

6.5 Music

Intent

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music
- Be taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

At Hanging Heaton the intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. Our objective at Hanging Heaton is to develop a curiosity and love for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life.

We are committed to ensuring children understand the value and importance of music in the wider community and are able to use their musical skills, knowledge, and experiences to involve themselves in music in a variety of different contexts.

Implementation

Content and Sequence

The music curriculum, guided by the Music Express scheme, ensures students sing, listen, play, perform and evaluate. This is embedded in classroom activities as well as Collective Worship, various concerts and performances, music theme days and the learning of instruments.

The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it and understand how it is made, played, appreciated and analysed. In the classroom students learn how to play a variety of instruments, both tuned and un-tuned. In doing so, this helps children to understand the different principles of each method of creating notes, as well as how to read basic music notation. They learn how to compose their own pieces, focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music.

Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

Impact

Whilst in school, children have access to a varied programme, which allows students to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose- either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They gain an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.

Children develop a love of music at Hanging Heaton School and in turn show competences in improving their resilience and perseverance by continually evaluating and improving their work. All children in school can speak confidently about their music work and their skills.

End points are deemed to be as at the end of Key Stage 2 (Year 6). Nearly all children leave Hanging Heaton School having achieved at least the expected standard with some also going on to achieve a greater depth within the standard.

SEND children make at least expected progress and reach their attainment targets. Disadvantaged children make progress that is in line with their peers.

Children leave Hanging Heaton VC (CE) J&I School with a positive attitude towards Music.

End of 2019 EXS Data for all year groups.

	1	2	3	4	5	6
Music	95%	94%	95%	95%	100%	100%

End of Y6 Summative data.

	2015-16	2016-17	2017-18	2018-19
	Expected	EXS	EXS	EXS
Music	82%	100%	100%	100%

Music Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing & Performing	<p>Use voice in different ways.</p> <p>Perform simple vocal patterns.</p> <p>Sing simple songs and nursery rhymes holding a melody line.</p> <p>Explore and experiment with untuned and body percussion.</p>	<p>Sing a song with contrasting high and low melodies (Unit 3)</p> <p>Control vocal dynamics, duration and timbre (Unit 4)</p> <p>Sing a song together as a group (Unit 7)</p> <p>Combine voices and movement to perform a chant and a song (Unit 11)</p> <p>Use voices to create descriptive sounds (Unit 12)</p>	<p>Chant and sing in two parts while playing a steady beat (Unit 4)</p> <p>Sing with expression, paying attention to the pitch shape of the melody (Unit 8)</p> <p>Understand pitch through singing, movement, and note names (Unit 11)</p> <p>Prepare and improve a performance using movement, voice and percussion (Unit 12)</p>	<p>Sing in two-part harmony (Unit 1)</p> <p>Copy and create a wide range of vocal sounds to incorporate into a song (Unit 8)</p> <p>Sing in two parts (two different melodies) with movements and percussion (Unit 9)</p> <p>Perform a round in three parts (Unit 11)</p>	<p>Perform a poem as an ensemble with rhythmic accuracy to a steady beat (Unit 1)</p> <p>Use beatbox techniques to imitate the sound of a drum kit (Units 1 & 3)</p> <p>Learn to sing partner songs (Unit 3)</p> <p>Sing a call and response song in a minor key in two groups (Unit 8)</p> <p>Sing a song with three simple independent parts (Unit 10)</p> <p>Combine singing, playing and dancing in a performance (Unit 11)</p>	<p>Prepare for a performance by considering narration, performance space, setting up and other logistics (Unit 1)</p> <p>Develop techniques of performing rap using texture and rhythm (Unit 2)</p> <p>Sing and play scales and chromatic melodies accurately (Unit 4)</p> <p>Sing and play percussion in a group piece with changes in tempo and dynamics (Unit 5)</p> <p>Sing a song in unison and three-part harmony (Unit 6)</p> <p>Sing with attention to accuracy in rhythm, pitch and dynamics (Unit 6)</p>	<p>Demonstrate understanding of pitch through singing from simple staff notation (Unit 1)</p> <p>Demonstrate understanding of beat and syncopation through singing and body percussion (Unit 1)</p> <p>Convey lyrical meaning through expressive singing in a part-song with echoes (Unit 2)</p> <p>Learn to sing major and minor note patterns accurately (Unit 2)</p> <p>Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers (Unit 2)</p> <p>Develop, rehearse and perform a mini-musical, including dialogue, singing, playing and movement (Unit 4)</p> <p>Refine vocal performance with consideration of posture, breathing and enunciation (Unit 5)</p> <p>Perform complex song rhythms confidently (Unit 6)</p> <p>Change vocal tone to reflect mood and style (Unit 6)</p>

Playing instruments	<p>Explores the different sounds of instruments.</p>	<p>Identify and keep a steady beat using instruments (Unit 2) Explore and control dynamics, duration, and timbre with instruments (Unit 4) Play percussion instruments at different speeds (tempi) (Unit 5) Play and control changes in tempo (Unit 5) Explore sounds on instruments and find different ways to vary their sound (Unit 8) Use instruments to create descriptive sounds (Unit 12) Play fast, slow, loud, and quiet sounds on percussion instruments (Unit 9)</p>	<p>Listen to and repeat rhythmic patterns on body percussion and instruments (Unit 4) Play pitch lines on tuned percussion (Unit 5) Accompany a song with vocal, body percussion and instrumental ostinati (Unit 8) Use instruments expressively in response to visual stimuli (Unit 12)</p>	<p>Accompany a song with a melodic ostinato on tuned percussion (Unit 1) Perform a pentatonic song with tuned and untuned accompaniment (Unit 5) Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion (Unit 6) Perform rhythmic ostinati individually and in combination (Unit 6) Understand and use pitch notations (Unit 7) Read simple rhythm notation (Unit 7) Create and perform from a symbol score (Unit 8) Read graphic notation to play a melody on tuned instruments (Unit 10)</p>	<p>Combine four body percussion ostinati as a song accompaniment (Unit 5) Play a pentatonic song with leaps in pitch on tuned percussion (Unit 6) Play and sing repeated patterns (ostinati) from staff notation (Unit 10) Play a piece with melody, chords, bass and rhythm parts from graphic, rhythm and staff notations (Unit 11)</p>	<p>Read a melody in staff notation (Unit 3) Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities (Unit 5) Perform music together in synchronisation with a short movie (Unit 5) Develop ensemble playing, focusing on steady beat and placing notes accurately together (Unit 6) Control short, loud sounds on a variety of instruments (Unit 6)</p>	<p>Demonstrate coordination and rhythm skills by participating in a complex circle game (Unit 1) Play a chordal accompaniment to a piece (Unit 3) Follow and interpret a complex graphic score for four instruments (Unit 3) Play tuned instrumental parts confidently from graphic scores with note names (Unit 6)</p>
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Composing & improvising	<p>Experiment with making sounds (voice and percussion)</p> <p>Improvise using voice and untuned percussion through copy-back and answer games.</p>	<p>Improvise descriptive music (Unit 4)</p> <p>Respond to music through movement (Unit 4)</p> <p>Create a soundscape using instruments (Unit 7)</p> <p>Explore different sound sources and materials (Unit 7)</p> <p>Explore sounds on instruments and find different ways to vary their sound (Unit 8)</p> <p>Invent and perform new rhythms to a steady beat (Unit 10)</p> <p>Create, play and combine simple word rhythms (Unit 11)</p> <p>Create a picture in sound (Unit 12)</p>	<p>Explore timbre and texture to understand how sounds can be descriptive (Unit 3)</p> <p>Combine sounds to create a musical effect in response to visual stimuli (Unit 7)</p> <p>Explore voices to create descriptive musical effects (Unit 7)</p> <p>Explore different ways to organise music (Unit 10)</p> <p>Compose music to illustrate a story (Unit 9)</p> <p>Perform and create simple three- and four-beat rhythms using a simple score (Unit 10)</p>	<p>Improvise descriptive music (Unit 4)</p> <p>Improvise to an ostinato accompaniment (Unit 6)</p> <p>Explore simple accompaniments using beat and rhythm patterns (Unit 12)</p> <p>Select descriptive sounds to accompany a poem (Unit 1)</p> <p>Choose different timbres to make an accompaniment (Unit 1)</p> <p>Make choices about musical structure (Unit 2)</p> <p>Create and perform from a symbol score (Unit 8)</p> <p>Arrange an accompaniment with attention to balance and musical effect (Unit 11)</p> <p>Use a score and combine sounds to create different musical textures (Unit 12)</p>	<p>Improvise in response to visual stimuli, with a focus on timbre (Unit 4)</p> <p>Explore household items as instruments and match rhythms with appropriate soundmakers (Unit 4)</p> <p>Improvise melodies with a given set of five notes (a pentatonic scale) (Unit 5)</p> <p>Explore layers and layering using a graphic score (Unit 7)</p> <p>Understand syncopation and clap improvised off-beat rhythms (Unit 10)</p> <p>Compose an introduction for a song (Unit 2)</p> <p>Compose and notate pentatonic melodies on a graphic score (Unit 6)</p> <p>Compose a rap (Unit 9)</p> <p>Compose a fanfare (Unit 11)</p> <p>Compose and play sequences of word rhythms (Unit 12)</p>	<p>Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion (Unit 1)</p> <p>Learn about jazz scat singing and devise scat sounds (Unit 1)</p> <p>Play and improvise using the whole tone scale (Unit 2)</p> <p>Create musical effects using contrasting pitch (Unit 3)</p> <p>Interpret graphic notation on various soundmakers with an understanding of their qualities and capabilities (Unit 5)</p> <p>Learn about and explore techniques used in movie soundtracks (Unit 5)</p> <p>Develop a structure for a vocal piece and create graphic scores (Unit 3)</p> <p>Explore extended vocal techniques through listening to and composing 'a capella' (unaccompanied) vocal music based on graphic scores (Unit 3)</p> <p>Use the musical dimensions to create and perform music for a movie (Unit 5)</p> <p>Evaluate and refine compositions with reference to the inter-related dimensions of music (Unit 5)</p> <p>Create sounds for a movie, following a timesheet (Unit 5)</p>	<p>Devise, combine and structure rhythms through dance (Unit 1)</p> <p>Improvise descriptive music on instruments and other soundmakers (Unit 4)</p> <p>Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music (Unit 3)</p> <p>Compose programme music from a visual stimulus (Unit 5)</p>
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Listening, responding & Understanding	Begin to show that they can hear different moods in music.	Recognise and respond to changes in tempo in music (Unit 2)	Match descriptive sounds to images (Unit 3)	Listen to and learn about Hindustani classical music (Unit 3)	Understand how rhythmic articulation affects musical phrasing (Unit 1)	Hear and understand the features of the whole tone scale (Unit 2)	Follow and interpret a complex graphic score for four instruments (Unit 3)
	Start to recognise change in tempo e.g. fast/slow.	Identify changes in pitch and respond to them with movement (Unit 6)	Listen to and repeat back rhythmic patterns on instruments and body percussion (Unit 4)	Learn how sounds are produced and how instruments are classified (Unit 3)	Explore the descriptive music of two famous composers of the 20th and 21st century (Unit 2)	Listen to and learn about modern classical/avant garde music (20th century) (Unit 2)	Experience and understand the effect of changing harmony (Unit 6)
	Start to recognise repeated melodies and rhythms.	Understand how music can tell a story (Unit 9)	Identify ways of producing sounds (e.g. shake, strike, pluck) (Unit 3)	Listen to and learn about traditional Chinese music (Unit 5)	Listen to and learn about 1940s dance band music (Unit 3)	Learn about the music of an early Baroque opera (Unit 3)	Listen to and understand modulation in a musical bridge (Unit 6)
	Start to talk about how music makes them feel.	Understand musical structure by listening and responding through movement (Unit 12)	Identify rising and falling pitch (Unit 8)	Listen to and learn about a Romantic piece of music (Unit 6)	Listen to and play along with Bhangra music (Unit 4)	Demonstrate understanding of the effect of music in movies (Unit 5)	Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music (Unit 3)
		Identify a sequence of sounds (structure) in a piece of music (Unit 4)	Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season) (Unit 9)	Listen to and learn about a medieval antiphon (Unit 7)	Copy rhythms and a short melody (Unit 9)	Listen to a 19th century tone poem and describe its effects and use of the musical dimensions (Unit 2)	Discuss the music of a Russian Romantic composer with reference to a painting from the same period (Unit 5)
		Listen in detail to a piece of orchestral music (e.g. identify instruments) (Unit 6)	Use simple musical vocabulary to describe music (Unit 12)	Listen to, learn about, play and dance to Tudor dance music (Unit 7)	Match short rhythmic phrases with rhythm notation (Unit 10)	Listen to and analyse 19th century impressionist music using musical vocabulary (Unit 2)	
		Identify metre by recognising its pattern (Unit 8)	Listen, describe and respond to contemporary orchestral music (Unit 12)	Identify the metre in a piece of music (Unit 6)	Listen to and learn about Renaissance instruments (Unit 11)	Compare and contrast two pieces of 19th century Romantic music (Unit 3)	
		Identify a repeated rhythm pattern (Unit 10)		Recognise rhythm patterns in staff notation (Unit 6)	Identify different instrument groups from a recording (Unit 3)	Identify changes in tempo and their effects (Unit 5)	
				Recognise pitch shapes (Unit 10)	Describe the structure of a piece of orchestral music (Unit 5)	Evaluate and refine compositions with reference to the inter-related dimensions of music (Unit 5)	
					Develop listening skills by analysing and comparing music from different traditions (Unit 6)	Explore and analyse a song arrangement and its structure (Unit 6)	
					Identify key features of minimalist music (Unit 7)	Rehearse, improve and analyse an ensemble performance, with attention to balance and staying in time (Unit 6)	
					Compare and contrast the structure of two pieces of music (Unit 7)		
					Identify the metre of a new song or piece (Unit 10)		
					Listen to and analyse 20th century ballet music (Unit 10)		

***Inter-related dimensions of music (dynamics):**

PULSE: the steady beat of a piece of a piece of music

PITCH: the melody and the way the notes change from low to high and vice versa.

RHYTHM: or duration is the pattern of long and short sounds in a piece of music

DYNAMICS: Loud and soft

TEMPO: Fast and slow

TIMBRE: The type of sound - whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)

TEXTURE: Layers of sound (number of instruments or voices playing together)

STRUCTURE: The way the music is laid out -e.g. Verse, chorus, verse.

Music Long Term Plan

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer
EYFS		Enjoys joining in with dancing and ring games. Sings a few familiar songs. Beginning to move rhythmically. Imitates movement in response to music. Sings to self and makes up simple songs. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.	Taps out simple repeated rhythms. Explores and learns how sounds can be changed. Developing preferences for forms of expression. Makes up rhythms. Uses movement to express feelings. Creates movement in response to music.	Begins to build a repertoire of songs and dances. Create simple representations of events, people and objects using music. Plays cooperatively as part of a group to develop and act out a narrative/music.	Explores the different sounds of instruments. Initiates new combinations of movement, sounds and gesture in order to express and respond to feelings, ideas, and experiences.	Children sing songs, make music and dance, and experiment with ways of changing them. They represent their own ideas, thoughts and feelings through music, dance, role play and stories
Year 1 & 2	Cycle 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 & 2
		Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music ; experiment with, create, select and combine sounds using the inter-related dimensions of music. Music express 5-6 Our bodies (beat, rhythm, body percussion)	Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music ; experiment with, create, select and combine sounds using the inter-related dimensions of music Music express 5-6 Our School (composition – producing, recording sound)	Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music ; experiment with, create, select and combine sounds using the inter-related dimensions of music Music express 5-6 Weather (sound, movement, instruments)	Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music ; experiment with, create, select and combine sounds using the inter-related dimensions of music Music express 5-6 Seasons (listening, singing, percussion)	Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically; listen with concentration and understanding to a range of high-quality live and recorded music ; experiment with, create, select and combine sounds using the inter-related dimensions of music Music express 5-6 Machines (beat, percussion, changes in tempo, word rhythms)
	Cycle 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 & 2
		Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments	Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments	Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments	Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments	Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments

		musically; listen with concentration and understanding to a range of high-quality live and recorded music ; experiment with, create, select and combine sounds using the inter-related dimensions of music Music express 5-6 Ourselves (singing)	musically; listen with concentration and understanding to a range of high-quality live and recorded music ; experiment with, create, select and combine sounds using the inter-related dimensions of music Music express 5-6 Animals (pitch, voice and instrument)	musically; listen with concentration and understanding to a range of high-quality live and recorded music ; experiment with, create, select and combine sounds using the inter-related dimensions of music Music express 5-6 Water (tuned percussion, voice)	musically; listen with concentration and understanding to a range of high-quality live and recorded music ; experiment with, create, select and combine sounds using the inter-related dimensions of music Music express 5-6 Storytime (dynamics, tempo)	musically; listen with concentration and understanding to a range of high-quality live and recorded music ; experiment with, create, select and combine sounds using the inter-related dimensions of music Music express 5-6 Pattern (reading scores)
Yr 3/4/5	Cycle 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 & 2
		Improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations Music express 7-8 China (pentatonic scale, pitch)	Improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations Music express 7-8 Time (elodic rhythmic patterns, beat notation)	Improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations Music express 7-8 In the past (pitch, notation 3 note melody, composition) Year 5 - Music Express 9-10 Our Community (performance)	Improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations Music express 7-8 Environment (exploring songs, accompaniment, sound and picture) Year 5 - Music Express 9-10 Keeping healthy (beat, performing, composition)	Improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations Music express 7-8 Food and drink performance and composition) Year 5 - Music Express 9-10 Life cycles (structure, listening singing, composting, performing)
	Cycle 2	Autumn 1	Autumn 2 & Spring 1		Spring 2 & Summer 1	Summer 2

		Improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations Music express 7-8 Human body (Percussion, songs, performing word rhythms)	Improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations Music express 7-8 Building (exploring and creating rhythm, composition, performance) Year 5 - Music Express 9-10 Solar system (listening, composing, performing)		Improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations Music express 7-8 Communication (composition using ICT) Year 5 - Music Express 9-10 At the movies (listening, composition)	Improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations Music express 7-8 Ancient world (performance, song cycle and composition, ostinato) Year 5 - Music Express 9-10 Celebration (performance)
Yr 6	Cycle 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 & 2
		Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; appreciate and understand a wide 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. Year 6 – Growth - Music Express 10-11 (rhythmical mime songs, accompaniments, flash mob performance)	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; appreciate and understand a wide 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. Year 6 – Journeys - Music Express 10-11 (performance)	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; appreciate and understand a wide 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. Year 6 – World Unite - Music Express 10-11 (syncopation, rhythm melody, beat, pitch, harmony)	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; appreciate and understand a wide 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. Year 6 – Roots - Music Express 10-11 (rhythm and performance)	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; appreciate and understand a wide 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. Year 6 – Moving On - Music Express 10-11
	Cycle 2	Autumn 1	Autumn 2 & Spring 1		Spring 2 & Summer 1	Summer 2
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing		Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; appreciate and understand a wide		Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing	

		<p>accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; appreciate and understand a wide 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.</p> <p>Year 6 – Music Express 10-11 Growth rhythmical mime songs, accompaniments, flash mob performance)</p>	<p>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.</p> <p>Year 6 – Music Express 10-11 journeys (performance) Year 6 – Music Express 10-11 world unite (syncopation, rhythm melody, beat, pitch, harmony)</p>	<p>accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; appreciate and understand a wide 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.</p> <p>Year 6 – Music Express 10-11 roots (rhythm and performance)</p>	<p>accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; appreciate and understand a wide 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.</p> <p>Year 6 – Moving On - Music Express 10-11</p>
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