

Brougham Primary School
 Music Termly Breakdown Autumn / Spring / Summer
 Year group – 3/4/5/6
 Genre – Gospel/World/Musical soundtracks/Classical

Term	Objectives	LKS2 CM Indicators	UKS2 CM Indicators
Autumn	Develop an understanding of the history of music		
	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians		
	Improvise and compose music for a range of purposes using the inter-related dimension of music	Year 3 and 4 Lower KeyStage 2 Composing he/she can improvise repeated patterns (ostinato).	Year 5 Upper KeyStage 2 Composing he/she understands when to use varying volumes, pitch and expression in his/her voice to portray an idea or mood. Upper KeyStage 2 Composing he/she can layer sounds to create effects. Year 6 Upper KeyStage 2 Composing he/she can compose a soundscape (a performance that creates the experience of an acoustic environment e.g. Weather) Upper KeyStage 2 Composing he/she can compose melodic and rhythmic phrases.
	Listen with attention to detail and recall sounds with increasing aural memory.	Year 3 Lower KeyStage 2 Composing he/she can use his/her voice and copy a given scale. Year 4 Lower KeyStage 2 Composing he/she can compose three note patterns.	Year 5 and 6 Upper KeyStage 2 Performing he/she can perform his/her own compositions from memory.
Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Year 3 Lower KeyStage 2 Performing he/she can take part in two-part songs. Year 4 Lower KeyStage 2 Performing he/she can take part in two-part harmonies	Year 5 Upper KeyStage 2 Performing he/she can take part in rounds. Year 6 Upper KeyStage 2 Performing he/she can take part in three part harmonies and descants.	

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	Use and understand staff and other musical notations	Year 3 and 4 Lower KeyStage 2 Composing he/she can create his/her own symbols to represent different sounds and instruments in his/her compositions.	Year 5 and 6 Upper KeyStage 2 Composing he/she is starting to interpret musical notation. e.g. Crochet = 1 beat, minim = 2 beats.
	<p>Improvise and compose music for a range of purposes using the inter-related dimension of music</p> <p>Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Use and understand staff and other musical notations</p>	<p>Year 3 Lower KeyStage 2 Composing he/she can compose simple tunes using a pentatonic scale (a scale with 5 notes).</p> <p>Lower KeyStage 2 Performing he/she can sing expressively in time to the beat and rhythm.</p> <p>Year 4 Lower KeyStage 2 Composing he/she can reflect on, and improve his/her own work e.g. They can evaluate his/her piece against given criteria.</p> <p>Lower KeyStage 2 Performing he/she can perform given compositions/songs from memory.</p>	<p>Year 5 and 6 Upper KeyStage 2 Composing he/she can reflect on his/her compositions dynamics,tempo and timbre.</p> <p>Upper KeyStage 2 Performing he/she can sing expressively combining dynamics, tempo and pitch.</p>
Spring	<p>Develop an understanding of the history of music</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>		
	Improvise and compose music for a range of purposes using the inter-related dimension of music	Year 3 and 4 Lower KeyStage 2 Composing he/she can improvise repeated patterns (ostinato).	<p>Year 5 Upper KeyStage 2 Composing he/she understands when to use varying volumes, pitch and expression in his/her voice to portray an idea or mood.</p> <p>Upper KeyStage 2 Composing he/she can layer sounds to create effects.</p> <p>Year 6 Upper KeyStage 2 Composing he/she can compose a soundscape (a performance that creates the experience of an acoustic environment e.g. Weather)</p>

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			Upper KeyStage 2 Composing he/she can compose melodic and rhythmic phrases.
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