

Expressive Arts and Design	Baseline Checkpoint	End of Autumn Checkpoint	End of Spring Checkpoint	End of Summer Checkpoint
Being Imaginative and Expressive	<ul style="list-style-type: none"> Experiments with a range of percussion instruments. Joins in with singing in a familiar group. Knows a number of familiar songs. Explores different ways to move and dance. Respond to what they have heard, expressing their thoughts and feelings 	<ul style="list-style-type: none"> I can sing to myself and make up simple songs. I can enjoy joining in with dancing and ring games. I can begin to move rhythmically. I can imitate movement in response to music. I can tap out simple repeated rhythms. 	<ul style="list-style-type: none"> I can develop preferences for forms of expression. I can use movement to express feelings. I can create movement in response to music. I can sing in a group or on my own, increasingly matching the pitch and following the melody. I can begin to recite well known poems. I can explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Key Vocabulary

Year 1 & 2	Year 3 & 4	Year 5 &
Rhythm, Pulse, Pitch, Tempo, Dynamics, Timbre, Textures, Structure, Notation, arrangement, backing, band, bridge, chorus, ending, groove, harmony, improvise/d, introduction, lyrics, original, outro, phrase, round, solo, style, unison, verse,	Rhythm, Pulse, Pitch, Tempo, Dynamics, Timbre, Textures, Structure, Notation, arrangement, backing, band, chorus, ending, groove, harmony, improvise/d, introduction, lyrics, original, outro, phrase, round, solo, style, unison, verse, bridge/middle8, call and response, chord, ostinato, balance, ensemble, hook, pre-chorus, structure, form shape, crotchet, quaver, minim semibreve	Rhythm, Pulse, Pitch, Tempo, Dynamics, Timbre, Textures, Structure, Formal Notation, arrangement, backing, band, chorus, ending, groove, harmony, improvise/d, introduction, lyrics, original, outro, phrase, round, solo, style, unison, verse, bridge/middle8, call and response, chord, ostinato, balance, ensemble, hook, pre-chorus, structure, form shape, back beat/off-beat, coda, recurring theme, riff, crotchet, quaver, minim semibreve (+ rests)

Listen and Appraise		
Year 1 & 2	Year 3 & 4	Year 5 & 6
<ul style="list-style-type: none"> • Learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. • Learn how songs can tell a story or describe an idea. 	<ul style="list-style-type: none"> • Confidently identify and move to the pulse. • Think about what the words of a song mean. • To take it in turn to discuss how the song makes them feel. • Listen carefully and respectfully to other people's thoughts about the music. • Talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes them feel. Try to use musical words when talking. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<ul style="list-style-type: none"> • To identify and move to the pulse with ease. • Think about the message of songs. • Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • Use musical vocabulary when talking. • Talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel. • Talk about the music and how it makes you feel, using musical language to describe the music.

Playing		
Year 1 & 2	Year 3 & 4	Year 5 & 6
<ul style="list-style-type: none"> • Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. • Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). • Listen to and follow musical instructions from a leader. • Play the part in time with the steady pulse. 	<ul style="list-style-type: none"> • To treat instruments carefully and with respect. • 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. • Rehearse and perform their part within the context of the Unit song. • Listen to and follow musical instructions from a leader. • Experience leading the playing by making sure everyone plays in the playing section of the song. 	<ul style="list-style-type: none"> • Play a musical instrument with the correct technique within the context of the Unit song. • Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. • Rehearse and perform their part within the context of the Unit song. • Listen to and follow musical instructions from a leader. • Lead a rehearsal session.
Singing		
Year 1 & 2	Year 3 & 4	Year 5 & 6
<ul style="list-style-type: none"> • Learn about voices, singing notes of different pitches (high and low). • They can make different types of sounds with their voices. • Start and stop singing when following a leader. • Rap (spoken word with rhythm). • Find a comfortable singing position. 	<ul style="list-style-type: none"> • Sing in unison and in simple two-parts. • Demonstrate a good singing posture. • Follow a leader when singing. • Enjoy exploring singing solo. • Sing with awareness of being 'in tune'. • Have an awareness of the pulse internally when singing. • Re-join the song if lost. • Listen to the group when singing. 	<ul style="list-style-type: none"> • Sing in unison and to sing backing vocals. • Enjoy exploring singing solo. • Listen to the group when singing. • Demonstrate a good singing posture. • Follow a leader when singing. • Experience rapping and solo singing. • Listen to each other and be aware of how you fit into the group. • Sing with awareness of being 'in tune'.

Games		
Year 1 & 2	Year 3 & 4	Year 5 & 6
<ul style="list-style-type: none"> Find the pulse. Listen to the rhythm and clap back. March to the steady beat. Create rhythms for others to copy. Listen and sing back. Use your voices to copy back using 'la' with changing pitch. Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat. 	<ul style="list-style-type: none"> Clap and say back rhythms. Create own simple rhythm patterns. Lead the class using their simple rhythms. Copy back pitch using 2 notes. Listen and sing back' (no notation). Copy back with instruments, without, then with notation. 	<ul style="list-style-type: none"> Find the pulse. Lead the class by inventing rhythms for them to copy back – played or clapped Copy back three-note riffs by ear and with notation. Question and answer using three different notes.

Improvisation		
Year 1 & 2	Year 3 & 4	Year 5 & 6
<ul style="list-style-type: none"> Clap and Improvise – Listen and clap back, then listen and clap own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Improvise! – Take it in turns to improvise using one or two notes. 	<ul style="list-style-type: none"> Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. Play and Improvise – Using your instruments, listen and play your own answer using two different notes. Improvise! – Take it in turns to improvise using three different notes. 	<ul style="list-style-type: none"> Improvise using a minimum of three notes. Improvise with a feeling for the style. D, E, G, A + B (pentatonic scale/a five-note pattern)

Theory and Composition		
Year 1 & 2	Year 3 & 4	Year 5 & 6
<ul style="list-style-type: none"> • Help to create a simple melody using one, two or three notes. • Learn how the notes of the composition can be written down and changed if necessary. • Help create three simple melodies with the Units using one, three or five different notes. 	<ul style="list-style-type: none"> • Help create at least one simple melody using one, three or five different notes. • Plan and create a section of music that can be performed within the context of the unit song. • Talk about how it was created. • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). • Plan and create a section of music that can be performed within the context of the unit song. 	<ul style="list-style-type: none"> • Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. • Explain the keynote or home note and the structure of the melody. • Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. • Record the composition using formal notation.

Performance		
Year 1 & 2	Year 3 & 4	Year 5 & 6
<ul style="list-style-type: none"> Choose a song they have learnt from the Scheme and perform it. Add ideas to the performance. Record the performance and say how they were feeling about it. 	<ul style="list-style-type: none"> Choose what to perform and create a programme. & Communicate the meaning of the words and clearly articulate them. Talk about the best place to be when performing and how to stand or sit. Record the performance and say how they were feeling, what they were pleased with what they would change and why. Present a musical performance designed to capture the audience. 	<ul style="list-style-type: none"> Choose what to perform and create a programme. Communicate the meaning of the words and clearly articulate them. Talk about the venue and how to use it to best effect. Record the performance and compare it to a previous performance. Discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
History and Context		
Year 1 & 2	Year 3 & 4	Year 5 & 6
<ul style="list-style-type: none"> Develop an understanding of the history of music – talk about and listen to older and newer music. 	<ul style="list-style-type: none"> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Begin to say the order of key musical genres and their popularity 	<ul style="list-style-type: none"> Appreciate and understand a wider range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music and the influence of musical genres upon one another.

Year 7 / KS3

Learn how to create a CuBase project. Arrange a blues piece using pre-recorded audio. Compose and input a rhythm using a digital audio workstation, arrange a piece of music using audio loops. Use Cubase tools to cut, copy, fade and cut audio loops

Recognise different tonalities through listening; Compose using different scales. Use melody, tonality, and harmony to create different moods.

Learn how TV themes have been created. Create own TV themes

Composing skills – improve skills at developing and refining ideas. Compose a creative response. Use compositional techniques to create atmosphere.

Demonstrate knowledge of how to use instruments and resources. Learn how to write for a specific occasion. Use a range of instrumental techniques.

Cycle A				Cycle B			
	Autumn	Spring	Summer		Autumn	Spring	Summer
KS1	Hey You - Pulse, Rhythm and Pitch	In the Groove - Various Styles	Round & Round - Bosso Nova & Latin	KS1	Hands Feet Heart - South African	I Wanna Play in a Band - Children's Rock	Zootime - Friendship - Reggae
	-	-	-		-	-	-
LKS2	-	Play Glockenspiel - Course 2	-	LKS2	-	Play Recorder - Course 2	-
	Play Glockenspiel - Course 1	Mamma Mia - Pop	Bringing us Together - Disco		Play Recorder - Course 1	Lean on Me - Soul & Gospel	Blackbird - Beatles & Civil Rights
UKS2	Livin' on a Prayer - Rock Music	The Fresh Prince - Hip Hop	Classroom Jazz 1	UKS2	Happiness - Pop / Motown	You've got a Friend - Friendship - Carole King	Music & Me - Women in Music - Rap
	-	-	Music Theory and Composition		-	-	Music Theory and Composition