

Subject	Aspect	Thread	Outcomes	Year
Music	Year 1	Pulse and rhythm	To use my voice and hands to make music.	1
Music	Year 1	Pulse and rhythm	To clap and play in time to the music.	1
Music	Year 1	Pulse and rhythm	To play simple rhythms on an instrument.	1
Music	Year 1	Pulse and rhythm	To listen to and repeat short rhythmic patterns.	1
Music	Year 1	Pulse and rhythm	To understand the difference between pulse and rhythm.	1
Music	Year 1	Musical Vocabulary	To learn the musical vocabulary: pulse and tempo.	1
Music	Year 1	Musical Vocabulary	To explain what dynamics and timbre are.	1
Music	Year 1	Musical Vocabulary	To explain what pitch and rhythm are.	1
Music	Year 1	Musical Vocabulary	To explain what texture and structure are.	1
Music	Year 1	Musical Vocabulary	To understand key musical vocabulary: dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre.	1
Music	Year 1	Timbre and rhythmic patterns	To use voices expressively to speak and chant well-known phrases from fairy tales.	1
Music	Year 1	Timbre and rhythmic patterns	To select suitable instrumental sounds to represent a character in a fairy tale.	1
Music	Year 1	Timbre and rhythmic patterns	To compose and play a rhythm.	1
Music	Year 1	Timbre and rhythmic patterns	To recognise how timbre is used to represent characters in a piece of music.	1
Music	Year 1	Timbre and rhythmic patterns	To keep the pulse using untuned instruments.	1
Music	Year 1	Pitch and tempo	To understand the concept of pitch.	1
Music	Year 1	Pitch and tempo	To create a pattern using two pitches.	1
Music	Year 1	Pitch and tempo	To understand the concept of tempo.	1
Music	Year 1	Pitch and tempo	To create a superhero theme tune.	1
Music	Year 1	Pitch and tempo	To perform confidently as part of a group.	1
Music	Year 2	West African Call & Response	To create short sequences of sound.	2
Music	Year 2	West African Call & Response	To copy a short rhythm.	2
Music	Year 2	West African Call & Response	To explore call and response using instruments.	2
Music	Year 2	West African Call & Response	To create rhythms based on call and response.	2
Music	Year 2	West African Call & Response	To perform different sound patterns with contrasting dynamics.	2
Music	Year 2	Musical Me	To sing and play an instrument at the same time.	2
Music	Year 2	Musical Me	To choose and play appropriate dynamics and timbres for a piece of music	2
Music	Year 2	Musical Me	To use musical notation to play melodies	2
Music	Year 2	Musical Me	To use letter notation to write my own melody	2
Music	Year 2	Musical Me	To use timbre and dynamics in musical composition	2
Music	Year 2	Myths & Legends	To create a rhythm based on a phrase from a story	2
Music	Year 2	Myths & Legends	To show structure on a graphic score	2
Music	Year 2	Myths & Legends	To write a graphic score to show texture	2
Music	Year 2	Myths & Legends	To compose a piece of music with a given structure	2
Music	Year 2	Myths & Legends	To perform a group composition	2
Music	Year 2	Orchestral Instruments	To listen to and analyse an orchestral version of Goldilocks and the Three Bears	2
Music	Year 2	Orchestral Instruments	To listen to and analyse a film musical version of a traditional story	2
Music	Year 2	Orchestral Instruments	To select appropriate sounds to match events, characters and feelings in a story	2
Music	Year 2	Orchestral Instruments	To write a play script and select appropriate musical sounds to accompany it	2
Music	Year 2	Orchestral Instruments	To perform a story script of Jack and the Beanstalk with accompanying music	2
Music	Year 3	Pentatonic melodies and composition	To learn about the music used to celebrate the Chinese New Year festival.	3
Music	Year 3	Pentatonic melodies and composition	To play a pentatonic melody on a tuned percussion instrument.	3
Music	Year 3	Pentatonic melodies and composition	To write and perform a pentatonic melody.	3
Music	Year 3	Pentatonic melodies and composition	To perform a group composition.	3
Music	Year 3	Pentatonic melodies and composition	To perform a piece of music as a group.	3
Music	Year 3	Jazz	To sing and clap a syncopated rhythm for a ragtime-style song.	3
Music	Year 3	Jazz	To improvise a call and response.	3
Music	Year 3	Jazz	To be able to scat sing using the call and response format.	3
Music	Year 3	Jazz	To create a jazz motif.	3
Music	Year 3	Jazz	To adapt a familiar tune using jazz rhythms.	3
Music	Year 3	Ukulele	To be able to identify the features of the ukulele (body, bridge, sound hole, fret board/neck and head)	3
Music	Year 3	Ukulele	To know the function of the different parts of a ukulele	3
Music	Year 3	Ukulele	To correctly hold a ukulele	3
Music	Year 3	Ukulele	To know the frets are the spaces between the bars across the neck of the ukulele	3
Music	Year 3	Ukulele	To know each string makes a different sound	3
Music	Year 3	Ukulele	To understand what is meant by "thumb brush"	3
Music	Year 3	Ukulele	To strum the strings of the ukulele correctly	3
Music	Year 3	Ukulele	To identify the g string	3
Music	Year 3	Ukulele	To identify the c string	3

Music	Year 3	Ukulele	To identify the e string	3
Music	Year 3	Ukulele	To identify the a string	3
Music	Year 3	Ukulele	To know a chord is a group of notes played together	3
Music	Year 3	Ukulele	To know the difference between major and minor chords	3
Music	Year 3	Ukulele	To know where to put my fingers to make each chord	3
Music	Year 3	Ukulele	To play the C major chord	3
Music	Year 3	Ukulele	To play the A minor chord	3
Music	Year 3	Ukulele	To play the F major chord	3
Music	Year 3	Ukulele	To play the G7 chord	3
Music	Year 3	Ukulele	To be able to make different and sounds using their bodies	3
Music	Year 3	Ukulele	To be aware of the different lengths of notes	3
Music	Year 3	Ukulele	To keep to a steady beat	3
Music	Year 3	Ukulele	To use a metronome to keep in time	3
Music	Year 3	Ukulele	To play for 8 beats and know when to start and stop in a sequence of chords	3
Music	Year 3	Ukulele	To understand the terms solo and ensemble	3
Music	Year 3	Ukulele	To understand what is needed to be a performer	3
Music	Year 3	Ukulele	To be able to identify different genres in music	3
Music	Year 3	Ukulele	To identify the instruments heard in musical excerpts	3
Music	Year 3	Ukulele	To recognise musical symbols	3
Music	Year 3	Ukulele	To use the correct musical vocabulary to describe pitch	3
Music	Year 3	Ukulele	To use the correct musical vocabulary to describe volume (dynamics)	3
Music	Year 3	Ukulele	To be able to clap a sequence of rhythm flash cards	3
Music	Year 3	Ukulele	To be able to make different and sounds using their bodies	3
Music	Year 3	Ukulele	To follow musical notation	3
Music	Year 4	Adapting & Transposing Motifs (Romans)	To sing in tune and in time	4
Music	Year 4	Adapting & Transposing Motifs (Romans)	To understand what a musical motif is	4
Music	Year 4	Adapting & Transposing Motifs (Romans)	To compose and notate a motif	4
Music	Year 4	Adapting & Transposing Motifs (Romans)	To develop and transpose a musical motif	4
Music	Year 4	Adapting & Transposing Motifs (Romans)	To combine and perform different versions of a musical motif	4
Music	Year 4	Changes in Pitch, Tempo & Dynamics (Rivers)	To sing in two parts using expression and dynamics	4
Music	Year 4	Changes in Pitch, Tempo & Dynamics (Rivers)	To recognise key elements of music	4
Music	Year 4	Changes in Pitch, Tempo & Dynamics (Rivers)	To perform a vocal ostinato	4
Music	Year 4	Changes in Pitch, Tempo & Dynamics (Rivers)	To create and perform an ostinato	4
Music	Year 4	Changes in Pitch, Tempo & Dynamics (Rivers)	To improve and perform a piece of music based around ostinatos	4
Music	Year 4	Ukulele	To change between chords in time to the music	4
Music	Year 4	Ukulele	To maintain the beat in a piece of music	4
Music	Year 4	Ukulele	To change between chords effectively	4
Music	Year 4	Ukulele	To understand chord progression	4
Music	Year 4	Ukulele	To play as part of an ensemble and understand the importance of playing together	4
Music	Year 4	Ukulele	To increase confidence in playing solos	4
Music	Year 4	Ukulele	To read musical notation	4
Music	Year 4	Ukulele	To know the lengths of notes in musical notation	4
Music	Year 4	Body and tuned percussion (Rainforest)	To identify structure and texture in music.	4
Music	Year 4	Body and tuned percussion (Rainforest)	To use body percussion.	4
Music	Year 4	Body and tuned percussion (Rainforest)	To create musical rhythms using body percussion.	4
Music	Year 4	Body and tuned percussion (Rainforest)	To create simple tunes.	4
Music	Year 4	Ukulele	To play the 4 main chords on a ukulele	4
Music	Year 4	Body and tuned percussion (Rainforest)	To build and improve a composition.	4
Music	Year 5	Blues	To know the key features of Blues music	5
Music	Year 5	Blues	To play the first line of the 12-bar Blues	5
Music	Year 5	Blues	To be able to play the 12-bar Blues	5
Music	Year 5	Blues	To be able to play the Blues scale	5
Music	Year 5	Blues	To be able to improvise with notes from the Blues scale	5

Music	Year 5	Composition Notation	To sing with accuracy fluency, control, and expression	5
Music	Year 5	Composition Notation	To explore and use different forms of notation	5
Music	Year 5	Composition Notation	To understand note length	5
Music	Year 5	Composition Notation	To read simple pitch notation	5
Music	Year 5	Composition Notation	To use hieroglyphs and stave notation to write a piece of music	5
Music	Year 5	Composition to represent the festival of colour	To understand that music can be represented with colours	5
Music	Year 5	Composition to represent the festival of colour	To represent a piece of music as a graphic score	5
Music	Year 5	Composition to represent the festival of colour	To create a vocal composition based on a picture	5
Music	Year 5	Composition to represent the festival of colour	To create a piece of music inspired by a single colour	5
Music	Year 5	Composition to represent the festival of colour	To work as a group to perform a piece of music	5
Music	Year 5	South & West Africa	To sing a traditional African song unaccompanied	5
Music	Year 5	South & West Africa	To use tuned percussion to play a chord progression	5
Music	Year 5	South & West Africa	To use vocals or tuned percussion to perform a piece of music as an ensemble	5
Music	Year 5	South & West Africa	To play call and response rhythms using percussion instruments	5
Music	Year 5	South & West Africa	To create an eight-beat break to play within a performance	5
Music	Year 6	Theme & Variations	To explore the musical concept of theme and variations	6
Music	Year 6	Theme & Variations	To compare and contrast different variations in the piece 'The Young Person's Guide to the Orchestra'	6
Music	Year 6	Theme & Variations	To use complex rhythms to be able to perform a theme	6
Music	Year 6	Theme & Variations	To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time	6
Music	Year 6	Theme & Variations	To use music notation to create visual representations of TIKITIKI, TI-TIKI and TIKI-TI rhythms	6
Music	Year 6	Baroque	To understand the importance of Monteverdi in the history of opera.	6
Music	Year 6	Baroque	To read and play a canon from staff notation.	6
Music	Year 6	Baroque	To demonstrate an understanding of Baroque music features when composing.	6
Music	Year 6	Baroque	To combine knowledge of staff notation and aural awareness to play a fugue.	6
Music	Year 6	Baroque	To apply their understanding of fugue structure when performing with others.	6
Music	Year 6	Dynamics, Pitch & Tempo	To appraise the work of a classical composer	6
Music	Year 6	Dynamics, Pitch & Tempo	To improvise as a group, using dynamics and pitch	6
Music	Year 6	Dynamics, Pitch & Tempo	To improvise as a group, using texture	6
Music	Year 6	Dynamics, Pitch & Tempo	To use knowledge of dynamics, texture and pitch to create a group composition	6
Music	Year 6	Dynamics, Pitch & Tempo	To use teamwork to create a group composition featuring changes in texture, dynamics and pitch	6
Music	Year 6	Composing and performing a leavers' song	To listen to and describe music	6
Music	Year 6	Composing and performing a leavers' song	To write lyrics for a song	6
Music	Year 6	Composing and performing a leavers' song	To organise lyrics into a song structure	6
Music	Year 6	Composing and performing a leavers' song	To use vocal improvisation and known melodies against a backing track	6
Music	Year 6	Composing and performing a leavers' song	To compose a melody	6
Music	Year 6	Composing and performing a leavers' song	To compose a verse melody	6