



## Music Curriculum 2025-2026

### Curriculum Intent Statement

		Unit	Year 1		Unit	Year 2	
<b>Autumn</b>	HT1	<b>My Musical Heartbeat</b>	What children will learn: Appropriate use of musical language	What children will be able to do: Understand some musical language	<b>Pulse, Rhythm and Pitch</b>	What children will learn: Appropriate use of musical language	What children will be able to do: Understand appropriate use of musical language
<ul style="list-style-type: none"><li>perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians</li><li>learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence</li><li>understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li></ul>							

## ELGs related to Subject and Topics

Make the links from EYFS into KS1 and KS2

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions
- Make comments about what they have heard and ask questions to clarify their understanding
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions
- Sing a range of well-known nursery rhymes and songs
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music

			How feelings can connect with/relate to music.  A basic understanding of musical style.  Pulse/beat when listening, moving to and performing music  Basic differences in pitch (high and low) and note duration (long and short)	Explain how feelings can connect with/relate to music  Have a basic understanding of musical style.  Identify the pulse/beat in a song  Identify high and low pitch and long and short notes		A basic understanding of how feelings can connect with/relate to music  A basic understanding of musical style. Pulse/beat when listening, moving to and performing music  Basic differences in pitch (high and low) and note duration (long and short)	Explain how feelings can connect with/relate to music  Have and show a basic understanding of musical style. Identify the pulse/beat in different songs  Identify high and low pitch and long and short notes
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	HT2	<b>Dance, Sing and Play!</b>	<p>What children will learn: The basic concepts of improvisation and composition</p> <p>Some basic understanding of the importance of posture and technique when performing</p> <p>How to introduce a performance</p>	<p>What children will be able to do Create short improvisations and compositions</p> <p>Start to explain the importance of posture and technique when performing</p> <p>Introduce and take part in a performance</p>	<b>Playing in an Orchestra</b>	<p>What children will learn: The basic concepts of improvisation and composition</p> <p>The importance of posture and technique when performing</p> <p>How to introduce a performance</p>	<p>What children will be able to do Explain and create short improvisations and compositions</p> <p>Explain the importance of posture and technique when performing</p> <p>Introduce and take part in a performance</p>
<b>Spring</b>	HT3	<b>Exploring Sounds</b>	<p>What children will learn: Appropriate use of musical language</p>	<p>What children will be able to do Understand most musical language</p>	<b>Inventing a Musical Story</b>	<p>What children will learn: Appropriate use of musical language</p>	<p>What children will be able to do Understand appropriate use of musical language</p>

			<p>A basic understanding of how feelings can connect with/relate to music</p> <p>A basic understanding of musical style</p> <p>An awareness of pulse/beat when listening, moving to and performing music</p> <p>Some differences in pitch (high and low) and note duration (long and short)</p>	<p>Explain how feelings can connect with/relate to music</p> <p>Have some understanding of musical style</p> <p>Identify the pulse/beat in different songs</p> <p>Identify high and low pitch and long and short notes</p>		<p>How different feelings can connect with/relate to music</p> <p>A good understanding of musical style</p> <p>Knowledge of pulse/beat when listening, moving to and performing music</p> <p>Differences in pitch (high and low) and note duration (long and short)</p>	<p>Explain how different feelings can connect with/relate to music</p> <p>Have and show a good understanding of musical style</p> <p>Identify the pulse/beat in many songs</p> <p>Identify high and low pitch and long and short notes</p>
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	<p>HT4 <b>Learning to Listen</b></p>	<p>What children will learn: Basic concepts of improvisation and composition</p> <p>The importance of posture and technique when performing</p> <p>How to introduce a performance</p>	<p>What children will be able to do Explain and create short improvisations and compositions</p> <p>Explain the importance of posture and technique when performing</p> <p>Introduce and take part in a performance with some confidence</p>	<p><b>Recognising Different Sounds</b></p>	<p>What children will learn: The concept of improvisation and composition</p> <p>The importance of posture and technique when performing and this themselves</p> <p>How to introduce performances</p>	<p>What children will be able to do Explain and develop short improvisations and compositions</p> <p>Understand and explain the importance of posture and technique when performing</p> <p>Introduce and take part in a performance with some confidence</p>
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Summer	HT5	<b>Having Fun with Improvisation</b>	<p>What children will learn: Appropriate use of musical language (including basic musical elements) How feelings can connect with/relate to music</p> <p>A good understanding of musical style</p> <p>Pulse/beat when listening, moving to and performing music</p> <p>The differences in pitch (high and low) and note duration (long and short)</p>	<p>What children will be able to do Understand most musical language in context Explain how different feelings can connect with/relate to music</p> <p>Have and show a good understanding of musical style</p> <p>Identify the pulse/beat in many songs</p> <p>Identify high and low pitch and long and short notes</p>	<b>Exploring Improvisation</b>	<p>What children will learn: Understands musical language (including basic musical elements) Understands that feelings can connect with/relate to music</p> <p>Understands different musical styles</p> <p>Pulse/beat when listening, moving to, and performing music</p> <p>Many differences in pitch (high and low) and note duration (long and short)</p>	<p>What children will be able to do Understand appropriate use of musical language Explain confidently how different feelings can connect with/relate to music</p> <p>Have a good understanding of different musical styles</p> <p>Identify the pulse/beat in many songs</p> <p>Identify high and low pitch and long and short notes</p>
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	HT6	<b>Let's Perform Together!</b>	<p>What children will learn: The concept of improvisation and composition</p> <p>The importance of posture and technique when performing</p>	<p>What children will be able to do Explain and develop short improvisations and compositions</p> <p>Understand and explain the importance of posture</p>	<b>Our Big Concert</b>	<p>What children will learn: Improvisation and composition and the difference between them</p> <p>The importance of posture and technique</p>	<p>What children will be able to do Explain and develop short improvisations and compositions</p> <p>Understand and explain the importance of posture</p>
			<p>How to introduce performances</p>	<p>and technique when performing</p> <p>Take part in a performance with confidence</p>		<p>when performing and explain why</p> <p>How to introduce performances</p>	<p>and technique when performing with confidence</p> <p>Take part in a performance with confidence</p>

		Unit	Year 3		Unit	Year 4	
Autumn	HT1	<b>Writing Music Down</b>	What children will learn: Appropriate use of musical language (including musical elements)	What children will be able to do Understand and apply musical language in context	<b>Musical Structures</b>	What children will learn: Appropriate use of musical language (including musical elements)	What children will be able to do Have a good understanding and apply musical language in context
			How to understand and describe feelings as they relate to music	Identify and explain how different feelings can connect with/relate to music		How to understand and describe feelings as they relate to music in different contexts	Identify and explain how different feelings can connect with/relate to music in different contexts
			Some musical style and have a broader understanding of the cultural and historical connections to the music	Identify musical styles and be aware of cultural and historical connections to music		A good understanding of musical style and have a broader understanding of the cultural and historical connections to the music	Identify musical styles and be aware of many cultural and historical connections to music
			The instrumental part on the screen	Follow part of an instrumental piece on the screen using notation and/or ear		The instrumental part on the screen with some confidence	Follow part of an instrumental piece on the screen using notation and ear
			Which notes to use when composing and improvising with the song	Begin to use appropriate notes when composing and improvising a song		Which notes to use when composing and	Use appropriate notes when composing and improvising a song

			Pulse/beat when listening, moving to and performing music	Identify the pulse/beat in most songs		improvising with the song  Pulse/beat when listening, moving to, and performing music	with some confidence  Identify the pulse/beat in most songs
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HT2	<b>Playing in a Band</b>	<p>What children will learn: A four or six-bar melody according to the instructions given for the Music Notepad composition task</p> <p>The importance of posture, diction and technique when performing</p> <p>Connections between the music encountered and the Social Theme</p> <p>Learning from the Musical Spotlight A performance with context</p>	<p>What children will be able to do Begin to create a four or six-bar melody</p> <p>Understand and explain the importance of posture and technique when performing with confidence Understand dictation and why it is important</p> <p>Begin to make connections between the music encountered and the Social theme</p> <p>Begin applying learning from the Musical Spotlight begin to introduce a performance with context</p>	<b>Exploring Feelings When You Play</b>	<p>What children will learn: A four or six-bar melody according to the instructions given for the Music Notepad composition task</p> <p>The importance of posture, diction and technique when performing</p> <p>Connections between the music encountered and the Social Theme</p> <p>Learning from the Musical Spotlight A performance with context</p>	<p>What children will be able to do Create a four or six-bar melody with some confidence</p> <p>Understand and explain the importance of posture and technique when performing with confidence Understand dictation and why it is important when performing</p> <p>Begin to make connections between the music encountered and the Social theme with some confidence</p> <p>Begin applying learning from the Musical Spotlight with some confidence</p>
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							Begin to introduce a performance with context with some confidence
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<b>Spring</b>	HT3	<b>Composing Using Your Imagination</b>	<p>What children will learn: Appropriate use of musical language (including musical elements)</p> <p>How to understand and describe feelings as they relate to music in different contexts</p> <p>A good understanding of musical style and have a broader understanding of the cultural and historical connections to the music</p> <p>The instrumental part on the screen with some confidence</p> <p>Which notes to use when composing and improvising with the song</p>	<p>What children will be able to do Have a good understanding and apply musical language in context</p> <p>Identify and explain how different feelings can connect with/relate to music in different contexts</p> <p>Identify musical styles and be aware of many cultural and historical connections to music</p> <p>Follow part of an instrumental piece on the screen using notation and ear</p> <p>Use appropriate notes when composing and improvising a song with some confidence</p>	<b>Compose With Your Friends</b>	<p>What children will learn: Appropriate use of musical language (including musical elements)</p> <p>How to understand and describe a range of feelings as they relate to music in many different contexts</p> <p>A secure understanding of the musical style and a broader understanding of the cultural and historical connections to the music</p> <p>The instrumental part on the screen, playing by ear or with the notation provided</p> <p>Which notes to use when composing and improvising with the song with confidence</p>	<p>What children will be able to do Have a secure understanding and apply musical language in context</p> <p>Identify and explain how different feelings can connect with/relate to music in many different contexts</p> <p>Identify musical styles and be aware of many cultural and historical connections to music</p> <p>Follow part of an instrumental piece on the screen using notation and ear with confidence</p> <p>Use appropriate notes when composing and improvising a song with confidence</p>

			Pulse/beat when listening, moving to and performing music	Identify the pulse/beat in most songs		Pulse/beat when listening, moving to and performing music	Identify the pulse/beat in most songs with confidence
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HT4	<b>More Musical Styles</b>	<p>What children will learn: A four or six-bar melody according to the instructions given for the Music Notepad composition task</p> <p>The importance of posture, diction and technique when performing</p> <p>Connections between the music encountered and the Social Theme Learning from the Musical Spotlight</p>	<p>What children will be able to do Create a four or six-bar melody with some confidence</p> <p>Understand and explain the importance of posture and technique when performing with confidence Understand dictation and why it is important when performing</p> <p>Begin to make connections between the music encountered and the Social theme with some confidence Begin applying learning from the Musical Spotlight with some confidence</p>	<b>Feelings Through Music</b>	<p>What children will learn: A four or six-bar melody according to the instructions given for the Music Notepad composition task</p> <p>The importance of posture, diction and technique when performing</p> <p>Good connections between the music encountered and the Social Theme</p> <p>A range of learning from the Musical Spotlight</p>	<p>What children will be able to do Create a four or six-bar melody with confidence</p> <p>Have a secure understanding and explain the importance of posture and technique when performing</p> <p>Understand dictation with some confidence and why it is important when performing</p> <p>Make connections between the music encountered and the Social theme with some confidence Apply learning from the Musical Spotlight with confidence</p>
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			A performance with context	Begin to introduce a performance with context with some confidence		A performance with context	Introduce a performance with context with confidence
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<p style="text-align: center;"><b>Summer</b></p>	<p>HT5</p>	<p><b>Enjoying Improvisation</b></p>	<p>What children will learn: Appropriate use of musical language (including musical elements)</p> <p>How to understand and describe a range of feelings as they relate to music in many different contexts</p> <p>A secure understanding of the musical style and a broader understanding of the cultural and historical connections to the music</p> <p>The instrumental part on the screen, playing by ear or with the notation provided</p> <p>Which notes to use when composing and</p>	<p>What children will be able to do Have a secure understanding and apply musical language in context</p> <p>Identify and explain how different feelings can connect with/relate to music in many different contexts</p> <p>Identify musical styles and be aware of many cultural and historical connections to music</p> <p>Follow part of an instrumental piece on the screen using notation and ear with confidence</p> <p>Use appropriate notes when composing and</p>	<p><b>Expression and Improvisation</b></p>	<p>What children will learn: Appropriate application of musical language (including musical elements)</p> <p>How to understand and describe a range of feelings as they relate to music in many different contexts with confidence</p> <p>A secure understanding of the musical style and the cultural and historical connections to the music</p> <p>Which notes to use when composing and improvising with a range of songs</p> <p>Securely apply which notes to use when composing and</p>	<p>What children will be able to do Have a secure understanding and apply musical language in context with confidence</p> <p>Identify and explain how different feelings can connect with/relate to music in many different contexts with confidence</p> <p>Identify musical styles and many cultural and historical connections to music</p> <p>Identify which notes to use when composing and improvising with some confidence</p> <p>Securely use appropriate notes</p>
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			<p>improvising with the song with confidence</p> <p>Pulse/beat when listening, moving to and performing music</p>	<p>improvising a song with confidence</p> <p>Identify the pulse/beat in most songs with confidence</p>		<p>improvising with the song</p> <p>Pulse/beat when listening, moving to and performing music</p>	<p>when composing and improvising a song</p> <p>Securely identify the pulse/beat in most songs with confidence</p>
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HT6	<b>Opening Night</b>	<p>What children will learn: A four or six-bar melody according to the instructions given for the Music Notepad composition task</p> <p>The importance of posture, diction and technique when performing</p> <p>Good connections between the music encountered and the Social Theme</p> <p>A range of learning from the Musical Spotlight</p>	<p>What children will be able to do Create a four or six-bar melody with confidence</p> <p>Have a sound understanding of the importance of posture and technique when performing Understand dictation with confidence and why it is important when performing</p> <p>Make good connections between the music encountered and the Social theme with some confidence</p> <p>Apply learning from the Musical Spotlight with confidence</p>	<b>The Show Must Go on!</b>	<p>What children will learn: A four and six-bar melody according to the instructions given for the Music Notepad composition task</p> <p>The importance of posture, diction and technique when performing</p> <p>Secure connections between the music encountered and the Social Theme</p> <p>A range of learning from the Musical Spotlight</p>	<p>What children will be able to do Securely create a four or six-bar melody</p> <p>Have a solid understanding of the importance of posture and technique when performing Securely understand dictation and why it is important when performing</p> <p>Make secure connections between the music encountered and the Social theme with some confidence</p> <p>Securely apply learning from the Musical Spotlight</p>
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			A performance with context	Introduce a performance with context with confidence		A performance with context	Introduce some performances with context
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		<b>Topic</b>	<b>Year 5</b>	<b>Topic</b>	<b>Year 6</b>
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<b>Autumn</b>	HT1	<b>Melody and Harmony in Music</b>	<p>What children will learn: Appropriate use of musical language (including musical elements)</p> <p>How to understand and describe a few contrasting feelings as they relate to music</p> <p>A secure understanding of the musical style and the cultural and historical connections to the music</p> <p>Some understanding of how the musical style and connections relate to the context</p>	<p>What children will be able to do Have a secure understanding and apply musical language in context with confidence</p> <p>Identify and explain how different feelings can connect with/relate to music in many different contexts with confidence</p> <p>Identify musical styles and many cultural and historical connections to music</p> <p>Identify which notes to use when composing and improvising with some confidence</p>	<b>Music and Technology</b>	<p>What children will learn: Appropriate use of musical language (including musical elements)</p> <p>How to understand and describe a few contrasting feelings as they relate to music</p> <p>A secure understanding of the musical style and the cultural and historical connections to the music</p> <p>Some understanding of how the musical style and connections relate to the context</p>	<p>What children will be able to do Have a secure understanding and apply musical language in context with confidence</p> <p>Identify and explain how different feelings can connect with/relate to music in many different contexts with confidence</p> <p>Identify musical styles and most cultural and historical connections to music with some confidence</p> <p>Identify which notes to use when composing and improvising with confidence</p>

			<p>Which notes to use when composing and improvising with a range of songs</p> <p>Which notes and expression to use when composing and improvising with the song</p> <p>Pulse/beat when listening, moving to and performing music</p>	<p>Securely use appropriate notes when composing and improvising a song</p> <p>Begin to use expression when performing a song</p> <p>Securely identify the pulse/beat in most songs with confidence</p>		<p>Which notes to use when composing and improvising with a range of songs</p> <p>Which notes and expression to use when composing and improvising with the song</p> <p>Pulse/beat when listening, moving to and performing music</p>	<p>Securely use appropriate notes when composing and improvising a song</p> <p>Use expression when performing a song with some confidence</p> <p>Securely identify the pulse/beat in most songs with confidence</p>
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HT2	<b>Sing and Play in Different Styles</b>	<p>What children will learn: A four, six or eight-bar melody according to the instructions given for the Music Notepad composition task</p> <p>The importance of posture, diction and technique when performing</p> <p>Secure connections between the music encountered and the</p>	<p>What children will be able to do Securely create a four or six-bar melody Begin to create an eight-bar melody</p> <p>Have a solid understanding of the importance of posture and technique when performing Securely understand dictation and why it is important when performing</p> <p>Make secure connections between the music encountered and the</p>	<b>Developing Ensemble Skills</b>	<p>What children will learn: A four, six or eight-bar melody according to the instructions given for the Music Notepad composition task</p> <p>The importance of posture, diction and technique when performing</p> <p>Secure connections between the music encountered and the</p>	<p>What children will be able to do Securely create a four or six-bar melody Create an eight-bar melody with some confidence</p> <p>Have a solid understanding of the importance of posture and technique when performing Securely understand dictation and why it is important when performing</p> <p>Make secure connections between the music encountered and the</p>
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			<p>Social Theme with some confidence</p> <p>A good range of learning from the Musical Spotlight</p> <p>A performance with context</p>	<p>Social theme with some confidence</p> <p>Securely apply learning from the Musical Spotlight</p> <p>Introduce a performance with context, begin to demonstrate understanding of the song, the learning process, and any other relevant connections</p>		<p>Social Theme with some confidence</p> <p>A wide range of learning from the Musical Spotlight</p> <p>A performance with context</p>	<p>Social theme with some confidence</p> <p>Securely apply learning from the Musical Spotlight</p> <p>Introduce a performance with context, begin to demonstrate understanding of the song, the learning process, and any other relevant connections with some confidence</p>
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<b>Spring</b>	HT3	<b>Composing and Chords</b>	What children will learn: Appropriate use of musical language (including musical elements)	What children will be able to do Have a secure understanding and apply musical language in context with confidence	<b>Creative Composition</b>	What children will learn: Appropriate use of musical language (including musical elements)	What children will be able to do Have a secure understanding and apply musical language in context with confidence
			How to understand and describe a few contrasting feelings as they relate to music	Identify and explain how different feelings can connect with/relate to music in many different contexts with confidence		How to understand and describe a few contrasting feelings as they relate to music	Identify and explain how different feelings can connect with/relate to music in many different contexts with confidence
			A secure understanding of the musical style and the cultural and historical	Identify musical styles and most cultural and historical connections to music with some confidence		A secure understanding of the musical style and the cultural and historical	Identify musical styles and most cultural and historical connections to music with confidence

			<p>connections to the music</p> <p>Some understanding of how the musical style and connections relate to the context</p> <p>Which notes to use when composing and improvising with a range of songs</p> <p>Which notes and expression to use when composing and improvising with the song</p> <p>Pulse/beat when listening, moving to and performing music</p>	<p>Identify which notes to use when composing and improvising with confidence</p> <p>Securely use appropriate notes when composing and improvising a song</p> <p>Use expression when performing a song with some confidence</p> <p>Securely identify the pulse/beat in most songs with confidence</p>		<p>connections to the music</p> <p>Some understanding of how the musical style and connections relate to the context</p> <p>Which notes to use when composing and improvising with a range of songs</p> <p>Which notes and expression to use when composing and improvising with the song</p> <p>Pulse/beat when listening, moving to and performing music</p>	<p>Identify which notes to use when composing and improvising with confidence</p> <p>Securely use appropriate notes when composing and improvising a song</p> <p>Use expression when performing a song with confidence</p> <p>Securely identify the pulse/beat in most songs with confidence</p>
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	<p>HT4 <b>Enjoying Musical Styles</b></p>	<p>What children will learn: A four, six or eight-bar melody according to the instructions given for the Music Notepad composition task</p> <p>The importance of posture, diction and technique when performing</p>	<p>What children will be able to do Securely create a four or six-bar melody Create an eight-bar melody with some confidence</p> <p>Have a solid understanding of the importance of posture</p>	<p><b>Musical Styles Connect Us</b></p>	<p>What children will learn: A four, six or eight-bar melody according to the instructions given for the Music Notepad composition task</p> <p>The importance of posture, diction and technique when performing</p>	<p>What children will be able to do Securely create a four or six-bar melody Create an eight-bar melody with confidence</p> <p>Have a solid understanding of the importance of posture</p>
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			<p>Secure connections between the music encountered and the Social Theme with some confidence</p> <p>A wide range of learning from the Musical Spotlight</p> <p>A performance with context</p>	<p>and technique when performing Securely understand dictation and why it is important when performing</p> <p>Make secure connections between the music encountered and the Social theme with some confidence</p> <p>Securely apply learning from the Musical Spotlight</p> <p>Introduce a performance with context, begin to demonstrate understanding of the song, the learning process, and any other relevant connections with some confidence</p>			<p>Secure connections between the music encountered and the Social Theme with some confidence</p> <p>A wide range of learning from the Musical Spotlight</p> <p>A performance with context</p>	<p>and technique when performing Securely understand dictation and why it is important when performing</p> <p>Make secure connections between the music encountered and the Social theme with some confidence</p> <p>Securely apply learning from the Musical Spotlight</p> <p>Introduce a performance with context, begin to demonstrate understanding of the song, the learning process, and any other relevant connections with confidence</p>
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<b>Summer</b>	HT5	<b>Freedom to Improvise</b>	<p>What children will learn: Appropriate use of musical language (including musical elements)</p>	<p>What children will be able to do Have a secure understanding and apply musical language in context with confidence</p> <p>Identify and explain how different feelings</p>	<b>Improvising with Confidence</b>	<p>What children will learn: Appropriate use of musical language (including musical elements)</p> <p>How to understand and describe a few</p>	<p>What children will be able to do Have a secure understanding and apply musical language in context with confidence</p>
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		<p>How to understand and describe a few contrasting feelings as they relate to music</p> <p>A secure understanding of the musical style and the cultural and historical connections to the music</p> <p>Some understanding of how the musical style and connections relate to the context Which notes to use when composing and improvising with a range of songs</p> <p>Which notes and expression to use when composing and improvising with the song</p> <p>Pulse/beat when listening, moving to and performing music</p>	<p>can connect with/relate to music in many different contexts with confidence</p> <p>Identify musical styles and most cultural and historical connections to music with confidence</p> <p>Identify which notes to use when composing and improvising with confidence</p> <p>Securely use appropriate notes when composing and improvising a song Use expression when performing a song with confidence</p> <p>Securely identify the pulse/beat in most songs with confidence</p>		<p>contrasting feelings as they relate to music</p> <p>A secure understanding of the musical style and the cultural and historical connections to the music</p> <p>Some understanding of how the musical style and connections relate to the context Which notes to use when composing and improvising with a range of songs</p> <p>Which notes and expression to use when composing and improvising with the song</p> <p>Pulse/beat when listening, moving to and performing music</p>	<p>Identify and explain how different feelings can connect with/relate to music in many different contexts with confidence</p> <p>Identify musical styles and most cultural and historical connections to music with confidence</p> <p>Securely identify which notes to use when composing and improvising with confidence</p> <p>Securely use appropriate notes when composing and improvising a song Use expression when performing a song with confidence</p>
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								Securely identify the pulse/beat in most songs with confidence
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								Securely create a four, six or eight-bar melody
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HT6	<b>Battle of the Bands!</b>	<p>What children will learn: A four, six or eight-bar melody according to the instructions given for the Music Notepad composition task</p> <p>The importance of posture, diction and technique when performing</p> <p>Secure connections between the music encountered and the Social Theme with confidence</p> <p>A wide range of learning from the Musical Spotlight</p> <p>A performance with context</p>	<p>What children will be able to do Securely create a four or six-bar melody Create an eight-bar melody with confidence</p> <p>Have a solid understanding of the importance of posture and technique when performing Securely understand dictation and why it is important when performing</p> <p>Make secure connections between the music encountered and the Social theme with some confidence</p> <p>Securely apply learning from the Musical Spotlight</p> <p>Introduce a performance with</p>	<b>Farewell Tour</b>	<p>What children will learn: A four, six or eight-bar melody according to the instructions given for the Music Notepad composition task</p> <p>The importance of posture, diction and technique when performing</p> <p>Secure connections between the music encountered and the Social Theme with confidence</p> <p>A wide range of learning from the Musical Spotlight</p> <p>A performance with context</p>	<p>What children will be able to do Securely create a four or six-bar melody Create an eight-bar melody with confidence</p> <p>Have a solid understanding of the importance of posture and technique when performing Securely understand dictation and why it is important when performing</p> <p>Make secure connections between the music encountered and the Social theme with some confidence</p> <p>Securely apply learning from the Musical Spotlight</p> <p>Introduce a performance with</p>
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			context, demonstrating understanding of the			context, demonstrating understanding of the
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				song, the learning process, and any other relevant connections with confidence			song, the learning process, and any other relevant connections with confidence
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