

Music Scheme of Work



St. Mary's Church of England Primary School, High Crompton



**Music Scheme of Work**

# Music Scheme of Work



EYFS - Autumn		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Duration (Pulse and Rhythm)	Copy simple rhythms based on words.	Music Express Special People Autumn 1
Pitch	Be able to copy a so-mi pattern	
Dynamics	To be able to respond to obvious changes in dynamics	
Tempo	To be able to respond to obvious changes in tempo	Music Express Special People Autumn 1
Texture	.	Music Express Working World - Autumn 2
Timbre	To experience and develop awareness of sounds made with instruments and noise makers	
Structure	Experience a range of structures through simple songs and musical activities	
Performing	Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. (ELG 16) Being imaginative: They represent their own ideas, thoughts and feelings through music (ELG 17)	Music Express Special People Autumn 1 Music Express Working World - Autumn 2
Composing and Improvising	Choose and order sounds to achieve a particular musical purpose (e.g. a mood or effect) Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. (ELG 16) Being imaginative: They represent their own ideas, thoughts and feelings through music (ELG 17)	Music Express Special People Autumn 1 Music Express Working World - Autumn 2
Listening and Appraising	To be able to listen to a piece of live or recorded music and respond physically when led by the teacher (e.g. to pulse and changes in dynamics, tempo, mood etc.)	Music Express Special People Autumn 1 Music Express Working World - Autumn 2
Technology	To experience use of simple music technology (e.g CD player)	On going continuous provision
Vocal Skills	To explore using their voice in different ways (e.g. animal sounds, whispering, singing, speaking)	Music Express Special People Autumn 1 Music Express Working World - Autumn 2

# Music Scheme of Work



EYFS - Spring		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Duration (Pulse and Rhythm)	Move to the pulse of the music. To develop awareness of sounds and rhythms	
Pitch	To be able to respond to obvious changes in pitch	Music Express : Growth and Change Spring 2
Dynamics	To be able to create loud and quiet sounds using the voice, body percussion and instruments	Music Express : Growth and Change Spring 2
Tempo	To be able to create fast and slow sounds using the voice, body percussion and instruments	
Timbre	Experiment with and change sounds (e.g. body percussion, tuned and non-tuned percussion, voice, sound-makers) To be able to match instruments to sounds. To talk about sounds we make with our bodies and what the sounds mean Recognise and broadly control changes in timbre when playing instruments and vocally	
Structure	Experience a range of structures through simple songs and musical activities	Music Express : Growth and Change Spring 1
Performing	Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. (ELG 16) Being imaginative: They represent their own ideas, thoughts and feelings through music (ELG 17)	Music Express : Growth and Change Spring 2 Music Express : Growth and Change Spring 1
Composing and Improvising	Choose and order sounds to achieve a particular musical purpose (e.g. a mood or effect) Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. (ELG 16)	Music Express : Growth and Change Spring 2 Music Express : Growth and Change Spring 1

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	Being imaginative: They represent their own ideas, thoughts and feelings through music (ELG 17)	
Listening and Appraising	To be able to listen to a piece of live or recorded music and respond physically when led by the teacher (e.g. to pulse and changes in dynamics, tempo, mood etc.) Aurally recognise the sounds of a small range of classroom instruments (e.g. identify the sound of a triangle with eyes shut)	Music Express : Growth and Change Spring 2 Music Express : Growth and Change Spring 1
Technology	To make and listen to recordings of own voice, other classroom sounds, musical instruments etc and comment upon/respond when listened back.	On going continuous provision
Vocal Skills	To explore using their voice in different ways (e.g. animal sounds, whispering, singing, speaking)	Music Express : Growth and Change Spring 2 Music Express : Growth and Change Spring 1

# Music Scheme of Work



EYFS - Summer		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Duration (Pulse and Rhythm)	To distinguish between sounds and to remember patterns of sound To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech	
Pitch	Recognise and broadly control changes in pitch when playing instruments and vocally	Music Express : high and Low Summer 2
Dynamics	Recognise and broadly control changes in dynamics when playing instruments and vocally	
Tempo	Recognise and broadly control changes in tempo when playing instruments and vocally	
Texture	To experience unison and 2-part textures.	
Timbre	To listen to and appreciate the difference between sounds made with instruments To use a wide vocabulary to talk about the sounds instruments make.	Music Express : Our Senses -Summer 2
Structure	Experience a range of structures through simple songs and musical activities	Music Express : Moving Patterns Summer 1
Performing	Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. (ELG 16) Being imaginative: They represent their own ideas, thoughts and feelings through music (ELG 17)	Music Express : Moving Patterns Summer 1 Music Express : high and Low Summer 2
Composing and Improvising	Choose and order sounds to achieve a particular musical purpose (e.g. a mood or effect) Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. (ELG 16) Being imaginative: They represent their own ideas, thoughts and feelings through music (ELG 17)	Music Express : Moving Patterns Summer 1 Music Express : high and Low Summer 2
Listening and Appraising	To be able to listen to a piece of live or recorded music and respond physically when led by the teacher (e.g. to pulse and changes in dynamics, tempo, mood etc.)	Music Express : Moving Patterns Summer 1 Music Express : high and Low Summer 2

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Technology		On going - continuous provision
Vocal Skills	To explore using their voice in different ways (e.g. animal sounds, whispering, singing, speaking)	Music Express : Moving Patterns Summer 1 Music Express : high and Low Summer 2
Notation	To respond to simple visual cues (e.g. 4 spots = 4 taps on the drum) Suggest symbols to represent sounds (e.g. large foot for Daddy Bear, small foot for Baby Bear)	Music Express : Our Senses -Teddy Bear Summer 2

# Music Scheme of Work



Year 1 - Autumn		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Duration (Pulse and Rhythm)	To be able to copy a short rhythm To be able to find the pulse of a piece of music. To be able to clap the pulse	
Pitch	Be able to respond physically to high and low sounds To be able to copy a short melodic phrase (on tuned percussion or using their voice)	Music Express : Water Autumn 1
Dynamics	To be able to create crescendo and diminuendo vocally and instrumentally To be able to play and sing loudly and quietly	Music Express : Storytime Autumn 2
Tempo	To be able to create accelerando and rallentando vocally and instrumentally To be able to play and sing fast and slowly	Music Express : Storytime Autumn 2
Texture	Experience a range of textures To recognise obvious differences in textures (e.g. unison and 2-part)	Music Express : Water Autumn 1
Timbre	To be able to name common hand-held percussion instruments and recognise their sounds aurally To explore appropriate instruments to create a musical idea	
Structure	Experience a range of structures through simple songs and musical activities	Music Express : Water Autumn 1
Performing	To perform simple songs from memory	Autumn 1 and 2 - all units covered
Composing and Improvising	Experiment with, create, select and combine sounds using the inter-related dimensions of music Create, repeat, adapt and extend simple rhythmic and melodic patterns and words as appropriate to given or chosen stimuli or in play contexts	Autumn 1 and 2- all units covered
Listening and Appraising	To begin to explore using their "thinking voice" To listen to a variety of music from a range of cultures, traditions and historical periods.	Autumn 1 and 2- all units covered
Technology	Experience use of Music Technology to capture, change and combine sounds.	Music Express : Our School Autumn 1

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Vocal Skills	To know how to use their voice in different ways To find their singing voice To sing collectively at the same pitch Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Music Express : Ourselves Autumn 2
Notation	To respond to simple visual cues (e.g. stop, go, loud, quiet)	



# Music Scheme of Work



Year 1 - Spring		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Duration (Pulse and Rhythm)	To be able to copy a short rhythm To be able to find the pulse of a piece of music. To be able to clap the pulse	Music Express : Pattern Spring 2
Pitch	Be able to respond physically to high and low sounds To be able to copy a short melodic phrase (on tuned percussion or using their voice)	Music Express : Animals Spring 1 Music Express : Seasons Spring 2
Dynamics	To be able to create crescendo and diminuendo vocally and instrumentally To be able to play and sing loudly and quietly	Music Express : Weather Spring 1
Tempo	To be able to create accelerando and rallentando vocally and instrumentally To be able to play and sing fast and slowly	
Texture	Experience a range of textures To recognise obvious differences in textures (e.g. unison and 2-part)	Music Express : Animals Spring 1 Music Express : Seasons Spring 2
Timbre	To be able to name common hand-held percussion instruments and recognise their sounds aurally To explore appropriate instruments to create a musical idea	Music Express : Weather Spring 1
Structure	Experience a range of structures through simple songs and musical activities	Music Express : Animals Spring 1 Music Express : Seasons Spring 2
Performing	To perform simple songs from memory	Spring 1 and 2- all units covered
Composing and Improvising	Experiment with, create, select and combine sounds using the inter-related dimensions of music Create, repeat, adapt and extend simple rhythmic and melodic patterns and words as appropriate to given or chosen stimuli or in play contexts	Spring 1 and 2- all units covered
Listening and Appraising	To begin to explore using their "thinking voice" To listen to a variety of music from a range of cultures, traditions and historical periods.	Spring 1 and 2- all units covered
Technology	Experience use of Music Technology to capture, change and combine sounds.	Link to computing scheme of work

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Vocal Skills	To know how to use their voice in different ways To find their singing voice To sing collectively at the same pitch Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Spring 1 and 2- all units covered
Notation	To respond to simple visual cues (e.g. stop, go, loud, quiet)	

# Music Scheme of Work



## Year 1 - Summer

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Duration (Pulse and Rhythm)	To be able to copy a short rhythm To be able to find the pulse of a piece of music. To be able to clap the pulse	Music Express : Machines Summer 1 Music Express : Number Summer 1 Music Express : Our Bodies Summer 2
Pitch	Be able to respond physically to high and low sounds To be able to copy a short melodic phrase (on tuned percussion or using their voice)	
Dynamics	To be able to create crescendo and diminuendo vocally and instrumentally To be able to play and sing loudly and quietly	Music Express : Number Summer 1
Tempo	To be able to create accelerando and rallentando vocally and instrumentally To be able to play and sing fast and slowly	Music Express : Machines Summer 1 Music Express : Number Summer 1 Music Express : Our Bodies Summer 2
Texture	Experience a range of textures To recognise obvious differences in textures (e.g. unison and 2-part)	
Timbre	To be able to name common hand-held percussion instruments and recognise their sounds aurally To explore appropriate instruments to create a musical idea	
Structure	Experience a range of structures through simple songs and musical activities	
Performing	To perform simple songs from memory	Music Express : Travel Summer 2
Composing and Improvising	Experiment with, create, select and combine sounds using the inter-related dimensions of music Create, repeat, adapt and extend simple rhythmic and melodic patterns and words as appropriate to given or chosen stimuli or in play contexts	Cover in each topic
Listening and Appraising	To begin to explore using their "thinking voice" To listen to a variety of music from a range of cultures, traditions and historical periods.	Cover in each topic
Technology	Experience use of Music Technology to capture, change and combine sounds.	

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Vocal Skills	To know how to use their voice in different ways To find their singing voice To sing collectively at the same pitch Use their voices expressively and creatively by singing songs and speaking chants and rhymes	
Notation	To respond to simple visual cues (e.g. stop, go, loud, quiet)	

# Music Scheme of Work



Year 2 - Autumn		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Duration (Pulse and Rhythm)	To be able to beat the pulse of a piece of music. Choose and maintain an appropriate pulse Identify the difference between pulse and rhythm To be able to play the pulse on a percussion instrument. Develop the ability to internalise a steady pulse (e.g. "sing" short extracts "in your head")	Music Express : Number Autumn 1 Music Express : Toys Autumn 2 Music Express : Pattern Autumn 2
Pitch	Know that Pitch means "high and low" Identify high and low sounds when listening to a piece of recorded music To use simple changes in pitch to convey a simple story or image (e.g. climbing up the stairs)	Music Express : Water Autumn 1
Dynamics	To be able to define <i>crescendo</i> , <i>diminuendo</i> , <i>forte</i> and <i>piano</i> To be able to recognise <i>crescendo</i> , <i>diminuendo</i> , <i>forte</i> and <i>piano</i> when listening and performing	
Tempo	To be able to define <i>accelerando</i> , <i>rallentando</i> To be able to recognise <i>accelerando</i> , <i>rallentando</i> , <i>allegro</i> and <i>lento</i> when listening and performing	Music Express : Toys Autumn 2
Texture	Explore a range of textures vocally, instrumentally and aurally To be able to define <i>canon/round</i> and <i>unison</i> textures.	
Timbre	To be able to name a wider range of musical instruments To choose appropriate instruments to create a musical idea	
Structure	Experience a range of structures through simple songs and musical activities	
Performing	To play tuned and untuned instruments musically To rehearse and perform with others	Covered in all topics
Composing and Improvising	Experiment with, create, select and combine sounds using the inter-related dimensions of music Create, repeat, adapt and extend simple rhythmic and melodic patterns and words as appropriate to given or chosen stimuli or in play contexts	Covered in all topics
Listening and Appraising	To listen carefully and develop their aural memory To express an opinion after listening to a piece of live or	Covered in all topics

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	<p>recorded music</p> <p>To listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>To improve their own work</p> <p>Recognise how musical elements can be used to create different moods and effects</p>	
Technology	<p>Experience use of Music Technology to capture, change and combine sounds.</p>	
Vocal Skills	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>To accurately pitch simple melodies</p> <p>To be able to pitch small intervals with a good degree of accuracy</p>	Covered in all topics
Notation	<p>To use a simple graphic score for performing or as a stimulus for composition</p> <p>Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations</p>	

# Music Scheme of Work



Year 2 - Spring		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Duration (Pulse and Rhythm)	To be able to beat the pulse of a piece of music. Choose and maintain an appropriate pulse Identify the difference between pulse and rhythm To be able to play the pulse on a percussion instrument. Develop the ability to internalise a steady pulse (e.g. "sing" short extracts "in your head")	
Pitch	Know that Pitch means "high and low" Identify high and low sounds when listening to a piece of recorded music To use simple changes in pitch to convey a simple story or image (e.g. climbing up the stairs)	Music Express : Animals Spring 1 Music Express : Seasons Spring 2
Dynamics	To be able to define crescendo, diminuendo, forte and piano To be able to recognise crescendo, diminuendo, forte and piano when listening and performing	Music Express : Storytime Spring 1
Tempo	To be able to define accelerando, rallentando To be able to recognise accelerando, rallentando, allegro and lento when listening and performing	
Texture	Explore a range of textures vocally, instrumentally and aurally To be able to define canon/round and unison textures.	Music Express : Storytime Spring 1 Music Express : WeatherSpring 2
Timbre	To be able to name a wider range of musical instruments To choose appropriate instruments to create a musical idea	
Structure	Experience a range of structures through simple songs and musical activities	Music Express : Storytime Spring 1
Performing	To play tuned and untuned instruments musically To rehearse and perform with others	Covered in all topics
Composing and Improvising	Experiment with, create, select and combine sounds using the inter-related dimensions of music Create, repeat, adapt and extend simple rhythmic and melodic patterns and words as appropriate to given or chosen stimuli or in play contexts	Covered in all topics
Listening and Appraising	To listen carefully and develop their aural memory	Covered in all topics

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	<p>To express an opinion after listening to a piece of live or recorded music</p> <p>To listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>To improve their own work</p> <p>Recognise how musical elements can be used to create different moods and effects</p>	
Technology	Experience use of Music Technology to capture, change and combine sounds.	Link to computing curriculum
Vocal Skills	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>To accurately pitch simple melodies</p> <p>To be able to pitch small intervals with a good degree of accuracy</p>	Covered in all topics
Notation	<p>To use a simple graphic score for performing or as a stimulus for composition</p> <p>Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations</p>	



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## Year 2 - Summer

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Duration (Pulse and Rhythm)	To be able to beat the pulse of a piece of music. Choose and maintain an appropriate pulse Identify the difference between pulse and rhythm To be able to play the pulse on a percussion instrument. Develop the ability to internalise a steady pulse (e.g. "sing" short extracts "in your head")	Music Express : Our Bodies Summer 2
Pitch	Know that Pitch means "high and low" Identify high and low sounds when listening to a piece of recorded music To use simple changes in pitch to convey a simple story or image (e.g. climbing up the stairs)	
Dynamics	To be able to define <i>crescendo</i> , <i>diminuendo</i> , <i>forte</i> and <i>piano</i> To be able to recognise <i>crescendo</i> , <i>diminuendo</i> , <i>forte</i> and <i>piano</i> when listening and performing	
Tempo	To be able to define <i>accelerando</i> , <i>rallentando</i> To be able to recognise <i>accelerando</i> , <i>rallentando</i> , <i>allegro</i> and <i>lento</i> when listening and performing	
Texture	Explore a range of textures vocally, instrumentally and aurally To be able to define <i>canon/round</i> and <i>unison</i> textures.	Music Express : Our Land Summer 1 Music Express : Our Bodies Summer 2
Timbre	To be able to name a wider range of musical instruments To choose appropriate instruments to create a musical idea	Music Express : Our Land Summer 1
Structure	Experience a range of structures through simple songs and musical activities	Music Express : Ourselves Summer 2
Performing	To play tuned and untuned instruments musically To rehearse and perform with others	Music Express : Travel Summer 1
Composing and Improvising	Experiment with, create, select and combine sounds using the inter-related dimensions of music Create, repeat, adapt and extend simple rhythmic and melodic patterns and words as appropriate to given or chosen stimuli or in play contexts	Covered in all topics
Listening and Appraising	To listen carefully and develop their aural memory	Covered in all topics

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	<p>To express an opinion after listening to a piece of live or recorded music</p> <p>To listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>To improve their own work</p> <p>Recognise how musical elements can be used to create different moods and effects</p>	
Technology	Experience use of Music Technology to capture, change and combine sounds.	Link to computing curriculum
Vocal Skills	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>To accurately pitch simple melodies</p> <p>To be able to pitch small intervals with a good degree of accuracy</p>	Covered in all topics
Notation	<p>To use a simple graphic score for performing or as a stimulus for composition</p> <p>Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations</p>	Music Express : Travel Summer 1

# Music Scheme of Work



## Year 3 - Autumn

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Duration (Pulse and Rhythm)	Understand the difference between pulse and rhythm. To be able to play a simple rhythm on a percussion instrument. Choose and maintain an appropriate pulse	Music Express : Building Autumn 1
Pitch	To be able to memorise and perform an extended melody	Music Express : in The Past Autumn 2
Dynamics	To be able to thoughtfully select appropriate dynamics to create a specific effect/mood/atmosphere	Summer 1 Environment
Tempo	To be able to thoughtfully select appropriate tempi to create a specific effect/mood/atmosphere	Summer 1 Environment
Texture	To experiment with layers of sound in their own compositions	Spring 2 Human Body Summer 2 Food and Drink
Timbre	To recognise the different instrumental families when listening to a piece of live or recorded music Recognise how instruments can be used to create different moods and effects	Summer 1 Environment
Structure	To choose carefully and order sounds within simple structures	Music Express : Building Autumn 1 Music Express : Ancient Worlds Autumn 2
Performing	To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Covered in all topics
Composing and Improvising	Improvise and compose music for a range of purposes using the inter-related dimensions of music	Covered in all topics
Listening and Appraising	To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Listen with attention to detail and recall sounds with increasing aural memory To recognise how musical elements are combined and used expressively.	Covered in all topics
Technology	Explore and develop use of Music Technology to capture, change and combine sounds.	Link to computing curriculum
Vocal Skills	To develop an understanding of breathing, posture, phrasing,	Covered in all topics

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	dynamics and accuracy of pitch To sing in tune with expression	
Notation	To experience the use of staff notation when composing and performing To be able to recognise crotchet, quaver and minim rhythms To be able to read notation for and clap/tap a 4-beat pattern (e.g. from a flashcard)	Music Express : in The Past Autumn 2

# Music Scheme of Work



Year 3 - Spring		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Duration (Pulse and Rhythm)	Understand the difference between pulse and rhythm. To be able to play a simple rhythm on a percussion instrument. Choose and maintain an appropriate pulse	Music Express : Human Body Spring 2
Pitch	To be able to memorise and perform an extended melody	Music Express : Singing French Spring 1
Dynamics	To be able to thoughtfully select appropriate dynamics to create a specific effect/mood/atmosphere	Summer 1 Environment
Tempo	To be able to thoughtfully select appropriate tempi to create a specific effect/mood/atmosphere	Summer 1 Environment
Texture	To experiment with layers of sound in their own compositions	Music Express : Human Body Spring 2
Timbre	To recognise the different instrumental families when listening to a piece of live or recorded music Recognise how instruments can be used to create different moods and effects	Summer 1 Environment
Structure	To choose carefully and order sounds within simple structures	Music Express : Sounds Spring 1
Performing	To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Covered in all topics
Composing and Improvising	Improvise and compose music for a range of purposes using the inter-related dimensions of music	Covered in all topics
Listening and Appraising	To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Listen with attention to detail and recall sounds with increasing aural memory To recognise how musical elements are combined and used expressively.	Covered in all topics
Technology	Explore and develop use of Music Technology to capture, change and combine sounds.	Music Express : Communication Spring 2 Link to computing curriculum
Vocal Skills	To develop an understanding of breathing, posture, phrasing, dynamics and accuracy of pitch To sing in tune with expression	Covered in all topics

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Notation	To experience the use of staff notation when composing and performing To be able to recognise crotchet, quaver and minim rhythms To be able to read notation for and clap/tap a 4-beat pattern (e.g. from a flashcard)	Music Express : Singing French Spring 1 Music Express : Communication Spring 2
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## Year 3 - Summer

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Duration (Pulse and Rhythm)	Understand the difference between pulse and rhythm. To be able to play a simple rhythm on a percussion instrument. Choose and maintain an appropriate pulse	Music Express : Time Summer 2 Music Express : Food and Drink Summer 2
Pitch	To be able to memorise and perform an extended melody	Music Express : China Summer 1
Dynamics	To be able to thoughtfully select appropriate dynamics to create a specific effect/mood/atmosphere	Music Express : Environment Summer 1
Tempo	To be able to thoughtfully select appropriate tempi to create a specific effect/mood/atmosphere	Music Express : Environment Summer 1
Texture	To experiment with layers of sound in their own compositions	Music Express : Food and Drink Summer 2
Timbre	To recognise the different instrumental families when listening to a piece of live or recorded music Recognise how instruments can be used to create different moods and effects	Music Express : Environment Summer 1
Structure	To choose carefully and order sounds within simple structures	Music Express : Environment Summer 1 Music Express : China Summer 1 Music Express : Time Summer 2
Performing	To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Music Express : Time Summer 2 Covered in all topics
Composing and Improvising	Improvise and compose music for a range of purposes using the inter-related dimensions of music	Music Express : Environment Summer 1 Covered in all topics
Listening and Appraising	To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Listen with attention to detail and recall sounds with increasing aural memory To recognise how musical elements are combined and used expressively.	Covered in all topics
Technology	Explore and develop use of Music Technology to capture, change and combine sounds.	Link to computing curriculum
Vocal Skills	To develop an understanding of breathing, posture, phrasing,	Music Express : Environment Summer 1

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	dynamics and accuracy of pitch To sing in tune with expression	Covered in all topics
Notation	To experience the use of staff notation when composing and performing To be able to recognise crotchet, quaver and minim rhythms To be able to read notation for and clap/tap a 4-beat pattern (e.g. from a flashcard)	Music Express : China Summer 1 Music Express : Time Summer 2



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Year 4 - Autumn		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Duration (Pulse and Rhythm)	To be able to maintain a simple rhythmic pattern vocally or on an instrument, keeping to the pulse.	Music Express : Poetry Autumn 1
Pitch	To be able to maintain a simple melody vocally or on an instrument, keeping to the pulse. To recognise how pitch changes can be used to convey a character, story or image.	Spring 2
Dynamics	To begin to use the Italian symbols for dynamics in their own compositions	
Tempo	To begin to use the Italian symbols for tempi in their own compositions	Music Express : Poetry Autumn 1
Texture	Perform individually and in a multi-part texture	Music Express : Poetry Autumn 1
Timbre	To begin to recognise the individual instruments within a family To use instruments to create different moods and effects	Music Express : Sounds Autumn 2
Structure	To compose and perform within specific structures (e.g. call and response, ternary form)	Spring 2
Performing	Develop sensitivity in playing/singing (e.g. replicate block dynamics) Play a simple melodic pattern based on a couple of notes Maintain an independent part in a group or as a soloist when singing or playing for example rhythm, ostinato, drone, simple part-singing etc.	Music Express : Poetry Autumn 1 Music Express : Sounds Autumn 2
Composing and Improvising	Improvise and compose music for a range of purposes using the inter-related dimensions of music Create simple rhythmic patterns, melodies and accompaniments Create short improvisations, arrangements and compositions from a broad range of given or chosen musical and non-musical stimuli	Music Express : Sounds Autumn 2 Music Express : Poetry Autumn 1
Listening and Appraising	Listen with attention to detail and recall sounds with increasing aural memory Make improvements to their own work, commenting on	Music Express : Poetry Autumn 1 Music Express : Sounds Autumn 2

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	<p><i>intended effect</i></p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	
Technology	To be able to use a simple device to record a performance	Link to computing curriculum
Vocal Skills	<p>Know how to improve tone production and diction (vocal techniques)</p> <p>To sing within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing</p>	<p>Music Express : Poetry Autumn 1</p> <p>Music Express : Sounds Autumn 2</p>
Notation	To understand how pitch is represented on a stave	<p>Music Express : Poetry Autumn 1</p> <p>Music Express : Sounds Autumn 2</p>

# Music Scheme of Work



Year 4 - Spring		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Duration (Pulse and Rhythm)	To be able to maintain a simple rhythmic pattern vocally or on an instrument, keeping to the pulse.	Music Express : Building Spring 1 Music Express : Communication Spring 2
Pitch	To be able to maintain a simple melody vocally or on an instrument, keeping to the pulse. To recognise how pitch changes can be used to convey a character, story or image.	Music Express : Around The World Spring 2
Dynamics	To begin to use the Italian symbols for dynamics in their own compositions	
Tempo	To begin to use the Italian symbols for tempi in their own compositions	
Texture	Perform individually and in a multi-part texture	Music Express : Building Spring 1 Music Express : Communication Spring 2
Timbre	To begin to recognise the individual instruments within a family To use instruments to create different moods and effects	Autumn 2
Structure	To compose and perform within specific structures (e.g. call and response, ternary form)	Music Express : Building Spring 1 Music Express : Around The World Spring 2
Performing	Develop sensitivity in playing/singing (e.g. replicate block dynamics) Play a simple melodic pattern based on a couple of notes Maintain an independent part in a group or as a soloist when singing or playing for example rhythm, ostinato, drone, simple part-singing etc.	Music Express : Communication Spring 2 Music Express : Around The World Spring 2
Composing and Improvising	Improvise and compose music for a range of purposes using the inter-related dimensions of music Create simple rhythmic patterns, melodies and accompaniments Create short improvisations, arrangements and compositions from a broad range of given or chosen musical and non-musical stimuli	Music Express : Communication Spring 2 Music Express : Around The World Spring 2
Listening and Appraising	Listen with attention to detail and recall sounds with increasing aural memory	Music Express : Around The World Spring 2

## Music Scheme of Work



	<p>Make improvements to their own work, commenting on intended effect</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	
Technology	To be able to use a simple device to record a performance	Link to computing curriculum
Vocal Skills	<p>Know how to improve tone production and diction (vocal techniques)</p> <p>To sing within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing</p>	Autumn 1 and 2
Notation	To understand how pitch is represented on a stave	<p>Music Express : Building Spring 1</p> <p>Music Express : Around The World Spring 2</p>

# Music Scheme of Work



## Year 4 - Summer

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Duration (Pulse and Rhythm)	To be able to maintain a simple rhythmic pattern vocally or on an instrument, keeping to the pulse.	Music Express : Time Summer 1
Pitch	To be able to maintain a simple melody vocally or on an instrument, keeping to the pulse. To recognise how pitch changes can be used to convey a character, story or image.	Music Express : Time Summer 1 Spring 2
Dynamics	To begin to use the Italian symbols for dynamics in their own compositions	
Tempo	To begin to use the Italian symbols for tempi in their own compositions	
Texture	Perform individually and in a multi-part texture	Music Express : Time Summer 1
Timbre	To begin to recognise the individual instruments within a family To use instruments to create different moods and effects	Music Express : Environment Summer 2
Structure	To compose and perform within specific structures (e.g. call and response, ternary form)	Music Express : Time Summer 1 Music Express : Food and Drink Summer 2
Performing	Develop sensitivity in playing/singing (e.g. replicate block dynamics) Play a simple melodic pattern based on a couple of notes Maintain an independent part in a group or as a soloist when singing or playing for example rhythm, ostinato, drone, simple part-singing etc.	Music Express : Time Summer 1 Music Express : Time Summer 1
Composing and Improvising	Improvise and compose music for a range of purposes using the inter-related dimensions of music Create simple rhythmic patterns, melodies and accompaniments Create short improvisations, arrangements and compositions from a broad range of given or chosen musical and non-musical stimuli	Music Express : Time Summer 1 Music Express : In The Past Summer 1 Music Express : Food and Drink Summer 2 Music Express : Environment Summer 2
Listening and Appraising	Listen with attention to detail and recall sounds with increasing aural memory Make improvements to their own work, commenting on	Music Express : Time Summer 1 Music Express : Environment Summer 2

## Music Scheme of Work



	<p><i>intended effect</i></p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	
Technology	To be able to use a simple device to record a performance	Link to computing curriculum
Vocal Skills	<p>Know how to improve tone production and diction (vocal techniques)</p> <p>To sing within an appropriate vocal range with clear diction, mostly accurate tuning and control of breathing</p>	<p>Music Express : Time Summer 1</p> <p>Music Express : Food and Drink Summer 2</p>
Notation	To understand how pitch is represented on a stave	<p>Music Express : Time Summer 1</p> <p>Music Express : Food and Drink Summer 2</p>



## Music Scheme of Work

Year 5 - Autumn		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Duration (Pulse and Rhythm)	To be able to maintain a complex rhythmic pattern vocally or on an instrument.	Music Express : Poetry Autumn 2
Pitch	To be able to maintain a complex melody vocally or on an instrument Understand, recognise and describe how pitch changes can be used to convey a character, story or image.	Spring 2 (Celebration)
Dynamics	To confidently and appropriately make use of dynamics when composing and performing	Music Express : Poetry Autumn 1
Tempo	To confidently and appropriately make use of tempi when composing and performing	Spring 1 (At the Movies)
Texture	Combine several layers of sound with awareness of the combined effect	Music Express : Poetry Autumn 1
Timbre	To confidently and appropriately make use of different timbres when composing and performing	Spring 2 (Celebration)
Structure	To compose and perform using a range of structures and identify these aurally	Spring 2 (Celebration) Spring 1 (At the Movies)
Performing	Play or sing a complicated melody and maintain it as part of a multi-layered ensemble piece Maintain an independent part in a group or as a soloist when singing or playing, for example when part singing, showing an awareness of how parts fit together. (Year 5 and 6 Objectives)	Music Express : Poetry Autumn 2 Music Express : Poetry Autumn 1
Composing and Improvising	Improvise and compose music for a range of purposes using the inter-related dimensions of music Improvise within given or chosen parameters (e.g. structures, using particular scales/notes etc.)	Music Express : Poetry Autumn 2 Music Express : Poetry Autumn 1
Listening and Appraising	Listen with attention to detail and recall sounds with increasing aural memory Make improvements to their own work, commenting on intended effect using appropriate musical vocabulary To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from	Music Express : Poetry Autumn 2 Music Express : Poetry Autumn 1

## Music Scheme of Work



	great composers and musicians	
Technology	To be able to combine layers of sound using Music Technology software (e.g. Garage Band, Audacity)	Covered in computing curriculum
Vocal Skills	Play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style (Year 5 and 6 Objectives)	Music Express : Our Community Autumn 2 Music Express : Poetry Autumn 1
Notation	To be able to follow a notated melody line as an aid to vocal performance	Music Express : Poetry Autumn 1



# Music Scheme of Work



Year 5 - Spring		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Duration (Pulse and Rhythm)	To be able to maintain a complex rhythmic pattern vocally or on an instrument.	Autumn2 poetry
Pitch	To be able to maintain a complex melody vocally or on an instrument Understand, recognise and describe how pitch changes can be used to convey a character, story or image.	Music Express : Celebration Spring 2
Dynamics	To confidently and appropriately make use of dynamics when composing and performing	Music Express : Celebration Spring 2
Tempo	To confidently and appropriately make use of tempi when composing and performing	Music Express : At The Movies Spring 1
Texture	Combine several layers of sound with awareness of the combined effect	Music Express : At The Movies Spring 1
Timbre	To confidently and appropriately make use of different timbres when composing and performing	Music Express : Celebration Spring 2
Structure	To compose and perform using a range of structures and identify these aurally	Music Express : At The Movies Spring 1 Music Express : Celebration Spring 2
Performing	Play or sing a complicated melody and maintain it as part of a multi-layered ensemble piece Maintain an independent part in a group or as a soloist when singing or playing, for example when part singing, showing an awareness of how parts fit together. (Year 5 and 6 Objectives)	Music Express : At The Movies Spring 1 Music Express : Celebration Spring 2
Composing and Improvising	Improvise and compose music for a range of purposes using the inter-related dimensions of music Improvise within given or chosen parameters (e.g. structures, using particular scales/notes etc.)	Music Express : At The Movies Spring 1 Music Express : Celebration Spring 2
Listening and Appraising	Listen with attention to detail and recall sounds with increasing aural memory Make improvements to their own work, commenting on intended effect using appropriate musical vocabulary To appreciate and understand a wide range of high-quality live	Music Express : At The Movies Spring 1 Music Express : Celebration Spring 2

## Music Scheme of Work



	and recorded music drawn from different traditions and from great composers and musicians	
Technology	To be able to combine layers of sound using Music Technology software (e.g. Garage Band, Audacity)	See Computing curriculum
Vocal Skills	Play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style (Year 5 and 6 Objectives)	Music Express : At The Movies Spring 1 Music Express : Celebration Spring 2
Notation	To be able to follow a notated melody line as an aid to vocal performance	Music Express : At The Movies Spring 1

# Music Scheme of Work



Year 5 - Summer		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Duration (Pulse and Rhythm)	To be able to maintain a complex rhythmic pattern vocally or on an instrument.	Music Express : Keeping Healthy Summer 2
Pitch	To be able to maintain a complex melody vocally or on an instrument Understand, recognise and describe how pitch changes can be used to convey a character, story or image.	Music Express : Life Cycles Summer 1
Dynamics	To confidently and appropriately make use of dynamics when composing and performing	Music Express : Keeping Healthy Summer 2
Tempo	To confidently and appropriately make use of tempi when composing and performing	Music Express : Keeping Healthy Summer 2
Texture	Combine several layers of sound with awareness of the combined effect	Music Express : Life Cycles Summer 1
Timbre	To confidently and appropriately make use of different timbres when composing and performing	Music Express : Keeping Healthy Summer 2
Structure	To compose and perform using a range of structures and identify these aurally	Music Express : Life Cycles Summer 1
Performing	Play or sing a complicated melody and maintain it as part of a multi-layered ensemble piece Maintain an independent part in a group or as a soloist when singing or playing, for example when part singing, showing an awareness of how parts fit together. (Year 5 and 6 Objectives)	Music Express : Life Cycles Summer 1 Music Express : Keeping Healthy Summer 2
Composing and Improvising	Improvise and compose music for a range of purposes using the inter-related dimensions of music Improvise within given or chosen parameters (e.g. structures, using particular scales/notes etc.)	Music Express : Life Cycles Summer 1 Music Express : Keeping Healthy Summer 2
Listening and Appraising	Listen with attention to detail and recall sounds with increasing aural memory Make improvements to their own work, commenting on intended effect using appropriate musical vocabulary To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from	Music Express : Life Cycles Summer 1 Music Express : Keeping Healthy Summer 2

# Music Scheme of Work



	great composers and musicians	
Technology	To be able to combine layers of sound using Music Technology software (e.g. Garage Band, Audacity)	See Computing Curriculum
Vocal Skills	Play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style (Year 5 and 6 Objectives)	Music Express : Life Cycles Summer 1 Music Express : Keeping Healthy Summer 2
Notation	To be able to follow a notated melody line as an aid to vocal performance	Music Express : Keeping Healthy Summer 2

# Music Scheme of Work



Year 6 - Autumn		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Duration (Pulse and Rhythm)	To be able to maintain ostinati vocally or on an instrument in a polyphonic texture.	Music Express : World Unite Autumn 1
Pitch	To be able to maintain a complex melodic part in a 2-part texture	Music Express : World Unite Autumn 1
Dynamics	To refine the use of dynamics in their own work To be able to describe the use of dynamics in others' work and suggest refinements	Spring 2 (Roots)
Tempo	To refine the use of tempi in their own work To be able to describe the use of tempi in others' work and suggest refinements	Spring 2 (Roots)
Texture	To be able to maintain a part within a polyphonic texture To know, understand and apply the terms ostinato, polyrhythmic, polyphonic and monophonic to describe music	Spring 2 (Roots) Spring 1 (Growth)
Timbre	To accurately name common individual instruments when listening to a piece of music To refine the use of timbres in their own work To be able to describe the use of timbres in others' work and suggest refinements	Spring 2 (Roots)
Structure	To compose by developing and organising ideas within musical structures	Music Express : World Unite Autumn 1 Music Express : Journeys Autumn 2
Performing	Play or sing a complicated melody and maintain it as part of a multi-layered ensemble piece Maintain an independent part in a group or as a soloist when singing or playing, for example when part singing, showing an awareness of how parts fit together. (Combined objective with Year 5)	Music Express : World Unite Autumn 1 Music Express : Journeys Autumn 2
Composing and Improvising	Improvise and compose music for a range of purposes using the inter-related dimensions of music Improvise confidently vocally and with instruments from a range of given and chosen stimuli	Music Express : World Unite Autumn 1 Music Express : Journeys Autumn 2
Listening and Appraising	Listen with attention to detail and recall sounds with increasing aural memory	Music Express : World Unite Autumn 1 Music Express : Journeys Autumn 2

## Music Scheme of Work



	<p>Suggest improvements to their own and others' work, comment on how intentions have been achieved</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>To describe, compare and evaluate different kinds of music using appropriate vocabulary</p> <p>To know the elements of music and to be able to show understanding of these by applying appropriately when describing a piece of music.</p>	
Technology	To be able to edit and manipulate sounds using Music Technology software (e.g. Garage Band, Audacity)	See Computing Curriculum
Vocal Skills	<p>Play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression</p> <p>Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style. (Combined Objective with Year 5 )</p>	Music Express : Journeys Autumn 2
Notation	To develop use of notation with increasing confidence	Music Express : World Unite Autumn 1

# Music Scheme of Work



Year 6 - Spring		
Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Duration (Pulse and Rhythm)	To be able to maintain ostinati vocally or on an instrument in a polyphonic texture.	Music Express : Roots Spring 2 Music Express : Growth Spring 1
Pitch	To be able to maintain a complex melodic part in a 2-part texture	Music Express : Roots Spring 2
Dynamics	To refine the use of dynamics in their own work To be able to describe the use of dynamics in others' work and suggest refinements	Music Express : Roots Spring 2
Tempo	To refine the use of tempi in their own work To be able to describe the use of tempi in others' work and suggest refinements	Music Express : Roots Spring 2
Texture	To be able to maintain a part within a polyphonic texture To know, understand and apply the terms ostinato, polyrhythmic, polyphonic and monophonic to describe music	Music Express : Roots Spring 2 Music Express : Growth Spring 1
Timbre	To accurately name common individual instruments when listening to a piece of music To refine the use of timbres in their own work To be able to describe the use of timbres in others' work and suggest refinements	Music Express : Roots Spring 2
Structure	To compose by developing and organising ideas within musical structures	Autumn 1 (World Unite) Autumn 2 (Journeys)
Performing	Play or sing a complicated melody and maintain it as part of a multi-layered ensemble piece Maintain an independent part in a group or as a soloist when singing or playing, for example when part singing, showing an awareness of how parts fit together. (Combined objective with Year 5)	Music Express : Roots Spring 2 Music Express : Growth Spring 1
Composing and Improvising	Improvise and compose music for a range of purposes using the inter-related dimensions of music Improvise confidently vocally and with instruments from a range of given and chosen stimuli	Music Express : Roots Spring 2 Music Express : Growth Spring 1
Listening and Appraising	Listen with attention to detail and recall sounds with increasing aural memory	Music Express : Roots Spring 2 Music Express : Growth Spring 1

## Music Scheme of Work



	<p>Suggest improvements to their own and others' work, comment on how intentions have been achieved</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>To describe, compare and evaluate different kinds of music using appropriate vocabulary</p> <p>To know the elements of music and to be able to show understanding of these by applying appropriately when describing a piece of music.</p>	
Technology	To be able to edit and manipulate sounds using Music Technology software (e.g. Garage Band, Audacity)	See Computing Curriculum
Vocal Skills	<p>Play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression</p> <p>Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style. (Combined Objective with Year 5 )</p>	<p>Music Express : Roots Spring 2</p> <p>Music Express : Growth Spring 1</p>
Notation	To develop use of notation with increasing confidence	Autumn 1 (World Unite)



# Music Scheme of Work



## Year 6 - Summer

Programme of Study	Knowledge, Skills and Understanding	Activity/ Link to scheme of work
Duration (Pulse and Rhythm)	To be able to maintain ostinati vocally or on an instrument in a polyphonic texture.	Music Express :Moving On Summer 2
Pitch	To be able to maintain a complex melodic part in a 2-part texture	Music Express :Moving On Summer 2
Dynamics	To refine the use of dynamics in their own work To be able to describe the use of dynamics in others' work and suggest refinements	Music Express :Class Awards Summer 1
Tempo	To refine the use of tempi in their own work To be able to describe the use of tempi in others' work and suggest refinements	Music Express :Class Awards Summer 1
Texture	To be able to maintain a part within a polyphonic texture To know, understand and apply the terms ostinato, polyrhythmic, polyphonic and monophonic to describe music	Music Express :Moving On Summer 2 Music Express :Class Awards Summer 1
Timbre	To accurately name common individual instruments when listening to a piece of music To refine the use of timbres in their own work To be able to describe the use of timbres in others' work and suggest refinements	Music Express :Class Awards Summer 1 Music Express :Moving On Summer 2
Structure	To compose by developing and organising ideas within musical structures	Music Express :Class Awards Summer 1 Music Express :Moving On Summer 2
Performing	Play or sing a complicated melody and maintain it as part of a multi-layered ensemble piece Maintain an independent part in a group or as a soloist when singing or playing, for example when part singing, showing an awareness of how parts fit together. (Combined objective with Year 5)	Music Express :Class Awards Summer 1 Music Express :Moving On Summer 2
Composing and Improvising	Improvise and compose music for a range of purposes using the inter-related dimensions of music Improvise confidently vocally and with instruments from a range of given and chosen stimuli	Music Express :Class Awards Summer 1 Music Express :Moving On Summer 2
Listening and Appraising	Listen with attention to detail and recall sounds with	Music Express :Class Awards Summer 1

## Music Scheme of Work



	<p>increasing aural memory Suggest improvements to their own and others' work, comment on how intentions have been achieved To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians To describe, compare and evaluate different kinds of music using appropriate vocabulary To know the elements of music and to be able to show understanding of these by applying appropriately when describing a piece of music.</p>	<p>Music Express :Moving On Summer 2</p>
Technology	<p>To be able to edit and manipulate sounds using Music Technology software (e.g. Garage Band, Audacity)</p>	<p>See Computing Curriculum Music Express :Class Awards Summer 1</p>
Vocal Skills	<p>Play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression Sing within an appropriate vocal range with clear diction, accurate tuning, control of breathing and communicating an awareness of style. (Combined Objective with Year 5 )</p>	<p>Music Express :Class Awards Summer 1 Music Express :Moving On Summer 2</p>
Notation	<p>To develop use of notation with increasing confidence</p>	<p>Autumn 1 (World Unite)</p>