

Ensure that **by the end of each term**, the children have achieved the **objective highlighted in yellow**.

Music Curricular Goals

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	DEVELOP PITCH AND MELODY					
	Me	My Stories	Everyone	My World	Big Bear Funk	Reflect, Rewind, Replay
	To recognise pitch as high, middle and low		To make high middle and low sounds with the voice		To sing a simple melody.	
Y1	UNDERSTAND PULSE AND RHYTHM					
	Hey, You!	Rhythm in the way we walk and Banana Rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind, Replay
	To tap a pulse to a piece of music		To copy simple rhythmic phrases		To compose a short rhythm with dots and lines.	
Y2	UNDERSTAND PITCH, DYNAMICS AND TEMPO					
	Hands, Feet Heart	Ho, Ho, Ho	I Wanna Play in a Band	Zootime	Friendship Song	Reflect, Rewind, Replay
	To match pitch with the voice		To recognise music when it is loud or soft		To recognise music when it is fast or slow.	
Y3	APPLY KNOWLEDGE OF PITCH, DYNAMICS AND TEMPO					
	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind, Replay
	To match pitch with an instrument.		To play music with dynamics (loud/soft)		To play music at different tempos (fast/slow)	
Y4	UNDERSTAND STRUCTURE AND TEXTURE					
	Mamma Mia	Glockenspiel Stage 2	Stop!	Lean on Me	Blackbird	Reflect, Rewind, Replay
	To explain the structure of a piece of music		To recognise when texture is thick or thin in a piece of music		To compose a piece of music with an A, B, A, C, A structure	
Y5	UNDERSTAND TIMBRE AND SIMPLE NOTATION					
	Livin' on a Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, Rewind, Replay
	To recognise the timbre of different instruments		To follow simple notation when playing an instrument		To compose a piece of music using simple notation.	
Y6	READ AND WRITE MUSIC					
	Happy	Classroom Jazz 2	A New Year Carol/Rhapsody in Blue	You've Got a Friend	Music and Me	Reflect, Rewind, Replay
	To read and write notes on the treble clef		To use minims, crotchets and quavers for rhythms		To compose and perform an eight bar melody on an instrument.	

Each year group builds on the previous year – it is ok to revisit previous learning in ANY lesson. If you have any questions, ask Mr H!

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KEY TERMS AND VOCABULARY:

Children need to be able to explain OR demonstrate the key terms for their year group:

Reception:

Pitch – how high or low the sound is

Melody – a collection of notes and rhythms to create a tune

Year 1/2:

Pulse – the heartbeat of the music, can be quick or slow

Rhythm – the placement of sounds in the music, notes can be long or short

Pitch – how high or low the sound is

Dynamics – how loud or soft the sound is

Tempo – how quick or slow the music is

Year 3/4:

Pulse – the heartbeat of the music, can be quick or slow

Rhythm – the placement of sounds in the music, notes can be long or short

Pitch – how high or low the sound is

Dynamics – how loud or soft the sound is

Tempo – how quick or slow the music is

Structure – how the music is put together (verse-chorus-verse)

Texture – how thick or thin the music sounds (lots of instruments vs few instruments)

Year 5/6:

Pulse – the heartbeat of the music, can be quick or slow

Rhythm – the placement of sounds in the music, notes can be long or short

Pitch – how high or low the sound is

Dynamics – how loud or soft the sound is

Tempo – how quick or slow the music is

Structure – how the music is put together (verse-chorus-verse)

Texture – how thick or thin the music sounds (lots of instruments vs few instruments)

Timbre – how different instruments sound

Notation – notes that are written down

Each year group builds on the previous year – it is ok to revisit previous learning in ANY lesson. If you have any questions, ask Mr H!