

Primary Music Continuum

Evidence: (W) Written, (O) Observation, (Vid) Video, (S) Self-Assessment (P), Peer Assessment, (V) Verbal

	Singing	Beat and Rhythm	Dynamics/ Pitch/ Duration/ Timbre	Notation/ Theory	Composition	Performing/ Moving
FS1/2	Vocalise in different ways (O)	Maintain a steady beat (O)	Control voice and instruments to produce loud and soft sounds. (O)	Understand the musical terms <i>Forte</i> and <i>Piano</i> (O)	Produce sounds for feelings. (O)	Respond to sound with creative body movements. (O)
	Sing simple songs from memory (O, Vid)	Copy short rhythmic patterns through clapping and playing percussion instruments. (O)	Control voice and instruments to produce high and low sounds. (O)	Know what a <i>conductor</i> is and what they do. (O)	Produce sounds for visual pictures – beach, city, forest. (O)	Copy and recall basic choreography set to music. (O)
	Sing songs about the world around them. (O)		Explore the different sounds of instruments and objects. (O)			Perform confidently on stage in front of an audience. (S, V)
Year 1/2	Speak chants and rhymes (O)	Maintain a steady beat to 4/4 and 3/4 times. (O)	Play/ recognise loud and soft sounds on instruments and recorded music.	Read and writes crotchets, quavers and rests. (W)	Make and combine sounds musically.	Respond to sound with creative body movements.
	Sing along to songs. (O,Vid)	Perform and speaks rhythm patterns using Kodaly language. (O)	Play/ recognise high and low sounds on instruments and recorded music.	Use terms <i>forte, piano, beat, rhythm, duration, pitch, dynamics, timbre.</i>	Create sounds for stories.	Copy and recall choreography set to music.
	Sing melody in tune using an appropriate voice. (O,Vid)	Read simple rhythms using crotchets, quavers and rests (O)	Play/ recognise long and short sounds on instruments and recorded music.	Use informal symbols to show musical elements.		
		Write simple rhythms patterns. (W, O)	Explore and controls the different sounds of instruments. Explore the different orchestra families – string, brass, woodwind and percussion.	Use terms <i>orchestra, conductor, composer.</i>	Create sounds for pictures.	Perform confidently on stage in front of an audience. (S, V)

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	Singing	Beat and Rhythm	Dynamics/ Pitch/ Duration/ Timbre	Notation/ Theory	Composition	Performing/ Moving	
Year 3/4	Sing in tune, following the melody with increased accuracy.	Maintain a 3/4 and 4/4 beat using accents.	Explore in detail dynamics through instruments and recorded music.	Read/ write all the notes on the treble clef stave from middle C to A above the stave.	Use notated rhythms to compose and play simple melodies.	Copy and recall complex choreography.	
		Perform and speaks rhythm patterns using Kodaly language.	Explore in detail pitch through instruments and recorded music.	Read notated music for simple songs and nursery rhymes to play on tuned percussion and keyboard.			
	Use expression when singing.	Read 4 or more bar rhythms using crotchets, quavers, minims and rests	Explore in detail duration through instruments and recorded music.	Read and write the C major scale	Creates sounds for stories	Perform confidently on stage in front of an audience.	
		Write own 4 bar rhythm patterns.	Explore in detail the instruments in the orchestral family – string, brass, woodwind and percussion.	Become familiar with bar lines, repeat signs, <i>f</i> , <i>p</i> , <i>></i> and <i><</i>	Create sounds for pictures		
	Control dynamics when singing.	Transcribe 2 bar rhythms using crotchets, quavers and rests (rhythm dictation)	Look at orchestra development over time.	History and appreciation of well-known composers – old and new. <i>Mozart</i> and <i>John Williams</i> .	Improvise rhythmic drumming patterns as part of a group.	Choreograph movement in groups to match recorded music.	
Year 5/6	Sing in tune, following the melody with increased accuracy, expression and range.	Maintain and recognise a 2/4, 3/4 and 4/4 beat using accents.	Explore in detail dynamics through instruments and recorded music.	Read/ write all the notes on the treble clef stave from middle C to A above the stave. Introduction of bass clef notes.	Use notated rhythms to compose and play melodies based on the C pentatonic scale.	Copy and recall complex choreography requiring stage movement and syncopated timing.	
	Sing in rounds	Perform and speak rhythm patterns using Kodaly language.	Explore in detail pitch through instruments and recorded music.	Read and write the C major scale and the C pentatonic scale.	Compose lyrics for a basic 12-bar blues pattern (<i>Hound Dog</i> – <i>Elvis Presley</i>)	Perform confidently on stage in front of an audience as part of a group or solo.	
	Sing basic harmonies as part of a group.	Read 4+ bar rhythms using crotchets, quavers, minims and rests in a straight and syncopated feel.	Explore in detail duration through instruments and recorded music.	Explore in detail pitch through instruments and recorded music.	Read notated music for simple tunes to play on tuned percussion and keyboard.	Create sounds for film – Foley work.	Choreograph movement in groups to match recorded music. Music dynamics reflected in choreography.
		Write own rhythm patterns to accompany recorded music.	Study the role of instruments in the orchestra using recorded examples.	Recognise and respond to repeat signs, <i>f</i> , <i>p</i> , <i>></i> and <i><</i> , coda	Improvise solos when playing as a group based on the C pentatonic scale.		
		Rhythm dictation of 2-4 bar rhythms using crotchets, quavers, minims and rests.	Difference in orchestras – philharmonic, symphony, musical theatre, chamber.	History and appreciation of blues music – 12 bar blues into the early years of rock.			