



Music Coverage - Key Stage 2

	Year 3	Year 4	Year 5	Year 6
Rhythm Work	Crotchet, quaver, minim, semi-quaver and rest (cat, monkey, cow, armadillo and rest)	Crotchet, quaver, minim, semi-quaver and rest (cat, monkey, cow, armadillo, elephant and rest)	Crotchet, quaver, minim, semi-quaver and rest (cat, monkey, cow, armadillo, anteater, elephant and rest)	Learn the correct names for all notes from a semiquaver to a semibreve.
Play and perform in solo and ensemble contexts, using their voices and laying musical instruments with increasing accuracy, fluency, control and expression.	Play in class ensembles using tuned and untuned percussion Sing regularly working on dynamics and contrasts Wider Opportunities - Recorder	Play in a class ensemble with a sense of what is going on in the whole group Sing contrasting styles of songs using different tempi and dynamics Wider Opportunities - Keyboard	Play in class ensemble with increased leadership skills and sense of what's going on in the whole group Perform/sing a solo Sing echo and part songs After School Club - Keyboard	Perform/sing a solo with increasing confidence and control Sing in parts, 2 & 3 part rounds Make all performances as expressive as possible
Improvise and compose music for a range of purposes using the inter-related dimensions of music.	Improvise using all known rhythm tags Compose a piece in binary form AB	Improvise using all known rhythm tags Compose a piece in ternary form ABA	Improvise and then develop compositions from this Be aware of different textures and timbres	Create a composition from a given or chosen stimulus that shows understanding of the inter-related dimensions of music
Listen with attention to detail and recall sounds with increasing aural memory.	Recognise all four families of the orchestra Recall a simple tune from memory Sing a song from memory	Pick out individual instruments in a piece Clap back a two bar rhythm pattern Sing a song from memory	Clap back a four bar rhythm pattern Sing or clap back a main theme from a listening exercise	Clap back a four bar rhythm pattern Sing and clap back a main theme from a listening exercise

	Year 3	Year 4	Year 5	Year 6
Use and understand staff and other musical notation.	Use rhythm flash cards and/or graphic scores Notation middle C - A	Use rhythm flash cards and/or graphic scores Notation middle C - C'	Notate compositions using the most appropriate method applicable	Notate compositions using the most appropriate method applicable
Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.	Listen to a selection of different pieces of music Listen to live music	Talk about how music makes you feel, show understanding of the structure, tempo and dynamics Listen to live music	Write/talk about music, showing understanding of the inter-related dimensions Listen to a variety of composers/traditions Respond to live music	Write/talk about music, showing understanding of the inter-related dimensions and make comparisons across genres Evaluate live music
Develop an understanding of the history of music.	Relate music from historical time periods taught within the year group	Relate music from historical time periods taught within the year group	Relate music from historical time periods taught within the year group	Relate music from historical time periods taught within the year group