



Year 3		Subject - Music	
Knowledge and Understanding	Autumn 1 'Animal magic' - Exploring descriptive sounds OR 'Environment' - Composition & 'Building' - Beat	Spring 1 'The class orchestra' - Exploring arrangements OR 'China' - Pitch & 'Time' - Beat	Summer 1 'Painting with sound' - Exploring sound colours OR 'Human body' - Structure & 'Singing French' - Pitch
	Autumn 2 'Play it again' - Exploring rhythmic patterns OR 'Sounds' - Exploring sounds & Poetry - 'Performance'	Spring 2 'Dragon scales' - Exploring pentatonic scales OR 'In the past' - Pitch & 'Communication' - Composition	Summer 2 'Salt, pepper, vinegar, mustard' - Exploring singing games OR 'Ancient worlds' - Structure & 'Food and drink' - Performance
	<p>Medium-term and Short-term planning and CDs/DVDs for the above topics may be found in A&C Black 'Music Express' Year 3 (1st Edition) and A&C Black 'Music Express' Age 7-8 (2nd Edition).</p> <p>Each half term, a composer and a key piece of his/her work will be introduced in assembly. Teachers must undertake a lesson with their class to further explore the music.</p>		
Progression	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> sing with a sense of shape of the melody use instruments to perform simple patterns and accompaniments keeping to a steady pulse choose carefully and order sounds within simple structures represent sounds with symbols improve their own work recognise how the musical elements can be used to create different moods and effects 		

Year 4		Subject - Music	
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Knowledge and Understanding	<p>Autumn 1 'Play it again' - Exploring rhythmic patterns OR 'Poetry' - Performance & 'Environment' - Composition</p>	<p>Spring 1 'Dragon scales' - Exploring pentatonic scales OR 'Building' - Beat & 'Around the world' - Pitch</p>	<p>Summer 1 'Salt, pepper, vinegar, mustard' - Exploring singing games OR 'Communication' - Composition & 'Time' - Beat</p>
	<p>Autumn 2 'The class orchestra' - Exploring arrangements OR 'Sounds' - Exploring sounds & 'Recycling' - Structure</p>	<p>Spring 2 'Painting with sound' - Exploring sound colours OR 'Ancient worlds' - Structure & 'Singing Spanish' - Pitch</p>	<p>Summer 2 'Animal magic' - Exploring descriptive sounds OR 'In the past' - Notation & 'Food and drink' - Performance</p>
<p>WCET (Whole Class Ensemble Teaching) - Hand Bells Unit is to be taught for ten weeks. Medium-term and Short-term planning and CDs/DVDs for the above topics may be found in A&C Black 'Music Express' Year 4 (1st Edition) and A&C Black 'Music Express' Age 8-9 (2nd Edition). Each half term, a composer and a key piece of his/her work will be introduced in assembly. Teachers must undertake a lesson with their class to further explore the music.</p>			
Progression	<p>Pupils should be taught to: sing in tune use instruments to perform simple parts improvise repeated patterns use symbols to recall and record sounds, including stave notation make improvements to my own work, commenting on the intended effect recognise how the different musical elements are combined and used expressively</p>		



	Year 5	Subject - Music		
Knowledge and Understanding	Autumn 1 'Cyclic patterns' - Exploring rhythm and pulse OR 'Our community' - Performance	Spring 1 'Journey into space' - Exploring sound sources OR 'Life cycles' - Structure	Summer 1 'Stars, hide your fires' - Performing together OR 'At the movies' - Composition	
	Autumn 2 OR 'Solar system' - Listening	Spring 2 'Songwriter' - Exploring lyrics and melody OR 'Keeping healthy' - Beat	Summer 2 'Who knows' - Exploring musical processes OR 'Celebration' - Performance	
	<p>WCET (Whole Class Ensemble Teaching) - Pentaglocks Unit is to be taught for ten weeks. Medium-term and Short-term planning and CDs/DVDs for the above topics may be found in A&C Black 'Music Express' Year 5 (1st Edition) and A&C Black 'Music Express' Age 9-10 (2nd Edition). Each half term, a composer and a key piece of his/her work will be introduced in assembly. Teachers must undertake a lesson with their class to further explore the music.</p>			
Progression	<p>Pupils should be taught to: sing in tune with expression use instruments to perform simple parts improvise repeated patterns and combine several layers of sound with awareness of the combined effect use symbols to recall and record sounds, including stave notation make improvements to my own work, commenting on the intended effect recognise how the different musical elements are combined and used expressively</p>			

	Year 6	Subject - Music		
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Knowledge and Understanding	Autumn 1 'Roundabout' - Exploring rounds OR 'World unite' - Step dance performance	Spring 1 'Songwriter' - Exploring lyrics and melody OR 'Growth' - Street dance performance	Summer 1 'Stars, hide your fires' - Performing together OR 'Class awards' - Awards show performance
	Autumn 2 'Journey into space' - Exploring sound sources OR 'Journeys' - Song cycle performance	Spring 2 'Cyclic patterns' - Exploring rhythm and pulse OR 'Roots' - Mini musical performance	Summer 2 'Who knows' - Exploring musical processes OR 'Moving on' - Leavers' assembly performance
	<p>Medium-term and Short-term planning and CDs/DVDs for the above topics may be found in A&C Black 'Music Express' Year 6 (1st Edition) and A&C Black 'Music Express' Age 10-11 (2nd Edition).</p> <p>Each half term, a composer and a key piece of his/her work will be introduced in assembly. Teachers must undertake a lesson with their class to further explore the music.</p>		
Progression	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> sing in tune with control and expression use instruments to maintain my own part with awareness of how it fits together with others' improvise phrases as part of a group performance and compose by developing ideas within musical structures use simple notations, including stave notation suggest improvements to my own work and others' work, commenting on how intentions have been achieved describe, compare and evaluate different kinds of music using an appropriate musical vocabulary 		