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| Year | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| EYFS | BaselineMe! | 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 |