from the past, present and around the world. Music increases children's listening and concentration skills (both in terms of oracy and communication), their creativity and decision-making abilities, as individuals and when working with others. They are continually encouraged to be reflective, exercise patience and determination and to have the feeling of success. This success is measured through a 'practice makes progress' approach and with the use of repetition to embed and consolidate skills and knowledge; children are successful as they can do what they do, at their ability, well and with pride. Whilst developing the core skills, knowledge and understanding of the curriculum is paramount for learning, instilling a life-long love, enthusiasm and appreciation of and for music is of just as much importance.

Do More

Through the 4 key areas of musicianship – singing, listening, composing and performing – the children are active and engaged learners throughout each lesson, bettering themselves as they make progress from their starting points, helping them to increasingly meet their potential and expectations. The playing of musical instruments is used as the vehicle to learning the relevant skills and knowledge for their year group, alongside the enjoyment of playing different instruments; the hope is then that children take their learning and passion further into external musical tuition.

Know More

Children learn about the interrelated dimensions of music (pitch, duration, dynamics, tempo, timbre, texture, structure) and musical notations through the carefully structured curriculum, which builds upon prior learning and deepens understanding when revisited. Reference is made to working wall displays to assist in recalling learning, too.

Remember More

Musical vocabulary is taught with Makaton signs to help all children access this learning, not just those with SEND. Prior knowledge is build upon through the use of repetition in terms of skills and knowledge, through the vocabulary discussed and the tasks being completed – a 'practice makes progress' approach. Lessons reference what has come before, including Sticky Starters, helping children to make connections with their learning.

Experience More

Each lesson, the children experience a variety of music through listening, singing and playing in the lessons, whilst developing their oracy and social skills, too. They have the opportunity for hands-on practical experiences of music from within their own lives, and within the local, wider and global community. The children then perform their work or songs within the school community. Visiting musicians and arts companies are invited in each year to share their talents and often leave the children in awe! Extra-Curricular opportunities are readily available with our KS2 Choir who regularly perform in the local area, as part of the Greensand Trust and further afield at The O2 in London as part of Young Voices. We also work alongside West Sussex Music to organise peripatetic teaching with individual or small-group lessons and these children are invited to perform at their own in-school Musical Showcase Concert.

Consider More

The curriculum gives children many opportunities for choice with their learning, when listening and composing, often reasoning and justifying these choices both in terms of their learning and with their personal views. The children are encouraged to make links and question or respectfully challenge themselves and each other, continually reflecting on the music heard, played or composed.

EYFS (short inputs taught weekly in PPA)

EYFS Autumn		
Challenge	Aut1: Can you sing a familiar song?	Aut2: Can you sing songs for the Christmas Play?
Knowledge	Aut1: Learn well-known nursery rhymes and songs; Express their feelings about the music.	Aut2: Learn Christmas songs; Express their feelings about the music.
Skills	Listen carefully to rhymes and songs, paying attention to how they sound; Sing in a group or on their own, increasingly matching the pitch and following the melody; Use actions/Makaton/signs, increasingly in time with the music.	
Vocabulary	Music; Nursery Rhyme; Sing; Song; Tune; Beat; Pulse; Like/Dislike; Voice; Actions; Makaton; Communication; Lyrics; Perform; Audience	
EYFS Spring		
Challenge	Spr1: Can you explore different sounds?	Spr2: Can you move to the music?
Knowledge	Spr1: Understand our voices and bodies can be used to make a variety of sounds; Recognise the different sounds instruments can make; Identify sounds in the environment/natural world; Begin to identify the speed (tempo) and volume (dynamics) of the music; Express their feelings about the music.	Spr2: Understand why songs have actions and we use Makaton; Identify different ways to respond to music and keep the pulse; Begin to identify how high and low (pitch) the music is; Express their feelings about the music.
Skills	Spr1: Clap in time to the pulse; Play simple rhythms on un-tuned percussion; Use bodies, voices, un-tuned percussion and natural/environmental objects to create sounds; Experiment with how to make sounds.	Spr2: Sing songs from memory; Use actions and Makaton; Respond to the music using expressive, appropriate body movements.
Vocabulary	Spr1: Music; Nursery Rhyme; Sing; Song; Tune; Beat; Pulse; Rhythm; Like/Dislike; Voice; Body; Instrument; Percussion; Tempo – Fast/Slow; Dynamics – Loud/Soft; Environment; Nature; World	Spr2: Music; Nursery Rhyme; Sing; Song; Tune; Beat; Pulse; Rhythm; Like/Dislike; Voice; Body; Instrument; Percussion; Tempo – Fast/Slow; Dynamics – Loud/Soft; Pitch – High/Low; Actions; Makaton; Communication; Lyrics; Perform; Audience
EYFS Summer		
Challenge	Sum1: Can you use music and movements to tell a story?	Sum2: Can you play in a band?
Knowledge	Sum1: Identify different instrument sounds; Identify the mood of the character by their sounds; Express their feelings about the music.	Sum2: Understand what an orchestra is; Identify the four groups of musical instruments and the type of sounds they make; Express their feelings about the music.
Skills	Sum1: Move in time with the music; Use actions/Makaton/signs, in time with the music, to retell a story; Sing in a group or on their own, increasingly matching the pitch and following the melody; Play simple patterns on un-tuned percussion; Experiment with the tempo, dynamics and pitch.	Sum2: Follow the pulse using tuned and un-tuned percussion instruments; Play in time with familiar songs; Select instruments and sounds appropriately for the intended effect with their storytelling.
Vocabulary	Sum1: Music; Nursery Rhyme; Sing; Song; Tune; Beat; Pulse; Rhythm; Like/Dislike; Voice; Body; Instrument; Percussion; Tempo – Fast/Slow; Dynamics – Loud/Soft; Pitch – High/Low; Actions; Makaton; Communication; Lyrics; Perform; Audience; Story; Mood; Character	Sum2: Music; Nursery Rhyme; Sing; Song; Tune; Beat; Pulse; Rhythm; Like/Dislike; Voice; Body; Instrument; Percussion; Tempo – Fast/Slow; Dynamics – Loud/Soft; Pitch – High/Low; Actions; Makaton; Communication; Perform; Audience; Mood; Tap; Bang; Strum; Shake; Jingle; Band; Orchestra; Group; Brass; Percussion; String; Woodwind; Conductor; Tuned/Un-tuned

Year 1 (4 units taught per year in PPA)

Year 1 Autumn		
Challenge	How can you use percussion instruments to demonstrate pulse and rhythm?	
Knowledge	<p>Listening Time: Explain what they like or dislike about a piece of music and describe what it is like in terms of mood, pulse and rhythm.</p> <p>Pulse and Rhythm (Aut1/Aut2): Identify, hold and maintain the pulse of the music; Copy, invent, retain and recall rhythmic patterns (ostinato and word-pattern), keeping in time to a steady beat; Perform repeated rhythmic patterns (ostinato) using body percussion and named percussion instruments as well as movement and dance.</p>	
Skills	<p>Listening Time: Listen with concentration and understanding to a range of high-quality live and recorded music, identifying pulse and rhythm.</p> <p>Singing: Use voices by singing songs and speaking chants and rhymes in time (pulse and rhythm); Explore performance etiquette, by singing in unison.</p> <p>Pulse and Rhythm (Aut1/Aut2): Play percussion instruments with control; Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>	
Vocabulary	<p>Singing: Song; Chant; Rhyme; Call and Response</p> <p>Listening: Period; Baroque; Classical; Mood / Feelings</p> <p>Composing: Question and Answer; Invent; Recall; Pattern</p> <p>Musicianship / Musical Features & Notation: Beat / Pulse; Steady; Body Percussion; Percussion Instruments - Clave, Triangle, Drum, Egg Shaker, Tambourine, Maraca; Tuned / Untuned Percussion; Rhythm; Syllable</p> <p>Performance: Movement; Dance; Follow; Conductor</p>	
Year 1 Spring		
Challenge	Aut2/Spr1: How can you use sound to create a piece of music depicting dynamics and tempo?	Spr2/Sum1: How can you use percussion instruments and your voice for pitch?
Knowledge	<p>Aut2/Spr1</p> <p>Listening Time: Explain what they like or dislike about a piece of music and describe what it is like in terms of mood, dynamics and tempo.</p> <p>Dynamics and Tempo: Follow directions on how and when to play or sing; Perform chants and use body and instrument percussion to denote rhythmic syllables; Identify the volume (dynamics) and speed (tempo) of the music.</p>	<p>Spr2/Sum1</p> <p>Listening Time: Explain what they like or dislike about a piece of music and describe what it is like in terms of mood and pitch.</p> <p>Pitch: Follow directions on how and when to play or sing; Sing in varying pitches (in unison), discussing the difference in sounds; Identify and compare high and low sounds (pitch); Explore percussion instruments; Follow graphic notation to represent sounds - pictures and symbols.</p>
Skills	<p>Aut2/Spr1</p> <p>Listening Time: Listen with concentration and understanding to a range of high-quality live and recorded music, identifying the dynamics and tempo.</p> <p>Singing: Use voices expressively and creatively (dynamics and tempo) by singing songs and speaking chants and rhymes; Explore performance etiquette, considering an audience.</p> <p>Dynamics and Tempo: Play tuned and untuned instruments with control; Experiment with, create, select and combine sounds using the interrelated dimensions of music; Hold a steady beat whilst the tempo changes; Create music in response to given stimuli.</p>	<p>Spr2/Sum1</p> <p>Listening Time: Listen with concentration and understanding to a range of high-quality live and recorded music, identifying the pitch.</p> <p>Singing: Use voices expressively and creatively (dynamics and tempo) by singing songs and speaking chants and rhymes.</p> <p>Pitch: Play tuned and untuned instruments musically with control; Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>
Vocabulary	<p>Aut2/Spr1</p> <p>Singing: Song; Chant; Rhyme; Call and Response</p> <p>Listening: Period; Classical; Romantic; Mood / Feelings</p> <p>Composing: Invent; Recall; Soundscape / Storytelling; Pattern; Pictures & Symbols</p> <p>Musicianship / Musical Features & Notation: Beat / Pulse; Steady; Tempo - Fast/Slow; Body Percussion; Percussion Instruments; Tuned / Untuned Percussion; Rhythm; Syllable; Ostinato; Dynamics - Loud/Soft</p> <p>Performance: Movement; Dance; Follow; Conductor; Actions; Audience</p>	<p>Spr2/Sum1</p> <p>Singing: Song; Chant; Rhyme; Call and Response</p> <p>Listening: Period; 20th/21st Century; Mood / Feelings</p> <p>Composing: Recall; Pattern; Graphic Notation; Pictures & Symbols</p> <p>Musicianship / Musical Features & Notation: Beat / Pulse; Steady; Percussion Instruments - Glockenspiel; Tuned / Untuned Percussion; Rhythm; Syllable; Ostinato; Pitch - High/Low</p> <p>Performance: Follow; Conductor; Actions</p>
Year 1 Summer		
Challenge	How can you create a seaside soundscape?	
Knowledge	<p>Listening Time: Explain what they like or dislike about a piece of music and describe what it is like in terms of mood; Identify different types of sounds.</p> <p>Soundscape (Sum1/Sum2): Follow directions on how and when to play or sing; Explore percussion instruments; Create soundscapes for storytelling; Follow and create graphic notation to represent sounds.</p>	
Skills	<p>Listening Time: Listen with concentration and understanding to a range of high-quality live and recorded music, identifying different types of sounds.</p> <p>Singing: Use voices expressively and creatively (dynamics and tempo) by singing songs and speaking chants and rhymes.</p> <p>Soundscape (Sum1/Sum2): Play tuned and untuned instruments musically with control; Experiment with, create, select and combine sounds to represent a seaside using the interrelated dimensions of music; Create music in response to given stimuli.</p>	
Vocabulary	<p>Singing: Song; Chant; Rhyme; Call and Response</p> <p>Listening: Period; Music Traditions; Mood / Feelings</p> <p>Composing: Improvise; Question and Answer; Invent; Recall; Soundscape / Storytelling; Pattern; Graphic Notation; Pictures & Symbols</p> <p>Musicianship / Musical Features & Notation: Beat / Pulse; Steady; Tempo - Fast/Slow; Body Percussion; Percussion Instruments; Tuned / Untuned Percussion; Rhythm; Syllable; Ostinato; Pitch - High/Low; Dynamics - Loud/Soft</p> <p>Performance: Follow; Conductor; Actions; Audience</p>	

Year 2 (4 units taught per year in PPA)

Year 2 Autumn	
Challenge	How can you use percussion instruments to depict the weather using duration?
Knowledge	Listening Time: Explore the variety of purposes for listening to and playing music; Identify and describe the duration as well as dynamics, tempo, pulse and pitch; Describe how an instrument has been used for representation and the sound it makes. Duration (Aut1/Aut2): Respond to rhythm patterns, including crotchets, quavers and crotchet rests, to identify long and short sounds in music.
Skills	Listening Time: Listen with concentration and understanding to a range of high-quality live and recorded music, identifying duration. Singing: Use their voices expressively and creatively by singing songs and speaking chants and rhymes; Sing a melody accurately at the correct pitch; Respond to pitch, dynamic and tempo changes by indication with actions and visual symbols. Duration (Aut1/Aut2): Create music in response to a non-musical stimulus (weather); Follow directions on how and when to play or sing from the conductor and using visual symbols; Play tuned and untuned instruments musically; Experiment with, create, select and combine sounds, with a focus on duration; Mark the beat by tapping or clapping in time. Computing Lessons = Use musical technology to capture, change and combine sounds
Vocabulary	Singing: Crescendo; Decrescendo; Pause Listening: Genre / Style; Representation; Purpose Composing: Non-Musical Stimulus Musicianship / Musical Features & Notation: Tempo - Pace; Beat Grouping; Wordphrase Rhythms; Crotchet; Quaver; Note Values; Duration Computing Lessons = Technology - Capture, Change, Combine
Year 2 Spring	
Challenge	Aut2/Spr1: How do you use symbols to show when to play? (Focus: Texture) Spr2/Sum1: How do you organise sounds to compose a piece of music? (Focus: Structure)
Knowledge	Aut2/Spr1 Listening Time: Explore the variety of purposes for listening to and playing music; Identify and describe the texture as well as duration, dynamics, tempo, pulse and pitch; Describe how an instrument has been used for representation and the sound it makes. Texture: Follow, create and record graphic (dot) notation to represent sounds for tuned percussion; Carefully choose instruments to combine layers of sound. Spr2/Sum1 Listening Time: Explore the variety of purposes for listening to and playing music; Identify and describe the structure as well as texture, duration, dynamics, tempo, pulse and pitch; Describe how an instrument has been used for representation and the sound it makes. Structure: Create rhythms using word phrases; Follow, create and record graphic (symbols and stick) notation to represent rhythms including crotchets, quavers and crotchet rests.
Skills	Aut2/Spr1 Listening Time: Listen with concentration and understanding to a range of high-quality live and recorded music, identifying texture. Singing: Use their voices expressively and creatively by singing songs and speaking chants and rhymes; Sing a melody accurately at the correct pitch; Respond to pitch, dynamic and tempo changes by indication with actions and visual symbols. Texture: Create music in response to a non-musical stimulus (weather); Play tuned and untuned instruments musically; Experiment with, create, select and combine sounds, with a focus on texture. Spr2/Sum1 Listening Time: Listen with concentration and understanding to a range of high-quality live and recorded music, identifying structure. Singing: Use their voices expressively and creatively by singing songs and speaking chants and rhymes; Sing a melody accurately at the correct pitch; Respond to pitch, dynamic and tempo changes by indication with actions and visual symbols. Structure: Create music in response to a non-musical stimulus (food); Play tuned and untuned instruments musically; Improvise question and answer phrases using voice and untuned percussion; Experiment with, create, select and combine sounds, with a focus on structure and notation; Copy and invent rhythms for others on untuned percussion.
Vocabulary	Aut2/Spr1 Singing: Crescendo; Decrescendo; Pause Listening: Genre / Style; Representation; Purpose Composing: Non-Musical Stimulus; Dot Notation Musicianship / Musical Features & Notation: Tempo - Pace; Beat Grouping; Wordphrase Rhythms; Crotchet; Quaver; Crotchet Rest; Note Values; Duration; Texture Spr2/Sum1 Singing: Crescendo; Decrescendo; Pause Listening: Genre / Style; Representation; Purpose Composing: Non-Musical Stimulus; Dot Notation Musicianship / Musical Features & Notation: Tempo - Pace; Beat Grouping; Wordphrase Rhythms; Crotchet; Quaver; Crotchet Rest; Note Values; Duration; Texture; Structure
Year 2 Summer	
Challenge	How can you create a space soundscape with a melody? (Focus: Rhythm & Notation)
Knowledge	Listening Time: Explore the variety of purposes for listening to and playing music; Identify and describe the structure, texture, dynamics, tempo, pulse and pitch; Describe how an instrument has been used for representation and the sound it makes. Rhythm and Notation (Sum1/Sum2): Follow, create and record graphic (stick) notation to represent rhythms including crotchets, quavers and crotchet rests.
Skills	Listening Time: Listen with concentration and understanding to a range of high-quality live and recorded music, identifying rhythm and notation. Singing: Use their voices expressively and creatively by singing songs and speaking chants and rhymes; Sing a melody accurately at the correct pitch; Respond to pitch, dynamic and tempo changes by indication with actions and visual symbols. Rhythm and Notation (Sum1/Sum2): Create music in response to a non-musical stimulus (space); Play tuned and untuned instruments musically; Improvise question and answer phrases using voice and untuned percussion; Experiment with, create, select and combine sounds, with a focus on rhythm and notation; Mark the beat by tapping or clapping in time, for syncopation (1 is strongest, followed by 3) and time signature; Copy and invent rhythms for others on untuned percussion; Listen and recall rhythmic and melodic patterns.
Vocabulary	Singing: Crescendo; Decrescendo; Pause Listening: Genre / Style; Representation; Purpose Composing: Non-Musical Stimulus; Dot Notation; Stick Notation Musicianship / Musical Features & Notation: Tempo - Pace; Beat Grouping; Wordphrase Rhythms; Crotchet; Quaver; Crotchet Rest; Note Values; Duration; Melodic Phrases; Texture – layers of sound; Structure; Syncopation

Year 3 (3 units taught per year in PPA)

Year 3 Autumn	
Challenge	Can you play BAG notes on the recorder?
Knowledge	Listening Time: Describe the variety of purposes for listening to and playing music in history; Discuss the music, and how it changes, using the inter-related dimensions of music (pitch, rhythm, tempo, pulse, texture, timbre). Recorders: Name the parts of the Recorder; Learn how to play and hold the Recorder correctly; Learn the finger placement for the notes BAG; Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch; Introduce and understand the differences between crotchets and paired quavers; Use listening skills to correctly order phrases using dot notation.
Skills	Listening Time: Discuss the features and instruments of different periods; Recognise and explain the changes within a piece of music, using musical vocabulary. Singing: Sing in unison, tunefully and with increasing expression; Sing in varying dynamics; Respond to the change in tempo successfully; Perform actions/Makaton signs with confidence and in time; Sing as a choir in school assemblies and performance opportunities. Recorders: Experiment with the sounds and notes played using the Recorder; Play and perform simple melodies following staff notation using a small range (BAG); Apply word chants to rhythms, understanding how to link each syllable to one musical note; Copy stepwise melodic phrases with accuracy at different speeds (tempo). Extend to question-and-answer phrases.
Vocabulary	Singing: Unison Listening: History, Culture Musicianship / Musical Features & Notation: Rising & Falling; Echo; Drone; Texture (Unison, Layered, Solo); Forte (Loud); Piano (Soft); Allegro (Fast); Adagio (Slow); Crotchet; Quaver Pair; Minim; Rest; Stave; Lines and Spaces; Clef; Timbre; Time Signature; Left Hand; Right Hand; Recorder; Head, Middle and Foot Joint; Mouth Piece Performance: Melody and Accompaniment; Finger Placement
Year 3 Spring	
Challenge	Can you compose and perform a piece using BAG notes on the recorder?
Knowledge	Listening Time: Describe the variety of purposes for listening to and playing music in history; Discuss the music, and how it changes, using the inter-related dimensions of music (pitch, rhythm, tempo, pulse, texture, timbre). Recorders: Consolidate the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch; Consolidate the differences between crotchets and paired quavers.
Skills	Listening Time: Discuss the features and instruments of different periods, genres and traditions; Recognise and explain the changes within a piece of music, using musical vocabulary. Singing: Sing in unison, tunefully and with increasing expression; Sing in varying dynamics; Respond to the change in tempo successfully; Perform actions/Makaton signs with confidence and in time; Sing as a choir in school assemblies and performance opportunities. Recorders: Combine known rhythmic notation with letter names to create rising and falling phrases using three notes; Compose, write, play and perform simple melodies following staff notation using a small range (BAG); Begin to make use of musical features including legato and staccato
Vocabulary	Singing: Unison Listening: History, Culture Musicianship / Musical Features & Notation: Rising & Falling; Echo; Drone; Texture (Unison, Layered, Solo); Forte (Loud); Piano (Soft); Allegro (Fast); Adagio (Slow); Crotchet; Quaver Pair; Minim; Rest; Stave; Lines and Spaces; Clef; Timbre; Time Signature; Left Hand; Right Hand; Recorder; Head, Middle and Foot Joint; Mouth Piece Performance: Melody and Accompaniment; Finger Placement; Legato – Smooth; Staccato - Detached
Year 3 Summer	
Challenge	Can you compose and perform a piece using the white notes (Cmajor/Aminor) on the keyboard?
Knowledge	Listening Time: Describe the variety of purposes for listening to and playing music in history and other cultures; Discuss the music, and how it changes, using the inter-related dimensions of music (pitch, rhythm, tempo, pulse, texture, timbre). Keyboards: Understand the difference between improvising ('on-the-spot') and composing; Structure musical ideas to create music that has a beginning, middle and end; Understand and identify major and minor key and chords.
Skills	Listening Time: Discuss the features and instruments of different periods, genres and traditions; Recognise and explain the changes within a piece of music, using musical vocabulary. Singing: Sing in unison, tunefully and with increasing expression; Sing in varying dynamics; Respond to the change in tempo successfully; Perform actions/Makaton signs with confidence and in time; Sing as a choir in school assemblies and performance opportunities. Keyboards: Become more skilled in improvising, inventing 'on-the-spot' responses; Compose, write, play and perform simple melodies following staff notation, in response to different stimuli; Compose song accompaniments on untuned percussion using known rhythms and note values; Copy stepwise melodic phrases with accuracy at different speeds (tempo). Extend to question-and-answer phrases.
Vocabulary	Singing: Unison Listening: History, Culture Musicianship / Musical Features & Notation: Rising & Falling; Echo; Drone; Texture (Unison, Layered, Solo); Forte (Loud); Piano (Soft); Allegro (Fast); Adagio (Slow); Crotchet; Quaver Pair; Minim; Rest; Stave; Lines and Spaces; Clef; Timbre; Time Signature; Left Hand; Right Hand; Keyboard; Major; Minor; Key; Chord; Finished/Unfinished Performance: Melody and Accompaniment; Finger Placement; Legato – Smooth; Staccato - Detached

Year 4 (3 units taught per year in PPA)

Year 4 Autumn	
Challenge	Can you compose and perform a piece using the C major octave on the chime bars?
Knowledge	Listening Time: Describe the variety of purposes for listening to and playing music in history; Understand how the sense of occasion affects performance; Describe, compare and evaluate music using the inter-related dimensions of music; Describe how a piece evokes feelings and emotions for themselves and others; Recall sounds with increasing aural memory. Glockenspiels/Chime Bar: Learn how to play and hold a beater correctly for playing the glockenspiel/chime bar; Introduce and understand the differences between minims, crotchets, paired quavers, and rests; Begin to make compositional decisions about the structure
Skills	Listening Time: Discuss the features and instruments of different periods; Recognise, name and explain the effects of the inter-related dimensions of music; Identify the purpose for the music and the impact this has on the listener. Singing: Continue to sing in unison, pitched accurately and following directions for dynamic changes; Sing rounds and partner songs in different time signatures; Introduce simple vocal harmony; Sing in school assemblies and performance opportunities. Glockenspiels: Improvise using the pitch on a glockenspiel/chime bar; Combine known rhythmic notation with letter names to create short pentatonic phrases; Compose music to convey a specific mood; Compose, write, play and perform simple melodies following staff notation; Copy short melodic phrases including those using the pentatonic scale.
Vocabulary	Singing: Rounds; Partner Song; Harmony Listening: Occasion Musicianship / Musical Features & Notation: Accelerando (Getting Faster); Rallentando (Getting Slower); Repetition; Contrast; Crescendo (Getting Louder); Decrescendo (Getting Softer); Rhythmic Scores; Semibreve; Semiquaver; Glockenspiel; Chime Bar; Key; Pentatonic Scale; Octave Performance: Duet; Ensemble
Year 4 Spring	
Challenge	Can you compose a piece of electronic music?
Knowledge	Listening Time: Describe the variety of purposes for listening to and playing music in history; Understand how the sense of occasion affects performance; Describe, compare and evaluate music using the inter-related dimensions of music; Describe how a piece evokes feelings and emotions for themselves and others; Recall sounds with increasing aural memory. Computing Lessons = Identify the inter-related dimensions of music vocabulary, including pulse, rhythm, tempo, pitch and texture; Understand how to use computer software.
Skills	Listening Time: Discuss the features and instruments of different periods and genres; Recognise, name and explain the effects of the inter-related dimensions of music; Identify the purpose for the music and the impact this has on the listener. Singing: Continue to sing in unison, pitched accurately and following directions for dynamic changes; Sing rounds and partner songs in different time signatures; Introduce simple vocal harmony; Sing in school assemblies and performance opportunities. Computing Lessons = Discuss and review music, including their own views, using relevant and appropriate musical vocabulary; Compose and record a rhythm using computer software; Discuss the impact that changing the tempo has on the rhythm; Compose and record a simple melodic ostinato using computer software, making carefully, deliberate choices.
Vocabulary	Singing: Rounds; Partner Song; Harmony Listening: Occasion Musicianship / Musical Features & Notation: Accelerando (Getting Faster); Rallentando (Getting Slower); Repetition; Contrast; Crescendo (Getting Louder); Decrescendo (Getting Softer); Rhythmic Scores; Semibreve; Semiquaver; Technology; Electronic Computing Lessons = Beats Per Minute (BPM); Synths/Synthesizer
Year 4 Summer	
Challenge	Can you keep the beat of the Djembe drum?
Knowledge	Listening Time: Describe the variety of purposes for listening to and playing music in history; Understand how the sense of occasion affects performance; Describe, compare and evaluate music using the inter-related dimensions of music; Describe how a piece evokes feelings and emotions for themselves and others; Recall sounds with increasing aural memory. Djembe Drums: Name the parts of the Djembe drum; Learn how to play and hold the Djembe correctly; Identify note values (minim, crotchet, quaver pairs and their equivalent rests).
Skills	Listening Time: Discuss the features and instruments of different periods, genres and traditions; Recognise, name and explain the effects of the inter-related dimensions of music; Identify the purpose for the music and the impact this has on the listener. Singing: Continue to sing in unison, pitched accurately and following directions for dynamic changes; Sing rounds and partner songs in different time signatures; Introduce simple vocal harmony; Sing in school assemblies and performance opportunities. Djembe Drums: Experiment with the sounds made using the Djembe; Play and perform simple rhythms following rhythm notation, in unison and two or more parts, maintaining individual parts; Arrange notation cards of known note values into beat phrases.
Vocabulary	Singing: Rounds; Partner Song; Harmony Listening: Occasion Musicianship / Musical Features & Notation: Accelerando (Getting Faster); Rallentando (Getting Slower); Repetition; Contrast; Crescendo (Getting Louder); Decrescendo (Getting Softer); Rhythmic Scores; Semibreve; Semiquaver; Djembe Drum; Bass; Open Tone; Mute; Curve; Position; Rim

Year 5 (3 units taught per year in PPA)

Year 5 Autumn	
Challenge	Can you read and follow music for the Boomwhackers?
Knowledge	Listening Time: Describe the variety of purposes for listening to and playing music in history; Use musical vocabulary to explain and reason as to why music might have been composed; Describe how the inter-related dimensions of music (pitch, tempo, rhythm, melody and dynamics) have been used to create moods and effects. Boomwhackers: Learn how to play and hold a Boomwhacker correctly; Further understand semibreves, minims, crotchets and crotchet rests, paired quaver and semiquavers; Begin to recognise and understand 2/4, 3/4 and 4/4 time signatures.
Skills	Listening Time: Discuss the features and instruments of different periods; Identify the changes to music over time; Compare, discuss and evaluate the music using musical vocabulary. Singing: Sing with a sense of ensemble and performance, observe phrasing, accurate pitching, and appropriate style; Sing three-part rounds, partner songs and those with verses and a chorus; Perform in school assemblies and school performance opportunities. Boomwhackers: Play and perform simple melodies following staff notation; Develop the skill of playing by ear on tuned instruments.
Vocabulary	Composing: Melodic Shape Musicianship / Musical Features & Notation: Simple / Compound Time; Syncopation; Fortissimo - Very Loud; Pianissimo - Very Quiet; Mezzo Forte – Moderately Loud; Mezzo Piano - Moderately Quiet; Time Signature 2/4,3/4,4/4; Boomwhacker
Year 5 Spring	
Challenge	Can you write the lyrics and compose a melody for a song about the rainforest? (Focus: Structure & Texture)
Knowledge	Listening Time: Describe the variety of purposes for listening to and playing music in history; Use musical vocabulary to explain and reason as to why music might have been composed; Describe how the inter-related dimensions of music (pitch, tempo, rhythm, melody and dynamics) have been used to create moods and effects. Keyboards: Consolidate understanding of major and minor key; chords/triads; Understand ternary form (ABA); Further understand 2/4, 3/4 and 4/4 time signatures
Skills	Listening Time: Discuss the features and instruments of different periods and genres; Identify the changes to music over time; Compare, discuss and evaluate the music using musical vocabulary. Singing: Sing with a sense of ensemble and performance, observe phrasing, accurate pitching, and appropriate style; Sing three-part rounds, partner songs and those with verses and a chorus; Perform in school assemblies and school performance opportunities. Keyboards: Compose, write, play and perform simple melodies following staff notation; Improvise freely over a drone using tuned percussion to create a melody; Compose a ternary piece of music; Play chords/triads to accompany and convey a specific atmosphere or mood, responding to a given stimulus.
Vocabulary	Composing: Melodic Shape; Verse / Chorus Musicianship / Musical Features & Notation: Simple / Compound Time; Syncopation; Fortissimo - Very Loud; Pianissimo - Very Quiet; Mezzo Forte – Moderately Loud; Mezzo Piano - Moderately Quiet; Time Signature 2/4,3/4,4/4; Boomwhacker; Ternary Form; Triads; Chord Progression
Year 5 Summer	
Challenge	Can you play simple chords on the Ukulele?
Knowledge	Listening Time: Describe the variety of purposes for listening to and playing music in history; Use musical vocabulary to explain and reason as to why music might have been composed; Describe how the inter-related dimensions of music (pitch, tempo, rhythm, melody and dynamics) have been used to create moods and effects. Ukuleles: Name the parts of the Ukulele; Learn how to strum and hold the Ukulele correctly; Learn the finger placement for the chords C, F, Am and G and begin to change between.
Skills	Listening Time: Discuss the features and instruments of different periods, genres and traditions; Identify the changes to music over time; Compare, discuss and evaluate the music using musical vocabulary. Singing: Sing with a sense of ensemble and performance, observe phrasing, accurate pitching, and appropriate style; Sing three-part rounds, partner songs and those with verses and a chorus; Perform in school assemblies and school performance opportunities. Ukuleles: Experiment with the sounds and chords played using the Ukulele; Play and perform chords and use them to accompany simple songs; Further develop the skill of playing by ear.
Vocabulary	Composing: Melodic Shape; Verse / Chorus Musicianship / Musical Features & Notation: Simple / Compound Time; Syncopation; Fortissimo - Very Loud; Pianissimo - Very Quiet; Mezzo Forte – Moderately Loud; Mezzo Piano - Moderately Quiet; Time Signature 2/4,3/4,4/4; Boomwhacker; Ternary Form; Triads; Chord Progression; Ukulele, Strum, Pluck; C, F, Am and G Chords; Head(stock); Tuner; Nut; Fret; Fret Space; Fretboard; Neck; Body; Sound Hole; Bridge; Saddle

Year 6 (3 units taught per year in PPA)

Year 6 Autumn	
Challenge	Can you perform songs using and changing between different chords on the Ukulele?
Knowledge	<p>Listening Time: Describe the variety of purposes for listening to and playing music in history; Recall sounds accurately using aural memory; Describe how music conveys emotions and specific effects accurately; Identify and explore the relationship between sounds and how music is expressed.</p> <p>Ukuleles: Consolidate understanding of the parts of the Ukulele; Recap how to strum and hold the Ukulele correctly; Recap the finger placement for the chords C, F, Am and G, and confidently change between.</p>
Skills	<p>Listening Time: Discuss the features and instruments of different periods; Identify how musical styles have evolved and developed, both in terms of the audience and purpose; Confidently compare, discuss, justify and evaluate the music using musical vocabulary.</p> <p>Singing: Sing songs involving syncopated rhythms; Sing with a sense of ensemble and performance; observe rhythm, phrasing, accurate pitching, and appropriate style; Continue to sing three- and four-part rounds; Experiment with positioning singers to develop listening skills further; Perform as a choir in assemblies and school performance opportunities.</p> <p>Ukuleles: Further experiment with the sounds and chords played using the Ukulele; Continue to play and perform chords, with changes between, and use them to accompany simple songs; Further develop the skill of playing by ear.</p>
Vocabulary	Musicianship / Musical Features & Notation: Chord Progression; Ukulele, Strum, Pluck; C, F; Am and G Chords; Head(stock); Tuner; Nut; Fret; Fret Space; Fretboard; Neck; Body; Sound Hole; Bridge; Saddle
Year 6 Spring	
Challenge	Can you compose a piece of film music to represent a scene for a nature documentary?
Knowledge	<p>Listening Time: Describe the variety of purposes for listening to and playing music in history; Recall sounds accurately using aural memory; Describe how music conveys emotions and specific effects accurately; Identify and explore the relationship between sounds and how music is expressed.</p> <p>Film Music/Technology: Understand the different techniques used in film music including repetition (leitmotif), diegetic and non-diegetic.</p>
Skills	<p>Listening Time: Discuss the features and instruments of different periods and genres; Identify how musical styles have evolved and developed, both in terms of the audience and purpose; Confidently compare, discuss, justify and evaluate the music using musical vocabulary.</p> <p>Singing: Sing songs involving syncopated rhythms; Sing with a sense of ensemble and performance; observe rhythm, phrasing, accurate pitching, and appropriate style; Continue to sing three- and four-part rounds; Experiment with positioning singers to develop listening skills further; Perform as a choir in assemblies and school performance opportunities.</p> <p>Film Music/Technology: Compose music with repetition and contrast (where appropriate), using 8-beat or 16-beat phrases; Carefully choose notation and rhythm with up to 4 instruments; Write, play and perform simple melodies following staff notation.</p>
Vocabulary	Musicianship / Musical Features & Notation: Leitmotif; Diegetic & Non-Diegetic Music; Suspense; Contrast
Year 6 Summer	
Challenge	Can you compose a lyrical song about the end of primary school?
Knowledge	<p>Listening Time: Describe the variety of purposes for listening to and playing music in history; Recall sounds accurately using aural memory; Describe how music conveys emotions and specific effects accurately; Identify and explore the relationship between sounds and how music is expressed.</p> <p>End of School/Band: Understand the use of 4-chord progressions in pop songs (C,G,Am,F); Use chords to accompany the song.</p>
Skills	<p>Listening Time: Discuss the features and instruments of different periods, genres and traditions; Identify how musical styles have evolved and developed, both in terms of the audience and purpose; Confidently compare, discuss, justify and evaluate the music using musical vocabulary.</p> <p>Singing: Sing songs involving syncopated rhythms; Sing with a sense of ensemble and performance; observe rhythm, phrasing, accurate pitching, and appropriate style; Continue to sing three- and four-part rounds; Experiment with positioning singers to develop listening skills further; Perform as a choir in assemblies and school performance opportunities.</p> <p>End of School/Band: Compose, write, play and perform simple melodies following staff notation, using chords (4-chord progression); Carefully choose notation and rhythm with up to 4 instruments; Work as an ensemble.</p>
Vocabulary	