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| Year | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| EYFS | Baseline  Me! | My Stories | Everyone! | Our World |  |  |
| Year 1 | **Use their voice in different ways such as speaking, singing and chanting with accompaniment.**  use their voices expressively and creatively by singing songs and speaking chants and rhymes | **Develop control and accuracy on tuned and untuned percussion and can copy simple rhythm patterns**  use their voices expressively and creatively by singing songs and speaking chants and rhymes | **Order sounds within simple structure**  Play tuned and untuned instruments musically | **Begin to represent sounds with symbols and can recognise some of the musical dimensions.**  Play tuned and untuned instruments musically | **Recognise mood, character and contrast in pieces.**  listen with concentration and understanding to a range of high-quality live and recorded music | **Begin to use appropriate vocabulary for Dimensions identified in CPS Progression**  experiment with, create, select and combine sounds using the interrelated dimensions of music |
| Year 2 | **Develop their control of pitch and duration when singing with accompaniments.**  use their voices expressively and creatively by singing songs and speaking chants and rhymes | **Performs simple patterns and accompaniments on tuned and untuned instruments keeping to a steady beat.**  Use their voices expressively and creatively by singing songs and speaking chants and rhymes | **Respond to graphic notation for pitch, duration and rhythm**  Play tuned and untuned instruments musically | **Recognises changes in mood, character and contrasts in pieces.**  Play tuned and untuned instruments musically | **Begin to use appropriate vocabulary for Dimensions identified in CPS Progression**  listen with concentration and understanding to a range of high-quality live and recorded music | **Begin to use appropriate vocabulary for Dimensions identified in CPS Progression**  experiment with, create, select and combine sounds using the interrelated dimensions of music |
| Year 3 | **Keeps to a steady beat in 2, 3 and 4 metre**  **Starts to develop rehearsal routines and strategies**  Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | **Sings Rounds and Partner songs in tune.**  Improvise and compose music for a range of purposes using the interrelated dimensions of music | **Begins to compare and contrast different pieces in mood, character and changes.**  listen with attention to detail and recall sounds with increasing aural memory | **Respond to graphic notation for pitch, duration and rhythm**  Use and understand staff and other musical notations | **Use appropriate vocabulary for Dimensions identified in CPS Progression**  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | **Use appropriate vocabulary for Dimensions identified in CPS Progression**  Develop an understanding of the history of music |
| Year 4 | **Sing Rounds and Partner songs in tune with increasing expression, accuracy and fluency/**  **Pupils improvise repeated patterns and combine several testures of sound.**  Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | **Recognise and explore the ways sounds can be combined expressively, using rhythmic and melodic ostinato.**  Improvise and compose music for a range of purposes using the interrelated dimensions of music | **Create graphic notation for pitch, duration and rhythm**  listen with attention to detail and recall sounds with increasing aural memory | **Compare and contrast different pieces recognising how different musical elements are combined and used expressively.**  Use and understand staff and other musical notations | **Pupils can listen with increasing attention to detail and recall sounds with growing aural memory**  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | **Use appropriate vocabulary for Dimensions identified in CPS Progression/** **Pupils recognise how the different musical elements are combined and used expressively**  Develop an understanding of the history of music |
| Year 5 | **Pupils start to sing songs in parts**  Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | **Play pieces with simple parts with developing control of pitch, duration, tempo and dynamics**  Improvise and compose music for a range of purposes using the interrelated dimensions of music | **They improvise and compose melodic and rhythmic phrases through rehearsals/** **They understand and start to use the staff and other musical notations.**  listen with attention to detail and recall sounds with increasing aural memory | **Compare and contrast a range of pieces showing awareness of dimensions, context and purpose.**  Use and understand staff and other musical notations | **They suggest improvements to their own and others' work**  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | **Further extend appropriate musical vocabulary identified in CPS Progression**  Develop an understanding of the history of music |
| Year 6 | **Pupils sing songs in parts with increasing control and expression/** **Play pieces with parts with accurate control of pitch, duration, tempo and dynamics**  Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | **They improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within musical structures/** **They understand and use the staff and other musical notations.**  Improvise and compose music for a range of purposes using the interrelated dimensions of music | **Compare and contrast a range of pieces explaining opinions referring to dimensions, context and purpose.**  listen with attention to detail and recall sounds with increasing aural memory | **They suggest improvements to their own and others' work, commenting on how intentions have been achieved.**  Use and understand staff and other musical notations | **Further extend appropriate musical vocabulary identified in CPS Progression.**  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | **Pupils discuss their views on a range of live and recorded music from different traditions and from great composers and musicians.**  Develop an understanding of the history of music |