

**The four progress objectives are:**

1. *Generating Ideas: The skills of developing ideas*
2. *Practical: The skills of practical*
3. *Evaluating: The skills of judgement and evaluation*
4. *Knowledge & Understanding: Acquiring and applying knowledge to inform progress*

EYFS	Knowledge	Skills - Ideas	Vocabulary	Skills - Practical		Skills - Evaluation
	<ul style="list-style-type: none"> <li><b>Play and Perform</b> – controlling sounds through singing and playing.</li> </ul>	<p><b>Specific teaching sequence for science using Rosenshine’s principles in action:</b></p> <ul style="list-style-type: none"> <li>- Daily Review: Each lesson to begin with a recap of subject specific vocabulary and definitions</li> <li>- Introduction of new learning and asking questions: introduction of skill</li> <li>- Provide models/scaffolds: support children with learning and applying new skill alongside evaluating using modelled vocabulary</li> <li>- Independent practise: children further develop the new skill</li> <li>- Weekly review: draw back upon this</li> </ul>	<p><b>Subjects Specific -</b></p> <ul style="list-style-type: none"> <li>Voice</li> <li>Pitch</li> <li>Rhythm</li> <li>Beat</li> <li>Pulse</li> <li>Louder</li> <li>Quieter</li> <li>Faster</li> <li>Slower</li> <li>Higher</li> <li>Lower</li> <li>Sound</li> <li>Song</li> <li>Instrument</li> <li>Music</li> <li>Movement</li> <li>Dance</li> <li>Patterns</li> <li>Frog</li> <li>Tadpole</li> <li>Beat (Linking to heartbeat)</li> </ul> <p><b>Content Specific –</b></p> <ul style="list-style-type: none"> <li>Nursery Rhyme</li> <li>Lullaby</li> </ul>	<p>Using their voices</p>	<ul style="list-style-type: none"> <li>• Speak and chant short phases together</li> <li>• Find their singing voice and begin to develop an awareness of pitch over a small range of notes</li> <li>• Make changes in their voices to express different moods /feelings</li> <li>• Co-ordinate actions to go with a song</li> <li>• Sing short phrases or responses on their own</li> <li>• Sing a variety of songs both accompanied and unaccompanied.</li> <li>• Sing to self and make up simple songs.</li> <li>• Imitate sounds begin to do it spontaneously when adults aren’t there.</li> <li>• Begin to choose sounds and make patterns.</li> <li>• Express self through sound.</li> <li>• Sing nursery rhymes together in a group.</li> <li>• Children should know 8 nursery rhymes before the end of EYFS as this aids spelling and phonics in KS1.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can co-ordinate actions to go with a song and nursery rhymes.</li> <li>• Children are beginning to sing and enjoy a variety of songs both accompanied and unaccompanied by an adult.</li> </ul>
				<p>Using classroom instruments</p>	<ul style="list-style-type: none"> <li>• Play instruments by shaking, scraping, rattling, tapping etc.</li> <li>• Start and stop together</li> <li>• Begin to develop a sense of beat, using instruments or body sounds</li> <li>• Respond to symbols or hand signs</li> <li>• Play loudly, quietly, fast, slow</li> <li>• Copy a simple rhythm pattern or number of beats played on an instrument.</li> </ul>	<ul style="list-style-type: none"> <li>• Children and beginning to explore a variety of different instruments through shaking, scraping and tapping during</li> </ul>

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		learning when exploring other skills and to revisit subject specific vocabulary.			<ul style="list-style-type: none"> <li>• Play along to music showing a developing awareness of the beat</li> <li>• Play with a sense of purpose and enjoyment.</li> </ul>	provision and taught sessions.
	<ul style="list-style-type: none"> <li>• <b>Explore and Compose</b> – creating and developing musical ideas</li> </ul>			Exploring	<ul style="list-style-type: none"> <li>• To begin to experiment with sounds.</li> <li>• Begin sorting different sounds by how loud or quiet they are.</li> <li>• Different sounds made by the voice, hands, found objects and conventional instruments (timbre)</li> <li>• High and low sounds (pitch)</li> <li>• Long and short sounds (duration)</li> <li>• Loud and quiet sounds (dynamics)</li> <li>• Fast and slow sounds (tempo)</li> <li>• Begin to be aware of the effect that different sounds have to convey mood or meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Children are beginning to experiment with sounds using their hands, voices, objects in the environment and musical instruments.</li> </ul>
				Composing	<ul style="list-style-type: none"> <li>• Begin to create and manipulate different effects on a sound source or instrument</li> <li>• Add chosen sound effects at an appropriate moment in a story or song</li> <li>• Sort and name different sounds</li> <li>• Create a sequence of different sounds in response to a given stimuli</li> </ul>	<ul style="list-style-type: none"> <li>• Children are aware of and know how to create different sounds and varying effects using an instrument.</li> <li>• Children can and know when to add a chosen sound or</li> </ul>

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						effect into a song or strong led by an adult.
	<ul style="list-style-type: none"> <li>• <b>Listen and Apply</b> – applying knowledge and understanding</li> </ul>			Listening and applying	<ul style="list-style-type: none"> <li>• Begin to experiment with different sounds and patterns.</li> <li>• Create a movement in response to the music.</li> <li>• Listen to sounds and respond by talking about them or physically with movement and dance</li> <li>• Recognise the sounds of the percussion instruments used in the classroom and identify and name them</li> <li>• Respond appropriately to a range of classroom songs, e.g. tidy up songs, circle time songs, line up songs.</li> <li>• Begins to move rhythmically.</li> <li>• Imitates movements in response to music.</li> <li>• Taps out simple repeated rhythms.</li> <li>• Explores and learns how sounds can be changes.</li> <li>• Explores the different sounds of instruments.</li> <li>• Children sing songs, make music and experiment with ways of changing them.</li> <li>• They represent their own ideas, thoughts and feelings through music.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can experiment with different sounds.</li> <li>• Children can create movement in response to a piece of music.</li> <li>• Children can confidently respond through talking about and moving to a piece of music.</li> <li>• Some children are beginning to move rhythmically.</li> <li>• Children can confidently respond appropriately to a range of songs in the classroom.</li> </ul>

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	<ul style="list-style-type: none"> <li><b>Responding and reviewing</b> – appraising skills</li> </ul>					
				Appraising	<ul style="list-style-type: none"> <li>Begin to identify and describe key features or extreme contrasts within a piece of music</li> <li>Begin to use musical terms</li> <li>Listening (louder/quieter, faster/slower, higher/lower)</li> </ul>	<ul style="list-style-type: none"> <li>Children can listen to a piece of music, song or music instruments.</li> </ul>
				Reviewing	<ul style="list-style-type: none"> <li>They represent their own ideas, thoughts and feelings through music.</li> </ul>	<ul style="list-style-type: none"> <li>Children are beginning to review and represent their thoughts to a piece of music.</li> </ul>
				Responding	<ul style="list-style-type: none"> <li>Begin to say if you like a song and begin to explain why.</li> <li>Begin to explain what the music makes you do.</li> </ul>	<ul style="list-style-type: none"> <li>Children can say if they like a song and are beginning to have a go at explaining why.</li> </ul>

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Year 1	Knowledge	Skills - Ideas	Vocabulary	Skills - Practical		Skills - Evaluation
	<ul style="list-style-type: none"> <li><b>Play and Perform</b> – controlling sounds through singing and playing.</li> </ul>	<p><b>Specific teaching sequence for science using Rosenshine’s principles in action:</b></p> <ul style="list-style-type: none"> <li>- Daily Review: Each lesson to begin with a recap of subject specific vocabulary and definitions</li> <li>- Introduction of new learning and asking questions: introduction of skill</li> <li>- Provide models/scaffolds: support children with learning and applying new skill alongside evaluating using modelled vocabulary</li> <li>- Independent practise: children</li> </ul>	<p><b>Subject Specific –</b> (All previous)</p> <ul style="list-style-type: none"> <li>Appraise</li> <li>Melody</li> <li>Tone</li> <li>Verse</li> <li>Chorus</li> <li>Improvise</li> <li>Instrumental</li> <li>Compose</li> <li>Pulse</li> <li>Rhythm</li> <li>Beat</li> <li>Perform</li> <li>Ensemble</li> <li>Pitch</li> <li>Volume</li> <li>Tempo</li> <li>Unison</li> <li>Mood</li> <li>Speed</li> </ul>	Using their voices	<ul style="list-style-type: none"> <li>• Sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly)</li> <li>• Sing songs in different styles conveying different moods (happy, sad, angry etc) and with sense of enjoyment</li> <li>• Co-ordinate actions to go with a song</li> <li>• Sing in time to a steady beat</li> <li>• Perform an action or a sound (clapping, stamping, etc) on the steady beat whilst singing</li> </ul>	<ul style="list-style-type: none"> <li>• Children can sing songs and are beginning to sing more in tune and to sing the words clearly.</li> <li>• Children can co-ordinate actions to go with a variety of different songs.</li> <li>• Children can perform an action e.g. clapping on the beat whilst singing at the same time.</li> </ul>
				Using classroom instruments	<ul style="list-style-type: none"> <li>• Play instruments by shaking, scraping, rattling, tapping etc.</li> <li>• Play in time to a steady beat, using instruments or body sounds</li> <li>• Play loudly, quietly, fast, slow</li> <li>• Imitate a rhythm pattern on an instrument</li> </ul>	<ul style="list-style-type: none"> <li>• Children can play instruments and are beginning to play in time to a steady beat.</li> <li>• Children recognise how to play an</li> </ul>

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		<p>further develop the new skill -Weekly review: draw back upon this learning when exploring other skills and to revisit subject specific vocabulary</p>	<p>Musical composition Ostinato Score Drone Pattern</p>		<ul style="list-style-type: none"> <li>• Play a repeated rhythmic pattern (rhythmic ostinato) to accompany a song</li> <li>• Play a single pitched note to accompany a song (drone)</li> <li>• Play with help the rhythmic pattern of a spoken sentence, e.g. 'Hungry caterpillar'</li> <li>• Follow simple hand signals indicating: loud/quiet and start/stop</li> </ul>	<p>instrument quietly, loudly, fast or slow and are beginning to follow hand signals to play in a certain style.</p>
	<ul style="list-style-type: none"> <li>• <b>Explore and Compose</b> – creating and developing musical ideas</li> </ul>		<p><b>Content Specific –</b> <u>The rhythm in the way we walk and the banana rap</u> Composer Song-writer Rapper Reggae Classical</p> <p><u>In the groove</u> Blues Guitarist Soprano Orchestra Composer Glockenspiel</p> <p><u>Your Imagination</u> Musical film Tempo</p>	<p>Exploring</p>	<ul style="list-style-type: none"> <li>• To know about and experiment with sounds.</li> <li>• To recognise and explore how sounds can be organised</li> <li>• To identify and organise sounds using simple criteria e.g. loud, soft, high low.</li> <li>• Different sounds made by the voice and hands (timbre)</li> <li>• High and low sounds (pitch)</li> <li>• Long and short sounds (duration)</li> <li>• Loud and quiet sounds (dynamics)</li> <li>• Fast and slow sounds (tempo)</li> <li>• Pitch shapes (moving up and down) and rhythmic patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Children know about sound.</li> <li>• Children recognise and can make different sounds with their voices and hands.</li> <li>• Children are beginning to understand and explore pitch, tempo and rhythm.</li> </ul>
				<p>Composing</p>	<ul style="list-style-type: none"> <li>• Choose musical sound effects to follow a story line or match a picture</li> <li>• Use graphics/symbols to portray the sounds they have made</li> <li>• Sequence these symbols to make a simple structure (score)</li> <li>• Compose own sequence of sounds without help and perform.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

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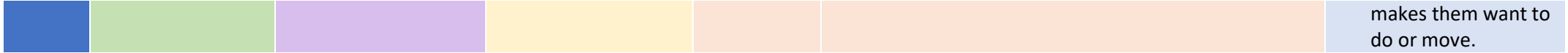
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	<ul style="list-style-type: none"> <li><b>Listen and Apply</b> – applying knowledge and understanding</li> </ul>				<ul style="list-style-type: none"> <li>Add sound effects to a story</li> </ul>	
				Listening and applying	<ul style="list-style-type: none"> <li>Listen to a piece of music and move in time to its steady beat.</li> <li>Recognise and respond through movement /dance to the different musical characteristics and moods of music</li> <li>Recognise the sounds of the percussion instruments used in the classroom and identify and name them</li> <li>To begin to identify simple repeated patterns and follow basic musical instructions.</li> <li>To begin to represent sounds with simple sounds including shapes and marks.</li> <li>To listen to short, simple pieces of music and talk about when and why they may hear it. E.g.: a lullaby or Wedding march.</li> <li>To listen to different genres of music following the Charanga scheme of work.</li> <li>Listen to a variety of different composers.</li> </ul>	<ul style="list-style-type: none"> <li>Children can listen to a piece of music and move in time and respond and are beginning to recognise the sound, patterns and moods of the music.</li> <li>Children listen to a variety of different genres of music and a variety of different composers.</li> </ul>
	<ul style="list-style-type: none"> <li><b>Responding and reviewing</b> – appraising skills</li> </ul>			Appraising	<ul style="list-style-type: none"> <li>Begin to use musical terms (louder/quieter, faster/slower, higher/lower)</li> <li>Begin to articulate how changes in speed, pitch and dynamics effect the mood</li> </ul>	<ul style="list-style-type: none"> <li>Children can use musical terms e.g. louder and quieter.</li> </ul>
				Reviewing and Responding	<ul style="list-style-type: none"> <li>Talk about how makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc.</li> <li>To think about and make simple suggestions about what could make their own work better. E.g.: play faster or louder</li> </ul>	<ul style="list-style-type: none"> <li>Children are able to talk about how a piece of music makes them feel and explain what it</li> </ul>

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2	<ul style="list-style-type: none"> <li><b>Play and Perform</b> – controlling sounds through singing and playing.</li> </ul>	<p><b>Specific teaching sequence for science using Rosenshine’s principles in action:</b></p> <ul style="list-style-type: none"> <li>- Daily Review: Each lesson to begin with a recap of subject specific vocabulary and definitions</li> <li>- Introduction of new learning and asking questions: introduction of skill</li> <li>- Provide models/scaffolds: support children with learning and applying new skill alongside evaluating using modelled vocabulary</li> <li>- Independent practise: children further develop the new skill</li> <li>-Weekly review: draw back upon this</li> </ul>	<p><b>Subject Specific –</b> (All previous)</p> <ul style="list-style-type: none"> <li>Appraise</li> <li>Pulse</li> <li>Rhythm</li> <li>Perform</li> <li>Glockenspiel</li> <li>Lead Vocal</li> <li>Backing Vocal</li> <li>Express</li> <li>Melody</li> <li>Rhythmical pattern</li> <li>Melodic pattern</li> <li>Steady pulse</li> <li>Tempo</li> <li>Pitch</li> <li>Volume</li> <li>Pulse</li> <li>Beat</li> <li>Butterfly</li> <li>Caterpillar</li> <li>Phrase</li> <li>Sequence</li> <li>Graphic score</li> <li>Notation</li> </ul>	Using their voices	<ul style="list-style-type: none"> <li>Sing a variety of songs with more accuracy of pitch</li> <li>Sing words clearly and breathing at the end of phrases</li> <li>Convey the mood or meaning of the song</li> <li>Sing with a sense of control of; thinking about tempo (speed)</li> <li>Echo sing a short melodic phrases</li> <li>Identify if the pitch is getting higher or lower, or is staying the same and copy with their voices</li> <li>Follow a leader (teacher)starting and stopping together</li> </ul>	<ul style="list-style-type: none"> <li>Children can confidently sing a variety of songs.</li> <li>Children are beginning to identify and copy with their voices if a piece of music is getting higher, lower or the same.</li> <li>Children can copy the leader.</li> </ul>
				Using classroom instruments	<ul style="list-style-type: none"> <li>Play with control: a) maintaining steady beat b) getting faster or slower c) getting louder or quieter</li> <li>Perform a repeated two note melodic ostinato to accompany a song</li> <li>Perform a rhythm accompaniment to a song</li> <li>Perform a sequence of sounds using a graphic score</li> <li>Work and perform in smaller groups</li> <li>Follow a leader (teacher)starting and stopping together</li> <li>Demonstrate some confidence in performing as a group and as an individual.</li> </ul>	<ul style="list-style-type: none"> <li>Children can play instruments using control.</li> <li>Children are able to work and perform a piece of music or song as part of a group.</li> <li>Children are beginning to show confidence in performing with an adult, in a group or own their own.</li> </ul>

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<ul style="list-style-type: none"> <li>● <b>Explore and Compose</b> – creating and developing musical ideas</li> </ul>	<p>learning when exploring other skills and to revisit subject specific vocabulary</p>	<p><b>Content Specific –</b>  <u>Hands, Feet, Heart</u>                      Traditional song                      Gospel                      Two-part</p> <p><u>I wanna play in a band</u>                      Rock                      Guitar                      Riff                      Solo                      Sharp note                      Rock and roll music</p> <p><u>The friendship song</u>                      Musical film                      Rehearsal                      Glockenspiel</p>	<p>Exploring</p> <ul style="list-style-type: none"> <li>● Ways in which sounds are made (tapped, blown, scraped, shaken), and can be changed</li> <li>● Long and short sounds (rhythm – duration)</li> <li>● The rhythm patterns of words and sentences</li> <li>● Changes in pitch (higher and lower)</li> <li>● Sequences of sound (structure)</li> <li>● Sounds in response to a stimulus (visual or aural)</li> <li>● How sounds can be manipulated to convey different effects and moods</li> </ul>	<ul style="list-style-type: none"> <li>● Children can explore a sequence of sounds.</li> <li>● Children know that sounds can be changed and manipulated to respond to a mood.</li> <li>● Children know and explore what a long or short sound is.</li> </ul>
			<p>Composing</p> <ul style="list-style-type: none"> <li>● Short repeated rhythmic patterns (ostinati)</li> <li>● Rhythm patterns from words</li> <li>● A piece of music that has a beginning, middle and end (structure)</li> <li>● Music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups</li> <li>● Music that conveys different moods</li> </ul>	<ul style="list-style-type: none"> <li>● Children are beginning to compose pieces of music that convey a variety of moods.</li> <li>● Children start to recognise and compose a piece of music that has a beginning, middle and end.</li> </ul>
			<p>Listening and applying</p> <ul style="list-style-type: none"> <li>● To identify and recognise repeated patterns and follow a wider range of musical instructions.</li> <li>● To understand how musical elements create different moods and effects.</li> <li>● To confidently represent sounds with a range of symbols, shapes or marks.</li> </ul>	<ul style="list-style-type: none"> <li>● Children understand that different elements and part of the song can create mood.</li> <li>● Children can listen to a piece of music and</li> </ul>
<ul style="list-style-type: none"> <li>● <b>Listen and Apply</b> – applying knowledge and understanding</li> </ul>				

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					<ul style="list-style-type: none"> <li>• To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. it's quiet and smooth so it would be good for a lullaby.</li> <li>• To listen to different genres of music following the Charanga scheme of work.</li> <li>• Listen to a variety of different composers.</li> <li>• Listen with increased concentration</li> <li>• Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds</li> <li>• Recognise how sounds are made – tapping, rattling, scraping, blowing etc</li> <li>• Identify different qualities of sound such as smooth, scratchy, clicking, ringing (timbre)</li> <li>• Recognise and respond to different changes of speed (tempo)/volume</li> </ul>	<p>apply musical vocabulary they have learnt to discuss and explain the piece of music.</p> <ul style="list-style-type: none"> <li>• Children listen to a variety of different genres and composers and respond appropriately.</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Responding and reviewing</b> – appraising skills</li> </ul>			<p>Responding</p>	<ul style="list-style-type: none"> <li>• Respond through movement/dance to different musical characteristics and moods (angrily, sadly, cheerfully, daintily etc)</li> <li>• Recognise and respond to the mood of a piece of music. Begin to use music terminology when describing how the mood is created (i.e. the mood is sad because the music is played very slowly and quietly)</li> </ul>	<ul style="list-style-type: none"> <li>• Children can confidently respond through movement and dance and they can recognise the mood of the piece.</li> <li>• Children use musical vocabulary to respond and describe the mood.</li> </ul>

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				Reviewing	<ul style="list-style-type: none"><li>• To respond to different moods in music and explain thinking about changes in sound.</li><li>• To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments.</li></ul>	<ul style="list-style-type: none"><li>• Children are beginning to identify and discuss what improvements could be made to a piece of music of song they have composed.</li></ul>
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3	<ul style="list-style-type: none"> <li><b>Play and Perform</b> – controlling sounds through singing and playing.</li> </ul>	<p><b>Specific teaching sequence for science using Rosenshine’s principles in action:</b></p> <ul style="list-style-type: none"> <li>- Daily Review: Each lesson to begin with a recap of subject specific vocabulary and definitions</li> <li>- Introduction of new learning and asking questions: introduction of skill</li> <li>- Provide models/scaffolds: support children with learning and applying new skill alongside evaluating using modelled vocabulary</li> <li>- Independent practise: children further develop the new skill</li> <li>-Weekly review: draw back upon this learning when</li> </ul>	<p><b>Subject Specific –</b> (All previous)</p> <p>Dynamics Staff notation Octave Treble Clef Bar Time signature Chord Pulse Rhythm Timbre Pitch Dynamics Tempo Melody High Low Forte Piano Allegro Adagio Notation Crotchet Minim Phrase Recorder</p>	Using their voices	<ul style="list-style-type: none"> <li>To sing in unison and in simple two-parts.</li> <li>To demonstrate a good singing posture.</li> <li>To follow a leader when singing.</li> <li>To enjoy exploring singing solo.</li> <li>To sing with awareness of being ‘in tune’.</li> <li>To have an awareness of the pulse internally when singing.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	<ul style="list-style-type: none"> <li><b>Explore and Compose</b> – creating and developing musical ideas</li> </ul>	<p>Using classroom instruments</p>	<ul style="list-style-type: none"> <li>To treat instruments carefully and with respect.</li> <li>Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</li> <li>To rehearse and perform their part within the context of the Unit song.</li> <li>To listen to and follow musical instructions from a leader.</li> </ul>	Exploring	<ul style="list-style-type: none"> <li>Explore and select different melodic patterns.</li> <li>Explore and perform different types of accompaniment</li> <li>Identify ways sounds are used to accompany a song.</li> </ul>	
			Composing	<ul style="list-style-type: none"> <li>Help create at least one simple melody using one, three or five different notes.</li> <li>Plan and create a section of music that can be performed within the context of the unit song.</li> <li>Talk about how it was created.</li> </ul>		

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		exploring other skills and to revisit subject specific vocabulary	Percussion		<ul style="list-style-type: none"> <li>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	
	<ul style="list-style-type: none"> <li><b>Listen and Apply</b> – applying knowledge and understanding</li> </ul>		<b>Content Specific –</b> <u>Guitars</u> Strings Finger Board Fret Tuning Pegs Headstock Pick guard Bridge	Listening and applying	<ul style="list-style-type: none"> <li>To confidently identify and move to the pulse.</li> <li>To think about what the words of a song mean.</li> <li>To take it in turn to discuss how the song makes them feel.</li> <li>Listen carefully and respectfully to other people’s thoughts about the music.</li> <li>Listen with attention and begin to recall sounds.</li> <li>Begin to recognise simple notations to represent music, including pitch and volume.</li> <li>Listen to and begin to respond to music drawn from different traditions and great composers and musicians.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
	<ul style="list-style-type: none"> <li><b>Responding and reviewing</b> – appraising skills</li> </ul>			Responding	<ul style="list-style-type: none"> <li>To comment on the effectiveness of own work, identifying and making improvements</li> <li>To explore and comment on the ways sounds can be used expressively.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
				Reviewing	<ul style="list-style-type: none"> <li>Recognise how music can reflect different intentions.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>