

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<br>Lower KeyStage 2 Composing he/she can improvise repeated patterns (ostinato).   | Year 5<br>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.<br><br>Upper KeyStage 2 Composing he/she can layer sounds to create effects.<br><br>Year 6<br>Upper KeyStage 2 Composing he/she can compose a soundscape (a performance that creates the experience of an acoustic environment e.g. Weather)<br><br>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<br>Lower KeyStage 2 Composing he/she can use his/her voice and copy a given scale.<br><br>Year 4<br>Lower KeyStage 2 Composing he/she can compose three note patterns. | Year 5 and 6<br>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<br>Lower KeyStage 2 Performing he/she can take part in two-part songs.<br><br>Year 4<br>Lower KeyStage 2 Performing he/she can take part in two-part harmonies | Year 5<br>Upper KeyStage 2 Performing he/she can take part in rounds.<br><br>Year 6<br>Upper KeyStage 2 Performing he/she can take part in three part harmonies and descants. |  |

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

|        |  |  |  |
|--------|--|--|--|
|        | Use and understand staff and other musical notations   | Year 3 and 4<br>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<br>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<br/>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<br/>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>.</p> | <p>Year 5 and 6<br/>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<br>Lower KeyStage 2 Composing he/she can improvise repeated patterns (ostinato).  | <p>Year 5<br/>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<br/>Upper KeyStage 2 Composing he/she can compose a soundscape (a performance that creates the experience of an acoustic environment e.g. Weather)</p> |

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

|        |   |  |   |
|--------|---|--|---|
|        |   |  | 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<br>Lower KeyStage 2 Composing he/she can use his/her voice and copy a given scale.<br><br>Year 4<br>Lower KeyStage 2 Composing he/she can compose three note patterns.  | Year 5 and 6<br>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<br>Lower KeyStage 2 Performing he/she can take part in two-part songs.<br><br>Year 4<br>Lower KeyStage 2 Performing he/she can take part in two-part harmonies  | Year 5<br>Upper KeyStage 2 Performing he/she can take part in rounds.<br><br>Year 6<br>Upper KeyStage 2 Performing he/she can take part in three part harmonies and descants.   |
|        | Use and understand staff and other musical notations  | Year 3 and 4<br>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<br>Upper KeyStage 2 Composing he/she is starting to interpret musical notation. e.g. Crochet = 1 beat, minim = 2 beats.  |
|        | Improvise and compose music for a range of purposes using the inter-related dimension of music<br><br>Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression<br><br>Use and understand staff and other musical notations | Year 3<br>Lower KeyStage 2 Composing he/she can compose simple tunes using a pentatonic scale (a scale with 5 notes).<br><br>Lower KeyStage 2 Performing he/she can sing expressively in time to the beat and rhythm.<br><br>Year 4<br>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.<br><br>Lower KeyStage 2 Performing he/she can perform given compositions/songs from memory. | Year 5 and 6<br>Upper KeyStage 2 Composing he/she can reflect on his/her compositions dynamics,tempo and timbre.<br><br>Upper KeyStage 2 Performing he/she can sing expressively combining dynamics, tempo and pitch. |
| Summer | Develop an understanding of the history of music  |  |   |

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

|  |  |   |
|--|--|---|
| <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>       |  |   |
| <p>Improvise and compose music for a range of purposes using the inter-related dimension of music</p>  | <p>Year 3 and 4<br/>         Lower KeyStage 2 Composing he/she can improvise repeated patterns (ostinato).</p>   | <p>Year 5<br/>         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<br/>         Upper KeyStage 2 Composing he/she can compose a soundscape (a performance that creates the experience of an acoustic environment e.g. Weather)</p> <p>Upper KeyStage 2 Composing he/she can compose melodic and rhythmic phrases.</p> |
| <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>   | <p>Year 3<br/>         Lower KeyStage 2 Composing he/she can use his/her voice and copy a given scale.</p> <p>Year 4<br/>         Lower KeyStage 2 Composing he/she can compose three note patterns.</p> | <p>Year 5 and 6<br/>         Upper KeyStage 2 Performing he/she can perform his/her own compositions from memory.</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>Year 3<br/>         Lower KeyStage 2 Performing he/she can take part in two-part songs.</p> <p>Year 4<br/>         Lower KeyStage 2 Performing he/she can take part in two-part harmonies</p>         | <p>Year 5<br/>         Upper KeyStage 2 Performing he/she can take part in rounds.</p> <p>Year 6<br/>         Upper KeyStage 2 Performing he/she can take part in three part harmonies and descants.</p>  |
| <p>Use and understand staff and other musical notations</p>  | <p>Year 3 and 4<br/>         Lower KeyStage 2 Composing he/she can create his/her own symbols to represent different sounds and instruments in his/her compositions.</p>                                 | <p>Year 5 and 6<br/>         Upper KeyStage 2 Composing he/she is starting to interpret musical notation. e.g. Crochet = 1 beat, minim = 2 beats.</p>   |

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

|  |  |   |  |
|--|--|---|--|
|  | <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<br/>         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<br/>         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<br/>         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> |
|--|--|---|--|