

# KS1 MUSIC SCHEME OF WORK

EYFS

## Unit 1

Pulse

Movement with music

Coordination to music

Animal sounds

Following instructions from a  
conductor

## Unit 2

Voice

Singing songs with a small range of  
notes

Performing actions to accompany  
songs

Pitch match

## Unit 3

Rhythm

Learning about tempo, pulse and  
rhythm through songs

How syllables formulate rhythms

Simple graphical scores

## Unit 4

Pitch

Exploring pitch through physical  
movements

Exploring the part of the conductor  
Listening to and performing pitches

## Unit 5

Technology, structure and form

Exploring and changing sounds  
through play and technology  
Understanding musical structure

## Unit 6

20th Century music

Commenting and responding to  
recorded music from different  
traditions, genres, styles and times.  
Understanding melody, strophic form,  
genres and improvisation



# KS1 MUSIC SCHEME OF WORK

## YEAR ONE

### Unit 1

Pulse

Long & short sounds

Creating signals when performing

“Staccato”

Rhythms

Syllables

Pulse when performing

### Unit 2

Voice

Performing songs which contain a  
small range of notes

Recognise higher and lower sounds  
using graphic notation

Exploring “pause”, graphic scores,  
melody, dynamics and pitch

### Unit 3

Rhythm

Creating rhythms and maintain pulse

Physical actions and movements to  
show pulse and indicate rest

Dynamics, pulse, rest, rhythm and  
tempo all covered

### Unit 4

Pitch

Pitches of the voice, sounds and  
instruments

Comparing and ordering sounds

Composing a short piece about  
moods, feelings, emotions

### Unit 5

Technology, Structure and Form

Using technology to create and  
change sounds  
Understanding melody  
Commenting and responding to  
recordings of our own compositions

### Unit 6

20th Century Music

Listening to recorded music and use  
one element from different traditions,

genres, styles and times.

Understanding and using melody,  
strophic forms and grooves.



# KS1 MUSIC SCHEME OF WORK

## YEAR TWO

### Unit 1

Pulse

Rhythm and ostinatos

Rests

Practice and perform rhythms

Layering rhythms

Cross-curricular links to classroom  
topic

### Unit 2

Voice

Singing with accuracy within a  
range of notes

Performance instructions: starting,  
stopping, dynamics, tempo

Recognising and demonstrating the  
link between pitch and shape using  
graphic notation

### Unit 3

Rhythm

Listening to a variety of music  
from a diverse range of  
composers including Franz  
Schubert

Rhythmical accuracy with a clear  
start and end point  
Performance - recorded

### Unit 4

Pitch

Identifying pitches when performing  
and playing instruments  
Composing our own graphical notes  
Performance – filmed and peer  
assessed

### Unit 5

Technology, Structure and Form

Experiment changing and combining  
sounds using technology  
Making statements about musical  
structure from live performances  
Understanding 4/4 time, hooks and  
call/response

### Unit 6

20th Century Music

Recognising and describing features of  
film music  
Listening to sounds and drawing  
symbols to represent them



# KS2 MUSIC SCHEME OF WORK

## YEAR THREE

### Unit 1

Pulse

Maintaining a steady pulse for ostinatos

Cup song

Whole class ostinato performance

Visual cues

Following and leading simple performance directions

### Unit 2

Voice

Listening to melodies and creating a graphic score to represent it

Creating, using and leading groups with performance instructions: tempo, dynamics, start and stop.

### Unit 3

Rhythm

Syllable patterns from simple phrases

Working in mixed ability groups to create graphical scores to record and notate their ideas

Performance - recorded

### Unit 4

Pitch

Pitch to be used as a tool to create mood and emotive responses

Creating simple rhythmic patterns, melodies and accompaniments

Understanding motif, interval, texture & timbre

### Unit 5

Technology, structure and form

Recognising and using basic musical structure

Understanding song forms and ABC song forms, soundations and tempo

### Unit 6

20th Century music

Listening to and using features of recorded music from different traditions, genres, styles and times



# KS2 MUSIC SCHEME OF WORK

## YEAR FOUR

### Unit 1

Pulse

Songs with ostinatos

Riffs, walking basslines, repeating patterns

Working with bars which contain 10 beats

Graphical notations, Bach's, Pachelbel Canon, Mission Impossible

### Unit 2

Voice

Singing with awareness of breathing and pronunciation

Using standard graphic notations to create melodies

Playing and singing as an ensemble

Using pentatonic scales

### Unit 3

Rhythm

Listening to a variety of pieces by Steve Reich, Anna Meredith and Stomp  
Creating, layering and combining rhythms to create a range of textures, dynamic and musical interest. Formal and non-formal notation

### Unit 4

Pitch

Exploring mimemic music and creating their own

Singing within a given vocal range with clear diction

Listening to and evaluating recorded music from different traditions, genres, styles and times

### Unit 5

Technology, Structure and Form

Using our voices, sounds, technology and instruments in creative ways  
Understanding bridge, chorus, synthesisers and verses

### Unit 6

20th Century Music

Minimal music (Steve Reich and Kraftwerk)

Music from musicals (Lion King & Mamma Mia)

Pop music (Beyoncé & Jay Z)

Understanding dynamics, harmonies, loops, minimalism and bridges.



# KS2 MUSIC SCHEME OF WORK

## YEAR FIVE

### Unit 1

Pulse

Composing bars of rhythms

Graphic and formal notation using  
crochets, quavers and rests

Songs with varied tempos

Maintain pulse throughout pieces with  
and without syncopation

### Unit 2

Voice

Singing and maintaining and  
independent part

Experimenting sounds made by the  
voice

Following and performing a vocal  
piece using a graphic/notated score

### Unit 3

Rhythm

Music from different genres and  
time signatures

Audibly identifying rhythms

Arrangement, structure and texture  
explored

Peer assessed performance

### Unit 4

Pitch

Chord D and Chord G,  
semitones and scales

Exploring different roles within a  
group performance

### Unit 5

Technology, Structure and Form

Using and identifying key features of  
a basic musical structure  
Exploring improvisation, shanties  
and samplers.

### Unit 6

20th Century Music

Evaluating a variety of recorded  
music from different traditions,  
genres, styles and times  
Using a variety of musical devices,  
timbres, textures, techniques



# KS2 MUSIC SCHEME OF WORK

## YEAR SIX

### Unit 1

Pulse

Music with different time signatures  
Creating our own ostinatos with body percussion  
Creating range of timbres using voice  
Creating our own piece with a 5/4 time signature

### Unit 2

Voice

Experimenting and refining sounds with the voice  
Whole class performance  
Creating and performing a vocal piece by following a graphic/notated score

### Unit 3

Rhythm

Using a variety of musical devices, timbres, textures, techniques  
Tuned and untuned instruments  
Maintaining an independent part when playing an instrument

### Unit 4

Pitch

Using popular motifs and musical themes that are linked to films and iconic characters  
Exploring impacts created by semitones  
Understanding arpeggio and semitones

### Unit 5

Technology, Structure and Form

Experimenting with voice, sounds, technology and instruments in creative ways to explore new techniques  
Understanding timbres

### Unit 6

20th Century Music  
Experimenting with voice, sounds and technology  
Understanding dissonance, octaves, ostinati, transposing and 12-tone rows.





# Primary PPA Cover

Raising attainment in primary schools

## Music Skills Progression KS1

### EYFS Unit 1

To be able to respond to music accordingly using my body

To be able to show their understanding of tempo through clapping and moving our bodies

To understand tempo in a variety of music

To be able to identify pulse in songs

To be able to create long and short sounds

To create our own piece of music using long and short sounds

To review what we have learnt this unit

### EYFS Unit 2

To understand the importance of facial and vocal warm ups

To learn to sing songs with a range of notes

To perform actions to accompany songs

To recognise high and low sounds

To sing high and low sounds

To sing high and low songs with actions for a final performance

To recap what has been learnt in this unit and perform our Christmas song

### EYFS Unit 3

To be able to tap the rhythm and pulse of a song

To understand the difference between rhythm and pulse

To join in an ensemble maintaining a rhythm or pulse

To be able to copy a rhythm and play it back

To be able to recognise changes in tempo

To play along with the rhythm of song

To recap what we have learnt this term

### EYFS Unit 4

To understand and recognise pitch

To identify high and low pitch sounds

To sing notes of different pitches

To understand and create Glissandos

To recognise and control changes in pitch vocally and when playing instruments

To compose music combining rhythm, pitch & tempo

To demonstrate understanding of Pitch

### EYFS Unit 5

To explore and change sounds and music through play and technology

To recreate sounds to use in a song

To change sounds within music using technology

To edit the song 'Old MacDonald had a farm' using technology

To use technology to add sound effect to a story

To create sounds to accompany a story and to perform the story

TRUST

PRIDE

RESPECT

PASSION

TEAMWORK

INGENUITY



# Primary PPA Cover

Raising attainment in primary schools

## EYFS Unit 6

- To understand and sing a melody from a 20th century song
- To sing and perform a melody from a 20th century song
- To recognise differences between genres
- To listen to the way songs can change and develop to suit the times
- To learn a disco song from 20th Century
- To perform a disco song from 20th Century

## Year 1 Unit 1

- To understand the word "pulse" and demonstrate understanding using clapping technique
- To be able to respond to music using body parts
- To be able to play or sing long and short sounds
- To be able to follow a pulse and perform simple rhythms
- To be able to play a simple rhythm over a steady pulse
- To create and perform using instruments to keep the pulse and play the rhythm
- To review what we have learnt this unit

## Year 1 Unit 2

- To understand the importance of a vocal warm up
- To learn to recognise and repeat higher and lower sounds
- To understand and recognise basic graphic notation
- To explore "pause" and further graphic notation
- To recap pitch and explore dynamics & melody
- To perform songs with a range of notes
- To recap what has been learnt in this unit and perform our Christmas song

## Year 1 Unit 3

- To understand the difference between rhythm and pulse
- To maintain a pulse whilst performing a rhythm as a group
- To understand and perform movements to indicate rest
- To play rhythms using visual cues
- To perform rhythms at different tempos
- To play along with the rhythm of song
- To play crochets, quavers, minims and semibreves to the rhythm

## Year 1 Unit 4

- To recap what pitch is and how we recognise different levels of pitch
- To learn to identify high and low pitch sounds
- To sing notes of different pitches
- To understand and create Glissandos
- To recognise and control changes in pitch vocally and when playing instruments
- To compose music combining rhythm, pitch, dynamics, timbre & tempo
- To demonstrate understanding of pitch

TRUST

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# Primary PPA Cover

Raising attainment in primary schools

## Year 1 Unit 5

- To explore and change sounds and music through play and technology
- To use technology to create and change sounds
- To further develop our knowledge on editing sounds using technology
- To edit the song 'Down in the Jungle'
- To use technology to add sound effect to a story
- To perform the story with our very own sounds

## Year 1 Unit 6

- To understand and sing a melody from a 20th century song
- To recognise differences between genres
- To listen to pulse in a country song and recreate in groups
- To listen to the way songs can change and develop to suit the times
- To learn a blues song from 20th Century
- To perform a blues song from 20th Century

## Year 2 Unit 1

- To be able to sing/play with a good sense of pulse
- To respond to music using our body parts
- To be able to sing/play with a good sense of pulse
- To sing/play with a good sense of pulse
- To be able to sing, play and perform with a good sense of pulse
- To create and perform a performance using instruments to keep the pulse or play a rhythm as part of a group.
- To review what we have learnt this unit

## Year 2 Unit 2

- To understand pitch and shape
- To understand the difference between the pulse and the rhythm
- To confidently change dynamics of a song
- To understand and recognise basic graphic notation
- To use "pause" in a piece of music and further explore graphic notation
- To learn to sing with accuracy within a range of notes
- To recap what has been learnt in this unit and perform our Christmas song

TRUST

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INGENUITY



## Year 2 Unit 3

- To understand the difference between rhythm and pulse
- To maintain a pulse whilst performing a rhythm as a group
- To demonstrate understanding of rhythm
- To be able to recognise and perform rhythmic patterns in songs
- To perform parts of a song with a strong sense of pulse and rhythm
- To perform a rhythm with confidence
- To complete a series of activities to recap what we have learnt this term

## Year 2 unit 4

- To recap what pitch is and how we recognise different levels of pitch
- To identify pitches when performing and playing instruments
- To sing and perform notes of different pitches
- To create rhythmic patterns with a variety of pitch
- To use graphic notation to demonstrate changes in pitch
- To compose music combining rhythm, pitch, dynamics, timbre & tempo
- To perform and provide feedback

## Year 2 Unit 5

- To understand 4/4 time
- To use technology to sequence our own patterns
- To create our own piece of music as a class
- To learn about musical structure
- To learn how to record our own music
- To edit our recorded music

## Year 2 unit 6

- To understand and sing a melody from a 20th century song
- To identify instruments used in a 20th century jazz song
- To recognise the pulse of a 20th century jazz song and play the pulse whilst singing
- To recognise differences between genres
- To listen to the way songs can change and develop to suit the times
- To learn and perform a blues song from 20th Century

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## Music Skills Progression KS2

### Year 3 Unit 1

- To maintain a steady pulse whilst singing or playing an instrument
- To maintain an ostinato for a piece of music
- To show our understanding of pulse by following simple performance directions
- To suggest ways to improve our own work and others work using musical vocabulary
- To be able to maintain a part in a piece and respond to cues
- To be able to improve my work and others work using musical vocabulary
- To complete a series of activities to re-cap what they have learnt in this unit

### Year 3 Unit 2

- To be able to sing accurately to a piece of music with an awareness of melody and pitch
- To be able to perform following instructions: start, stop, tempo, dynamics
- To perform confidently and have a clear understanding of pitch
- To create your own graphic score
- To create a graphic score to a familiar melody
- To perform a Christmas song in groups and give feedback
- To complete a series of activities to re-cap what they have learnt in this unit

### Year 3 Unit 3

- To understand rhythm and musical texture
- To demonstrate a strong sense of rhythm and pulse
- To identify rhythms in songs and use these as inspiration for their own music
- To work as part of a group to compose a piece of music
- To add body percussion and percussion instruments into our own pieces of music
- To perform as a group
- To complete a series of activities to re-cap what they have learnt in this unit

### Year 3 Unit 4

- To understand what the word pitch means and recognise high and low sounds
- To explore high and low sounds by playing the melody to a song using a variety of both high and low sounds
- To use graphic notation to demonstrate changes in pitch
- To understand "motif" and demonstrate this using percussion instruments
- To create rhythmic patterns with a variety of pitch
- To perform compositions and offer feedback to other group
- To demonstrate understanding of Pitch

TRUST

PRIDE

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TEAMWORK

INGENUITY

## Year 3 Unit 5

- To understand musical form including the AB and ABC forms
- To create a short piece of music using musical structure
- To understand how to use music sequencing software
- To use music sequencing software to create a piece of music in a given form
- To edit our compositions on GarageBand
- To assess a piece of music, giving comments and suggestions about the structure

## Year 3 Unit 6

- To understand the evolution of music throughout the 20th century
- To recognise differences between genres
- To appreciate an array of genres and identify them
- To study the music of a 20th Century band
- To learn a song by a 20th Century band
- To perform a song by a 20th Century band

## Year 4 Unit 1

- To be able to play in 4/4 and 3/4 using ostinato, drone and repeating patterns
- To be able to perform and lead pieces in 4/4/ and 3/4 using drones, ostinato and repeating patterns
- To maintain an independent part in a small group ensemble
- To be able to perform a part in a group and offer improvements using technical terms
- To be able to compose, perform and lead simple pieces in 4/4 and 3/4 using ostinato, drone, repeating patterns
- To be able to offer comments for improvement about others work using musical terminology
- To complete a series of activities to re-cap what they have learnt in this unit

## Year 4 Unit 2

- To learn to sing with awareness of breathing and pronunciation
- To understand arpeggios and to create harmonies
- To understand pentatonic scales and to learn to sing fluently with confidence
- To sing together, record our work and assess it as a class
- To create melodies using penatonic scales
- To perform as an ensemble
- To complete a series of activities to re-cap what they have learnt in this unit

TRUST

PRIDE

RESPECT

PASSION

TEAMWORK

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## Year 4 Unit 3

- To identify and discuss rhythm, texture, and dynamics
- To demonstrate a strong sense of rhythm and pulse by creating and layering our own rhythms
- To learn a pulse then a rhythm and put them both together to create a musical texture
- To create ideas to compose a melody as a team, recording ideas using graphic notation
- To add body percussion and percussion instruments into our own pieces of music
- To perform as a group
- To complete a series of activities to re-cap what they have learnt in this unit

## Year 4 Unit 4

- To understand what the word pitch means and recognise high and low sounds
- To understand basic musical notes and how they have different pitches
- To listen to and evaluate a song with a determined pitch and create their own composition of the same pitch
- To listen to and evaluate a song with a determined pitch and create their own composition of the same pitch
- To be able to sing in a variety of pitches with clear diction
- To perform with clear diction with a range of pitches
- To demonstrate understanding of Pitch

## Year 4 Unit 5

- To identify the musical structure of a song
- To use voice, sounds, and instruments in creative ways.
- To recognise, respond and use basic musical structure.
- To record and edit our songs
- To listen to popular music and recognise structure and form
- To record and edit our pop songs

## Year 4 Unit 6

- To understand the evolution of music throughout the 20th century
- To understand minimalism and listen and reflect on a piece of orchestral music
- To compose a piece of minimalistic music
- To create an ostinato
- To play travelling ostinatos together as an orchestra
- To perform minimalistic music as an orchestra

TRUST

PRIDE

RESPECT

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INGENUITY



## Year 5 Unit 1

- To be able to identify and play to the pulse of music
- To create graphic notation to represent rhythms
- To be able to independently maintain a part in a group performance
- To read and play musical notation to create rhythms
- To be able to help compose a group performance using either standard or graphic notation
- To be able to perform a composed piece as part of a group
- To complete a series of activities to re-cap what they have learnt in this unit

## Year 5 Unit 2

- To create sounds and interpret a graphical score using our voices
- To work with others to maintain an independent singing part
- To understand line and space notes on graphic scores
- To follow a graphic notated score to sing an independent part
- To create a group performance following sheet music
- To create a group performance of Hallelujah
- To complete a series of activities to re-cap what they have learnt in this unit

## Year 5 Unit 3

- To learn to identify a range of different notes
- To play a rhythm and identify the timbre of sounds
- To understand and play rhythms in different time signatures over different genres
- To compose a melody as a team, recording ideas using graphic notation
- To add body percussion and percussion instruments into our own pieces of music
- To perform as a group: consolidating our knowledge on musical notes, timbre, texture and rhythm
- To complete a series of activities to re-cap what they have learnt in this unit

## Year 5 Unit 4

- To explore sound and understand the meaning of pitch
- To play a piece of music with a variety of pitches
- To play a piece of music with a variety of pitches, playing two notes at a time
- To learn what a harmony is and demonstrate harmonies in different pitches
- To learn understand what a chord is and be able to play G and D chords
- To confidently play chords C and G and amazing grace on either keyboard, piano or guitar
- To demonstrate understanding of Pitch

TRUST

PRIDE

RESPECT

PERMISSION

TEAMWORK

INGENUITY



## Year 5 Unit 5

To identify the musical structure of a song.

To use voice, sounds, and instruments in creative ways.

To identify how structure can organise sounds and how it can be used to create a particular effect on the listener

To compose a piece of music using technology

To identify the musical structure of a song and use this to help compose a piece of music.

To compose a 12-bar blues song

## Year 5 Unit 6

To understand the evolution of music throughout the 20th century

To understand minimalism and listen and reflect on a piece of orchestral music

To compose a piece of minimalistic music

To create an ostinato

To play travelling ostinatos together as an orchestra

To perform minimalistic music as an orchestra

## Year 6 Unit 1

To be able to maintain a strong pulse and recognise when going out of time

To be able to play rhythms while maintaining a pulse

To be able to sing / play regular (2/4, 3/4, 4/4) and irregular (7/4, 5/4)

To be able to maintain a strong sense of pulse and understand body percussion

To be able to maintain a strong pulse and recognise when going out of time

To be able to maintain a strong pulse and recognise when going out of time

To complete a series of activities to re-cap what they have learnt in this unit

## Year 6 Unit 2

To understand the difference between monophonic and homophonic textures

To read graphic scores and perform them with confidence

To create their own graphic scores and perform them

To understand pitch and refine sound and pitch in their voice

To be able to maintain a part in an ensemble

To be able to offer self improvement and constructive feedback to peers

To complete a series of activities to re-cap what they have learnt in this unit

TRUST

PRIDE

RESPECT

MISSION

TEAMWORK

INGENUITY



## Year 6 Unit 3

- To interpret and play a graphic score
- To create a piece of Music with awareness of timbre and texture
- To perform a piece of Music with awareness of timbre and texture
- To create ideas to compose a melody as a team, recording ideas using graphic notation
- To add body percussion and percussion instruments into our own pieces of music
- To perform as a group: consolidating our knowledge on musical notes, timbre, texture and rhythm
- To complete a series of activities to re-cap what they have learnt in this unit

## Year 6 Unit 4

- To recap what pitch is and understand "motif"
- To understand differences in the characters in a piece of music
- To play a piece of music with a variety of pitches, playing two notes at a time
- To be able to play an arpeggio and describe the pitch changes within it
- To be able to play arpeggios and know what Motifs/Leitmotifs are
- To compose music combining rhythm, pitch, dynamics, timbre & tempo
- To demonstrate understanding of Pitch

## Year 6 Unit 5

- To experiment with voice and create music which demonstrates an understanding of structure.
- To identify the musical structure of a song.
- To compose a piece of music using technology
- To explore how musical structure can be used to create a particular effect on the listener
- To manipulate and create sounds in a creative way using technology.
- To recap everything learnt in this unit

## Year 6 Unit 6

- To understand the evolution of music throughout the 20th century
- To study a 20th Century band and appreciate their music
- To learn the lyrics of the song "Yesterday" by the Beatles
- To learn how to play "Yesterday" by the Beatles on the glockenspiel
- To add in percussion instruments to the performance and rehearse
- To perform a song by a 20th Century band

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