

## Music Curriculum 2026-2027

### Curriculum Intent Statement

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| <b>Autumn</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | HT1 | <b>My Musical Heartbeat</b> | What children will learn:<br>Appropriate use of musical language | What children will be able to do:<br>Understand some musical language | <b>Pulse, Rhythm and Pitch</b> | What children will learn:<br>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

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|  |  |  | How feelings can connect with/relate to music.                               | Explain how feelings can connect with/relate to music |  | A basic understanding of how feelings can connect with/relate to music       | Explain how feelings can connect with/relate to music |
|  |  |  | A basic understanding of musical style.                                      | Have a basic understanding of musical style.          |  | A basic understanding of musical style.                                      | Have and show a basic understanding of musical style. |
|  |  |  | Pulse/beat when listening, moving to and performing music                    | Identify the pulse/beat in a song                     |  | Pulse/beat when listening, moving to and performing music                    | Identify the pulse/beat in different songs            |
|  |  |  | Basic differences in pitch (high and low) and note duration (long and short) | Identify high and low pitch and long and short notes  |  | Basic differences in pitch (high and low) and note duration (long and short) | 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:<br/>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:<br/>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<br/>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:<br/>Appropriate use of musical language</p>                                                                                                                                                  | <p>What children will be able to do<br/>Understand most musical language</p>                                                                                                                                         | <b>Inventing a Musical Story</b> | <p>What children will learn:<br/>Appropriate use of musical language</p>                                                                                                                      | <p>What children will be able to do Understand appropriate use of musical language</p>                                                                                                                                      |

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|  |  |  | <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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|  | HT4 | <b>Learning to Listen</b> | <p>What children will learn:<br/>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<br/>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> | <b>Recognising Different Sounds</b> | <p>What children will learn:<br/>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<br/>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:<br/>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<br/>Understand most musical language in context<br/>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:<br/>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<br/>Understand appropriate use of musical language<br/>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:<br/>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<br/>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:<br/>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<br/>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                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| Autumn | HT1 | Writing Music Down | <p>What children will learn:<br/>Appropriate use of musical language (including musical elements)</p> <p>How to understand and describe feelings as they relate to music</p> <p>Some musical style and have a broader understanding of the cultural and historical connections to the music</p> <p>The instrumental part on the screen</p> <p>Which notes to use when composing and improvising with the song</p> | <p>What children will be able to do<br/>Understand and apply musical language in context</p> <p>Identify and explain how different feelings can connect with/relate to music</p> <p>Identify musical styles and be aware of cultural and historical connections to music</p> <p>Follow part of an instrumental piece on the screen using notation and/or ear</p> <p>Begin to use appropriate notes when composing and improvising a song</p> | Musical Structures | <p>What children will learn:<br/>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</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</p> |
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|  |  |  | Pulse/beat when listening, moving to and performing music | Identify the pulse/beat in most songs |  | improvising with the song<br><br>Pulse/beat when listening, moving to, and performing music | with some confidence<br><br>Identify the pulse/beat in most songs |
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| HT2 | <b>Playing in a Band</b> | <p>What children will learn:<br/>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<br/>Begin to create a four or six-bar melody</p> <p>Understand and explain the importance of posture and technique when performing with confidence<br/>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:<br/>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<br/>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:<br/>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:<br/>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> |
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|  |  |  | 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:<br/>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<br/>Learning from the Musical Spotlight</p> | <p>What children will be able to do<br/>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<br/>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<br/>Begin applying learning from the Musical Spotlight with some confidence</p> | <b>Feelings Through Music</b> | <p>What children will learn:<br/>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<br/>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<br/>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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| Summer | HT5 | <b>Enjoying Improvisation</b> | <p>What children will learn:<br/>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> | <b>Expression and Improvisation</b> | <p>What children will learn:<br/>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:<br/>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<br/>Create a four or six-bar melody with confidence</p> <p>Have a sound understanding of the importance of posture and technique when performing<br/>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:<br/>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<br/>Securely create a four or six-bar melody</p> <p>Have a solid understanding of the importance of posture and technique when performing<br/>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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|  |  | Topic | Year 5 | Topic | Year 6 |
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| Autumn | HT1 | <b>Melody and Harmony in Music</b> | What children will learn:<br>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>Music and Technology</b> | What children will learn:<br>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 connections to the music | Identify musical styles and many cultural and historical connections to music                                           |                             | A secure understanding of the musical style and the cultural and historical connections to the music | Identify musical styles and most cultural and historical connections to music with some confidence                      |
|        |     |                                    | Some understanding of how the musical style and connections relate to the context                    | Identify which notes to use when composing and improvising with some confidence                                         |                             | Some understanding of how the musical style and connections relate to the context                    | Identify which notes to use when composing and improvising with confidence                                              |

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|  |  |  | <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:<br/>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<br/>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<br/>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:<br/>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<br/>Securely create a four or six-bar melody<br/>Create an eight-bar melody with some confidence</p> <p>Have a solid understanding of the importance of posture and technique when performing<br/>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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| Spring | HT3 | <b>Composing and Chords</b> | What children will learn:<br>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:<br>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                           |

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|  |  |  | <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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|  | HT4 | <b>Enjoying Musical Styles</b> | <p>What children will learn:<br/>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<br/>Create an eight-bar melody with some confidence</p> <p>Have a solid understanding of the importance of posture</p> | <b>Musical Styles Connect Us</b> | <p>What children will learn:<br/>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<br/>Securely create a four or six-bar melody<br/>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<br/>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<br/>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:<br/>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:<br/>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,<br>six or eight-bar melody |
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|  | HT6 | <b>Battle of the Bands!</b> | <p>What children will learn:<br/>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<br/>Securely create a four or six-bar melody<br/>Create an eight-bar melody with confidence</p> <p>Have a solid understanding of the importance of posture and technique when performing<br/>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:<br/>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<br/>Securely create a four or six-bar melody<br/>Create an eight-bar melody with confidence</p> <p>Have a solid understanding of the importance of posture and technique when performing<br/>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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|  |  |  |  | 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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