

## Music objectives based on every class in KS1 and KS2 having an hour an week for six half terms.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Identify different ways sounds can be made and changed. Pitch: SO – MI Rhythm: ta	Learn show songs; develop sense of vocal pitch and use dynamics Pitch: SO – MI Rhythm: ta, te-te	Develop children’s ability to discriminate between longer and shorter sounds and to use them to create sequences. Pitch: SO – LA / 5 – 6 Rhythm: ta, te-te, one beat rest	Identify pulse in music. Recognise the difference between pulse and rhythm. Perform pulse with rhythm/rhythm with pulse Pitch: SO – LA / 5 – 6 Rhythm: ta, te-te, one beat rest	Identify and control changes in pitch, create short melodic patterns Pitch: MI - SO – LA / 3 - 5 – 6 Revise pulse and rhythm Pitch: MI - SO – LA / 3 - 5 – 6 Rhythm: ta, te-te, one beat rest	Revise pulse and rhythm Pitch: MI - SO – LA / 3 - 5 – 6 Revise pulse and rhythm Pitch: MI - SO – LA / 3 - 5 – 6 Rhythm: ta, te-te, one beat rest
Year 2	Develop ability to recognise different ways sounds are made and changed Pitch: Mi-so-la / Do-re-mi Rhythm: ta, te-te, ta test	To learn show songs; develop sense of vocal pitch and use dynamics Pitch: MI – SO – LA/DOH-RAY-ME Rhythm: Ta – Te-te – Ta rest	To begin to develop an understanding of formal notation Pitch: MI – SO – LA/DOH-RAY-ME Rhythm: Ta-ah, ta – Te-te – Ta rest	To begin to develop an understanding of formal notation Pitch: MI – SO – LA/DOH-RAY-ME Rhythm: Ta-ah, ta – Te-te – Ta rest	To develop the ability to discriminate between higher and lower sounds, and create simple melodic patterns. Pitch: MI – SO – LA, DO – RE – MI Rhythm: Ta-ah, ta – Te-te – Ta rest	To develop the ability to discriminate between higher and lower sounds, and create simple melodic patterns. Pitch: mi – so – la, do – re – mi Rhythm: Ta-ah, ta – Te-te – Ta rest
Year 3	<b>Wider Opps whole class recorder teaching</b> rhythm ta, te-te, ta-ah, 1 and 2 beat rests, pitch drm, msl, dms, drmf	<b>Wider Opps whole class recorder teaching</b> rhythm ta, te-te, ta-ah, 1 and 2 beat rests, pitch drm, msl, dms, drmf	<b>Wider Opps whole class recorder</b> Develop understanding of time signatures to include 3 4 time. Develop their reliance on formal notation and the notes GAB on recorder. rhythm : see last term pitch: see last term	<b>Wider Opps whole class recorder teaching</b> Consolidate their understanding of time signatures 4 4, 3 4, 2 4. Develop reliance on formal notation and the notes GAB on recorder, and some learn C and E. Rhythm and pitch as before	<b>Wider Opps whole class recorder teaching</b> As previous term	<b>Wider Opps whole class recorder teaching</b> As previous term

Year 4	<p>Develop ability to create simple rhythms and perform using notation as a support. Pitch: Rhythm: Ta-aa, Ta, te-te, ti-ri-ti-ri, 1 and 2 beat rest Pitch: d r m 1 2 3, d m s 1 3 5</p>	<p>Create, combine and perform rhythmic and melodic material as part of a class performance. Pitch: d m s 1 3 5, d r m f s l 1 2 3 4 5 6 Rhythm: Ta-aa, Ta, te-te, ti-ri-ti-ri, 1 and 2 beat rest</p>	<p>Develop ability to follow and read music, develop ability to compose simple melody, and to perform using notation as a support. Pitch: d r m 1 2 3, m s l, d m s 1 3 5, d r m f s l 1-2-3-4-5-6 Rhythm: Ta-aa, Ta, te-te, ti-ri-ti-ri, 1 and 2 beat rest</p>	<p>Develop children's ability to recognise, sing and play changes in pitch. Pitch: d r m, 1 2 3, m s l, d m s 1 3 5, d r m f s l 1 2 3 4 5 6 Rhythm: Ta-aa, Ta, te-te, ti-ri-ti-ri, 1 and 2 beat rest</p>	<p>Develop ability to create, perform and analyse expressive compositions and extend sound vocabulary. Pitch: d r m, 1 2 3, m s l, d m s 1 3 5, d r m f s l 1 2 3 4 5 6 Rhythm: Ta-aa, Ta, te-te, ti-ri-ti-ri, 1 and 2 beat res</p>	<p>To reflect and revise the year's learning. To explore playground games Pitch: d r m, 1 2 3, m s l, d m s 1 3 5, d r m f s l 1 2 3 4 5 6 Rhythm: Ta-aa, Ta, te-te, ti-ri-ti-ri, 1 and 2 beat rest</p>
Year 5	<p>Perform rhythmic patterns confidently and with a strong sense of pulse, invent and improvise rhythmic patterns Pitch: d-d (1-8) dms drmf drmfsl written – dms drm msl Rhythm ta-ah-ah-ah, ta-ah-ah, ta-ah, ta, te-te, ti-ri-ti-ri transferred to traditional notation</p>	<p>Perform songs and Christmas carols with a clear sense of pitch, pulse, show awareness of dynamics and singing within a group, attentive to need for good posture &amp; breathing and clear annunciation. Rhythm and pitch as before</p>	<p>Develop children's ability to sing and play in two or more parts while being aware of keeping a sense of pitch. Pitch: d r m 1 2 3, m s l, d m s 1 3 5, d r m f s l 1-2-3-4-5-6 Rhythm: Ta-aa-aa-aa, Ta-aa, ta-aa-aa, Ta, te-te, ti-ri-ti-ri, 1 and 2 beat rest and 3 beat bar.</p>	<p>Develop performance on instruments using formal notation for support, and develop skills in vocal performance. Rhythm and pitch as before</p>	<p>Develop children's ability to sing and play in two or more parts while being aware of keeping a sense of pitch. Develop children's ability to read formal notation.  Rhythm and pitch as before</p>	<p>Learn songs for the summer show, show awareness of dynamics and singing within a group, attentive to need for good posture &amp; breathing and clear annunciation. Rhythm and pitch as before</p>
Year 6	<p>Work to create group compositions based on the rainforest  Pitch: d-d Rhythm: ta, te-te, ta-ah, ti-ri ti-ri, ta-ah-ah, ta-ah-ah-ah,te-ta-te</p>	<p>Perform songs and Christmas carols with a clear sense of pitch, pulse, show awareness of dynamics and singing within a group, attentive to need for good posture &amp; breathing and clear annunciation. Rhythm and pitch as before</p>	<p>Develop children's ability to play by ear, improvise and developing their skills of reading formal notation. To perform as cohesive group, combining melody, harmony, rhythms and pulse. Rhythm and pitch as before</p>	<p>Develop children's ability to improvise and developing their skills of reading formal notation. To perform as cohesive group, combining melody, harmony, rhythms and pulse.</p>	<p>Develop compositional skills through working in groups to complete a compositional task.</p>	<p>Learn songs for the summer show, show awareness of dynamics and singing within a group, attentive to need for good posture &amp; breathing and clear annunciation. Rhythm and pitch as before</p>