

Music Knowledge and Skills Mapping National Curriculum

	EYFS								
The pupils in Rece	The pupils in Reception listen carefully to rhymes and songs, paying attention to how								
they sound.									
Communication and Language	Physical Development	Expressive Arts and Design							
Learn rhymes, poems and songs.	Combine different movements with ease	1) Explore, use and refine a variety of artistic							
	and fluency.	effects to express their ideas and feelings.							
		2) Create collaboratively, sharing ideas,							
		resources and skills.							
		3) Listen attentively, move to and talk about							
		music, expressing their feelings and							
		responses.							
		4) Sing in a group or on their own,							
		increasingly matching the pitch and							
		following the melody.							
		5) Explore and engage in music making and							
		dance, performing solo or in groups.							

KS1							
Singing	Playing an Instrument	Listening and appreciating	Creating own music				
Use their voices expressively	Play tuned and untuned	Listen with concentration and	Experiment with, create, select				
and creatively by singing songs	instruments musically	understanding to a range of	and combine sounds using the				
and speaking chants and		high-quality live and recorded	inter-related dimensions of				
rhymes		music	music.				



		K	S2							
Pupils should b	Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of									
musical composition, c	organising and manipula	ting ideas within musica	I structures and reprodu	icing sounds from aural	memory.					
Performing	Using and	Composing	Listening	Appreciating	History of Music					
_	Understanding		_							
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Use and understand staff and other musical notations	Improvise and compose music for a range of purposes using the inter- related dimensions of music	Listen with attention to detail and recall sounds with increasing aural memory	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Develop an understanding of the history of music.					



			Yea	n 1			
National	Term	Autumn		Spring		Summer	
Curriculum KS1 End	Half Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Points:	Coverage			- , ,			
	Unit Aim &	Sounds Interesting			d short of it-		se and rhythm-
Can use their	Instrument	To develop children's ability to identify different sounds & to change and use			<u>ission</u>		Ission
voice	Used		0	To develop child		To develop child	
expressively and		them expressively in I	response to	discriminate betw	J		ay rhythms from
creatively by		stimuli		shorter sounds a		known songs wit	in a sense of
singing songs and speaking	Lesson	Percussion Instru	monto V1/T1	to create sequen		pulse Baraussian Inc	truments Y1/T3
chants and	Objectives	1) To understand that		<u>reicussion ins</u>	truments Y1/T2	<u>reicussion ins</u>	
rhymes.	Objectives	instruments can make		1) To understand	d that some	1) To follow the	rbythm of
		different sounds	-	instruments		1) To follow the rhythm of recorded music accurately using	
Can play tuned		2) To recognise the se	ounds that	make long sound	de	finger walking and then dancing	
and untuned		untuned percussion		some make shor			la their darioing
instruments		instruments make by	sound alone	sounds and some can		2) To copy rhyth	ms accurately
musically.		3) Move and respond		make either			
Can listen with		music expressively		2) To follow a pla	an to play a	3)To play rhythm	n of known song
concentration		4) Recognise 6 differe	ent kinds of	piece with a part		accurately	Ũ
and		instrument by sound a		and short sounds	S	,	
understanding to		5) Use knowledge of	sounds to add	3) To use long a	nd short	4)To play and si	ng a known song
a range of high-		sound effects to a know	own story	sounds to make	an	in two parts with	a sense of
quality live and recorded music.		6) To learn new melo	dies, lyrics and	interesting seque	ence	pulse	
recorded music.		actions.		of sounds		5) To recognise	
		7) To learn many repe		4) To recognise		between pulse a	nd rhythm in
Can experiment		changes of up to 2 lin	es in each	sounds in record		recorded music	
with, create,		verse.		5) To play instru		6) To gain the co	
select and		8) To consolidate kno	•	a song and reco	-	perform using th	eir voice and an
combine sounds		verse/chorus structure	Э.	which play long a	and	instrument	
using the inter-				short sounds			



related dimensions of music.	School Context	Harvest Festival Black History Month Weekly Whole School Singing Assembly	Annual Christmas Performances Weekly Whole School Singing Assembly Weekly Piano Recitals	Comic Relief Sports Relief Weekly Whole School Singing Assembly Weekly Piano Recitals	Class Assemblies Easter Weekly Whole School Singing Assembly Weekly Piano Recitals	Weekly Whole School Singing Assembly Weekly Piano Recitals	Annual Summer Concert Year 6 Leavers Assembly Weekly Whole School Singing Assembly Weekly Piano Recitals	
				child as to whether or not they can do the following:				
	1) Can distin	guish pulse and rhythm	n in known songs	1) Has moved appropriately to music with long flowing		1) Can sing with good posture and breathing using the gentle		
		d and used the voice ir class piece based on a		movements or short sharp		'Angel Voice'		
	as part of a class piece based of a story		2) Has played a short sound sequence with a partner using short and long sounds		 2) Has played a rhythmic line of a song on sticks accurately 3) Can perform within our Annual Summer Concert in an ensemble context. 			



			Yea	r 2			
National	Term	Autumn		Spring		Summer	
Curriculum	Half Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 End	Coverage						
Points:	Unit Aim &	Exploring- Percuse			ore? - Recorder		ood- Recorder
	Instrument	To discriminate betwe	-	To develop child		To develop child	
Can use their	Used	higher and lower sour		recognise differe		read and play rh	<i>,</i> ,
voice		understand the soh/m	ne interval	sounds are made	e and how they	confidently and e	•
expressively and creatively by				can be changed		mood of recorde	
singing songs	Lesson	Percussion/Rec	order Y2/T1	Record	<u>er Y2/T2</u>	Record	<u>er Y2/T3</u>
and speaking	Objectives					1) To play a 4 pł	-
chants and		 To hear the different 		1) To play differe	•	using tea and co	
rhymes.		music when played or	0 0	instruments from	5	accurately on cla	aves
		To improvise satisf		2) To identify ho			
Can play tuned		musical phrases using	g soh and me	music has chang		2) To say how a recorded piece	
and untuned		chime bars			3) To move in an agreed way to makes the		
instruments musically.		3) To understand the		different sounds	•		
musically.		between high and low			way it is played	3) To play a rhyt	•
Can listen with		4) To discriminate bet		4) To follow hand	d signs to play	and coffee beats accurately in 4	
concentration		and lower sounds and	d understand the	different pitches	te elevi	parts	
and		soh/me interval	• • • • • • • • • • • • • • • • • • •	5) To use ability			
understanding to		5) To respond to a pie		instruments in di		4) To respond us	
a range of high-		high and low sounds	with visual art	musically illustra	le a slory	to a recorded pie 5) To play to acc	
quality live and						known song	ompany a
recorded music.	School	Harvest Festival	Annual	Comic Relief	Class	Weekly Whole	Annual
	Context	Black History Month	Christmas	Sports Relief	Assemblies	School Singing	Summer
Can experiment	COMER	Weekly Whole	Performances	Weekly Whole	Easter	Assembly	Concert
with, create,		School Singing	Weekly Whole	School Singing	Weekly Whole	Weekly Piano	Year 6 Leavers
select and		Assembly	School Singing	Assembly	School Singing	Recitals	Assembly
combine sounds		Accombry	Assembly	, looonibiy	Assembly		7.000mbry



using the inter- related			Weekly Piano	Weekly Piano	Weekly Piano		Weekly Whole	
dimensions of			Recitals	Recitals	Recitals		School Singing	
music.							Assembly	
music.							Weekly Piano	
							Recitals	
	Assessment Criteria: Assess each child as to whether or not they can do the following:							
	1) Has responded to recorded music reflecting			1) Has followed symbols to play		1) Play rhythms using tea and		
	changes fron	n lower to higher instru	ments	percussion instruments loud/soft,		coffee beats (crotchets and		
				fast/slow, high/low		quavers) accurately in a group		
	2) Has sung	soh/me phrases follow	ing teacher's	_		2) Can play puls	se using sticks to	
	hand signs		-	2) Has performed a song in a		known songs at	different tempi	
	_			small group in tw	vo ways, e.g.	(speeds)	-	
				loud & soft, fast & slow, high &		3) Can perform	within our Annual	
				low	Ū		t in an ensemble	
						context.		



		Yea	nr 3						
Term	Autum	าท	S	pring	Su	mmer			
Half Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
Coverage									
Unit Aims					Performance and Rhythm-				
&	To listen with attention to detail and			•		<u>ulele</u>			
Instrument Used	memory. To learn how different instruments, have an context and how their	t stringed historical technology and	nged brical nnology and			musical notations		To develop children's ability to read and play rhythmic phrases confidently and explore the mood of recorded music To learn some of the many different string instruments and the contexts in which they can	
Lesson Objectives	Ukulele Y3/T1 Ukulele Y3/T2		Ukulele Y3/T3						
	 properly 2) Learn how to play to correct fingering 3) Learn how to strur 4) Learn to sing and using the C chord 5) Learn how to play to change the Fsus 7) Learn a song with to chords 8) Learn new songs up learn basic rhythm not 	the C chord with n correctly play a song the Fsus chord ge from the C to the C and Fsus using C Fsus and	Am7 chords 2) Learn the si ukulele 3) Begin readir rhythms 4) Learn the op 5) Become fam complex rhythr 6) Learn plucke music notation 7) Learn the G 8) Learn how to the C, Fsus an	tring names on the ng and playing pen strings niliar with more ns ed songs using 7 chord p move between d G7 chords	 Learn a song with C, Fsus and G7 Learn a piece with notation Song with notation Work on the G7 chord Gain confidence in G7 chord Learn a new 4 chord song Learn how to read a chord chart 8) Finish learning a 4- chord song (SMS 9-11) 				
	Half Term Coverage Unit Aims & Instrument Used	Half Term CoverageAutumn 1Unit Aims & InstrumentUkulele Intro To listen with attention recall sounds with incomemory.To learn how different instruments, have an context and how their sound has or has charLesson ObjectivesUkulele Y Properly 2) Learn how to play to correct fingering 3) Learn how to strum 4) Learn to sing and using the C chord 5) Learn how to chard the Fsus 7) Learn a song with to chords 8) Learn new songs upper	TermAutumn 1Autumn 2Half Term CoverageAutumn 1Autumn 2Unit Aims & Instrument UsedUkulele Introduction To listen with attention to detail and recall sounds with increasing aural memory.To learn how different stringed instruments, have an historical context and how their technology and sound has or has changed over time.Lesson ObjectivesUkulele Y3/T11) Learn how to hold the ukulele properly 2) Learn how to play the C chord with correct fingering 3) Learn how to strum correctly 4) Learn to sing and play a song using the C chord 5) Learn how to change from the C to the Fsus 7) Learn a song with the C and Fsus chords 8) Learn new songs using C Fsus and learn basic rhythm notation	Half Term CoverageAutumn 1Autumn 2Spring 1Unit Aims & Instrument UsedUkulele Introduction To listen with attention to detail and recall sounds with increasing aural memory.What's the s Use and under musical notationTo learn how different stringed instruments, have an historical context and how their technology and sound has or has changed over time.What's the s Use and under musical notationLesson ObjectivesUkulele Y3/T1Ukule 1) Learn how to hold the ukulele properly 2) Learn how to play the C chord with 	TermAutumn 1SpringHalf Term CoverageAutumn 1Autumn 2Spring 1Spring 2Unit Aims & Instrument UsedUkulele Introduction To listen with attention to detail and recall sounds with increasing aural memory.What's the score? - Ukulele Use and understand simple musical notationsTo learn how different stringed instruments, have an historical context and how their technology and sound has or has changed over time.What's the score? - Ukulele Use and understand simple musical notationsLesson ObjectivesUkulele Y3/T1Ukulele Y3/T21) Learn how to hold the ukulele properly 2) Learn how to play the C chord with correct fingering 3) Learn how to strum correctly 4) Learn to sing and play a song using the C chord 5) Learn how to change from the C to the Fsus 7) Learn a song with the C and Fsus chords 8) Learn new songs using C Fsus and learn basic rhythm notationUkule C Spring 1Learn how to move between the C, Fsus and G7 chords1) Learn how to move between the C, Fsus and G7 chords	TermAutumn 1Autumn 2SpringSuHalf Term CoverageAutumn 1Autumn 2Spring 1Spring 2Summer 1Unit Aims & Instrument UsedUkulele Introduction To listen with attention to detail and recall sounds with increasing aural memory.What's the score? - Ukulele Use and understand simple musical notationsPerformanc Uk Use and understand simple musical notationsTo learn how different stringed instruments, have an historical context and how their technology and sound has or has changed over time.Ukulele Y3/T2To learn some different string the contexts in be played.Lesson ObjectivesUkulele Y3/T1Ukulele Y3/T2Ukule 1) Continue with the C, Fsus and Am7 chords1) Learn a song and G71) Learn how to play the C chord with correct fingering using the C chord (b) Learn how to play the Fsus chord 6) Learn how to play the Fsus chord (b) Learn a song with the C and Fsus chordsUsearn the open strings (b) Learn the othol play the C and Fsus (chords (b) Learn new songs using C Fsus and learn how to move between the C, Fsus and G7 chords(SMS 9-11)			



Listening Can listen with attention to detail and recall sounds with increasing aural memory. Appreciating Appreciates and	School Context	Harvest Festival Black History Month Weekly Whole School Singing Assembly	Annual Christmas Performances Weekly Whole School Singing Assembly Weekly Piano Recitals	Comic Relief Sports Relief Weekly Whole School Singing Assembly Weekly Piano Recitals Ukulele performance at the Royal	Class Assemblies Easter Weekly Whole School Singing Assembly Weekly Piano Recitals	Weekly Whole School Singing Assembly Weekly Piano Recitals	Annual Summer Concert Year 6 Leavers Assembly Weekly Whole School Singing Assembly Weekly Piano Recitals
understands a wide range of		Accordant Crit		Festival Hall	or or not thoy con	do the following:	
high-quality live and recorded music drawn from different traditions and from great composers and musicians.	Assessment Criteria: Assess each 1) Can play using the correct fingers and hand position. 2) Can play C Major using call and response rhythms. 3) Has the correct fingering, hand position and posture. 4) Can move between C and Fsus			 Can play back rhythms on different strings Can play different string sequences. Has performed a song in a small group in two ways Can name strings on ukulele using Good Children Eat Apples. 		 Can follow symbols to play learnt ukulele using chords Li'l Liza Jane as call and response using notation. Know that notes on the stave corresponds to notes on the ukulele. Can use chord chart to work 	
History of Music Has developed an understanding of the history of music.						out as many cho 5) Can perform v Annual Summer and ensemble co their voices and instruments with accuracy.	ords as they can. within our Concert in solo ontexts, using playing musical



			Yea	nr 4			
National	Term	Autum	n	Sp	ring	Sur	nmer
Curriculum	Half Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS2 End	Coverage						
Points:	Unit Aims	Ukule		What's the score? - Ukulele		Performance and Rhythm-	
Performing	&	To apply word chants		To use and unde	•		<u>ulele</u>
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Instrument Used	understanding how to syllable to one musica To read and play sho phrases at sight from using conventional sy rhythms and note dur	al note. rt rhythmic prepared cards, mbols for known	musical notation confidence	s with increasing	To Play and per following staff n small range of r	aying a ukulele d learning period. form melodies otation using a notes. vo or more parts
and expression	Lesson		A /TA		a V4/T2		
Using and	Objectives	<u>Ukulele Y</u>	<u>4/11</u>	Ukulele Y4/T2		Ukulele Y4/T3	
Understanding Can use and understand staff and other musical notations. Composing Can improvise and compose music for a range of purposes using the inter-related dimensions of music.		 Create a chord sec charts Play a piece using chords Revisit notation w Play a new 4 chord and F Continue learning p notation Finish song using F Learn how to play a harmonies (SMS 12-16) 	the Am and F with new piece I song using Am piece with	1)Learn new cho 2) Learn a new p chord 3) Learn new ch 4) Learn a new p 5) Learn an add song (Pace) (SMS	oiece with Dm ord Em7 piece with Em7	the ukulele 4)Learn how to chord 5) Use chords f music to evoke atmosphere, mo environment. 6) Can perform	play the C7 play a barre on play the E7 to compose a specific bod or within our r Concert in solo



Listening Can listen with attention to detail and recall							their voices and playing musical instruments with increasing accuracy, fluency, control and expression (SMS 21-28)		
sounds with increasing aural memory. Appreciating Appreciates and understands a wide range of high-quality live and recorded music drawn from different	School Context	Harvest Festival Black History Month Weekly Whole School Singing Assembly	Annual Christmas Performances Weekly Whole School Singing Assembly Weekly Piano Recitals	Comic Relief Sports Relief Weekly Whole School Singing Assembly Weekly Piano Recitals Ukulele performance at the Royal Festival Hall	Class Assemblies Easter Weekly Whole School Singing Assembly Weekly Piano Recitals	Weekly Whole School Singing Assembly Weekly Piano Recitals	Annual Summer Concert Year 6 Leavers Assembly Weekly Whole School Singing Assembly Weekly Piano Recitals		
traditions and	Assessment Criteria: Assess each child as to whether or not they can do the following:								
from great composers and musicians. History of <u>Music</u> Has developed an understanding of the history of music.	2) Can use th	warm up C, F, Am and heir voices and play mu with increasing accurac	G7 chords usical	1) Can show Dm chord 2) Can show Em7 chord 3) Can play warm up C, F, G7, Am and Em7 chords		 Can play warr and G7 chords Can use the b on the ukulele Can perform v Annual Summer and ensemble co their voices and instruments with accuracy, fluenc expression 	oarre technique within our Concert in solo ontexts, using playing musical increasing		



	Year 5									
National	Term	Autun	าท	Sp	ring	Su	mmer			
Curriculum	Half Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
KS2 End	Coverage									
Points: <u>Performing</u> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Unit Aims & Instrument Used	Brass Intro To listen with attentio recall sounds with inc memory. To learn how differen instruments, have an context and how their sound has or has cha	n to detail and reasing aural t stringed historical t technology and	What's the s Use and unders musical notatior	•	Performance and Rhythm- Brass To develop children's ability to read and play rhythmic phrases confidently and explore the mood of recorded music To learn some of the many different brass instruments and the contexts in which they can be played.				
Using and Understanding Can use and understand staff and other	Lesson Objectives	<u>Brass Y5/T1</u> 1) To play as a soloist, as a solo section within a class ensemble, and to play together with the entire class doing complicated syncopated		1) To be able to devising, and th technology to re for rehearsal an 2) To be able to	en use simple cord and recall d performance.	1) To use stand notation to learn melody.	<u>s Y5/T3</u> lard music in the fragment of o enter and play			
musical notations. Can improvise and compose music for a range of purposes using the inter-related		rhythms from the trad 2) To be able to impro- percussion instrumen that is based on sync of the samba. 3) To be able to play instrument entire piec memory, with possible two of the structure w To recognise tradition	ition of samba. ovise on a simple t, with a backing opated rhythms on a percussion ses from aural e only a word or ritten.	enough to devis short segments movement. 3) To increase t	e and compose of music and heir aural Illing sounds and	 as well as stop playing when conducted to do so, which wil change slightly each time. d 3) To adapt tuning and rhythm 				



dimensions of music. Listening Can listen with attention to detail and recall sounds with increasing aural memory. Appreciating	School Context	Harvest Festival Black History Month Weekly Whole School Singing Assembly	Annual Christmas Performances Weekly Whole School Singing Assembly Weekly Piano Recitals	Comic Relief Sports Relief Weekly Whole School Singing Assembly Weekly Piano Recitals Brass performance at the Royal Festival Hall	Class Assemblies Easter Weekly Whole School Singing Assembly Weekly Piano Recitals	Weekly Whole School Singing Assembly Weekly Piano Recitals	Annual Summer Concert Year 6 Leavers Assembly Weekly Whole School Singing Assembly Weekly Piano Recitals
Appreciates and understands a		Assessment Crit		h child as to wheth			
wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	 Can use standard music notation to learn the fragment of melody. Can perform as a soloist with increasing confidence 			 To be able to enter and play as well as stop playing when conducted to do so, which will change slightly each time. Can improvise enough to devise and compose short segments of music 		1) Can adapt tuning and rhythm to become as uniform as possible with others around them	
History of Music Has developed an understanding of the history of music.							



Year 6							
National	Term	Autumn S		Spr	ring	Summer	
Curriculum	Half Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS2 End	Coverage						
Points: Performing	Unit Aims	Brass	<u>6</u>	What's the so	core? - Brass	Performance and Rhythm-	
Play and	&	To listen with attention	n to detail and	Use and understand simple		Brass	
perform in solo	Instrument	recall sounds with inc	reasing aural	musical notations		To develop children's ability to	
and ensemble	Used	memory.				read and play rhythmic phrases	
contexts, using						confidently and explore the	
their voices and		To learn how different	stringed			mood of recorded music	
playing musical		instruments, have an	historical				
instruments with		context and how their	technology and			To learn some of the many	
increasing		sound has or has cha	nged over time.			different brass instruments and	
accuracy,						the contexts in which they can	
fluency, control and expression						be played.	
and expression	Lesson	Brass Y6/T1		<u>Brass Y6/T2</u>		Brass Y6/T3	
Using and	Objectives			1) To be able to improvise		1) To understand and use the	
Understanding		1) To be able to recall and use the		enough to devise and compose		most appropriate from of	
Can use and		notation that was employed for each		short segments of music and		notation and/or visual memory	
understand staff			ering section -from memory to full movement.			aid to achieve the end goal of	
and other		notation.		To be able to work with the		performance to the wider school	
musical		2) To continue to be a		team to memorise and perform		community.	
notations.		the changing pace of		songs that use syncopated and		2) To be able to attempt to adapt	
Composing		as it moves towards the	ne final	<i>y</i> 1			
Can improvise		performance					environment without faltering.
and compose		3) To adapt when play		lyrics and part singing, and lead		To appreciate enough to	
music for a		Brass ensemble (Pare		younger year groups in the		perform a range of musical	
range of		To be able to adap		process.		styles from all of the traditions	
purposes using		decisions made by the	e conductor.	,		that their musica	l pieces are
the inter-related				entire ensemble to ensure drawn from.			
dimensions of				correct entry, lyri	- · ·	4) To have enou	
music.				and sustain confi	idence with the	understanding o	•
				which their musical piece dra			cal piece draws



detail and recall sounds with increasing aural memory.School ContextHarvest Festival Black History Month Weekly Whole School SingingAnnual Christmas Performances Weekly Whole School Singing Assembly Weekly Piano RecitalsComic Relief Sports Relief Weekly Whole School Singing Assembly Weekly Piano Brass performance at the Royal Festival HallComic Relief Sports Relief Weekly Whole School Singing Assembly Weekly Piano Brass performance at the Royal Festival HallWeekly Whole School Singing Assembly Weekly Piano Brass performance at the Royal Festival HallClass Assembly Weekly Whole School Singing Assembly Weekly Piano Brass performance at the Royal Festival HallWeekly Whole School Singing Assembly Weekly Piano Brass performance at the Royal Festival HallClass Assembly Weekly Whole School Singing Assembly Weekly Piano Brass performance at the Royal Festival HallClass Assembly Weekly Piano RecitalsWeekly Whole School Singing Assembly Weekly Piano RecitalsCass Assembly Weekly Piano RecitalsAnnual School Singing Assembly Weekly Piano RecitalsAnnual School Singing Assembly Weekly Piano Recitals1) Can play within a Brass ensemble to our school composers and musicians.1) Can perform as a soloist with increasing confidence1) To be able to enter and play as well as stop playing when conducted to do so, which will change slightly each time. 2) Can perform as a soloist with increasing confidence1) Can perform as a soloist with increasing conducted to do so, which will change slightl	Listening Can listen with attention to				older year groups in this process, and lead on any part singing.		from to examine similar works to inform performance.	
Has developed an understanding of the history of music.segments of music 3) Can listen to the entire ensemble to ensure correct entry, lyric, and tempo	detail and recall sounds with increasing aural memory. Appreciating Appreciates and understands a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. History of Music Has developed an understanding of the history of	Context 1) Can play community 2) Can perfo	Black History Month Weekly Whole School Singing Assembly Assembly Assessment Crit	Christmas Performances Weekly Whole School Singing Assembly Weekly Piano Recitals	construction, and Comic Relief Sports Relief Weekly Whole School Singing Assembly Weekly Piano Recitals Brass performance at the Royal Festival Hall child as to wheth 1) To be able to as well as stop p conducted to do change slightly e 2) Can improvise devise and comp segments of mus 3) Can listen to t	d to perform. Class Assemblies Easter Weekly Whole School Singing Assembly Weekly Piano Recitals er or not they can enter and play laying when so, which will each time. e enough to pose short sic he entire ure correct	Weekly Whole School Singing Assembly Weekly Piano Recitals do the following: 1) Can perform a musical styles fro traditions that the	Annual Summer Concert Year 6 Leavers Assembly Weekly Whole School Singing Assembly Weekly Piano Recitals