



# Kilby St. Mary's CofE Primary

## Cycle B 2024-25

	<b>Autumn 1st Unit 1 - Pulse</b>	<b>Autumn 2nd Unit 2 - Voice</b>	<b>Spring 1<sup>st</sup> Unit 3 - Rhythm</b>	<b>Spring 2<sup>nd</sup> Unit 4 - Pitch</b>	<b>Summer 1<sup>st</sup> Unit 5- Music tech</b>	<b>Summer 2<sup>nd</sup> Unit 6 - 20<sup>th</sup> Cen</b>
<b>EYFS</b>	Keep a steady pulse with some accuracy - clapping, marching, tapping Imitate movements in response to music Explore, respond and identify long and short sounds Create a piece of music using long and short sounds Comment on own and other's performances	Sing songs, which contain a small range of notes Take turns when singing and be a good listener Perform actions to accompany songs	Keep a steady pulse with some accuracy Begin to recognise changes in tempo Explore rhythm through play Begin to use pictures and images to represent sounds Comment on own and other people's performances	Recognise and broadly control changes in pitch using voice (2 different pitches) & movement Sing 2 pitches in tune Use voice to show different emotions through pitch Follow a graphic score to create music with different pitches Comment on and respond to recordings of my own voice and changes in pitch	Comment and respond to recordings of my own voice and other classroom sounds Use graphic symbols to help me remember sections of songs Begin to make comments about own and other's performances	Identify and perform features of different musical genres: Country /Big Bang / Beatboxing Create and practice a piece of music using features of different genres (using EYFS key skills and knowledge) Comment on own and other's performances
<b>Year 1/2</b>	Create, explore, respond and identify long and short sounds. Keep a steady pulse and perform simple rhythms with some accuracy Create a group performance using instruments to keep the pulse or play a rhythm Comment on own and other people's performances using vocabulary learnt	Sing and perform songs, which contain a small range of notes (3 - 5 notes), with growing confidence Follow simple musical directions for faster, slower, stopping and starting Recognise when song's pitch gets higher or lower Use actions and dynamics to enhance performance Comment on own and other's performances using vocabulary learnt	Play along to the pulse and maintain a steady tempo Confidently copy given rhythms Demonstrate and explain the difference between pulse and rhythm Perform as part of a group and play rhythms in time Use graphic notation to record rhythms Comment on own and other people's performances using vocabulary learnt	Identify and explain the difference between high- and low-pitched sounds Recognise changes in pitch when singing and listening to musical sounds Use pitch and timbre to create own composition Represent a sound using graphic notation Comment on own and other people's performances using vocabulary learnt	Use technology to create and change sounds Demonstrate an understanding of simple musical structure Comment on own and other people's performances using vocabulary learnt	Identify and perform features of different musical genres: Folk music / experimental/ disco Create and practice a piece of music using features of different genres (using key skills and knowledge) Comment on own and other's performances using vocabulary learnt
<b>Year 3/4</b>	Sing and play confidently, maintaining a steady pulse Maintain a part in a piece and respond to visual & aural cues Apply word chants to rhythms and link each syllable to a musical note Use standard notation to compose own rhythms, using crotchets, paired quavers and crotchet rests Comment on own and other's performances using vocabulary learnt	Sing fluently in unison and pitch match accurately Maintain own part when singing a song with more than one part, following performance directions Use expression, dynamics and actions to enhance my vocal performance Comment on own and other's performances using vocabulary learnt	Play rhythms confidently while maintaining a consistent pulse Demonstrate understanding of the difference between pulse and rhythm whilst performing songs and playing instruments Perform, following musical signals and maintain a strong sense of pulse Play rhythms from graphic notation or simple standard notation Comment on own and other's performances using vocabulary learnt	Show good awareness of pitch matching when singing Create simple rhythmic patterns, melodies and accompaniments Aurally identify, recognise, and use graphic notation to represent basic changes in pitch within a limited range Comment on own and other's performances using vocabulary learnt	Use technology to create, change and combine sounds Compose following the basic sections of song structure Listen to and use features of music from other traditions, genres and times Comment on own and other's performances using vocabulary learnt	Identify and perform features of different musical genres: House music / Reggae / Rock and Roll Create and practise a piece of music using features of different genres (using key skills and knowledge) Comment on own and other's performances using vocabulary learnt
<b>Year 5/6</b>	Sing / play confidently, identifying and maintaining a strong sense of pulse Maintain an independent part in a group with accuracy when playing Create simple rhythmic pieces which demonstrate understanding of rhythm using graphic and standard notation Read simple rhythms using paired quavers, crotchets, crotchet rests, minims and semibreves	Maintain an independent part with increasing awareness of other parts Experiment and perform sounds made by voice. Follow and perform a vocal piece using a graphic / notated score Comment on own and other's performances using vocabulary learnt	Use a variety of timbres and techniques when creating and playing music Create and play contrasting rhythms within a range of time signatures Maintain a rhythmic part in a group performance with an awareness of structure Use and respond to basic musical symbols including standard notation	Demonstrate increasing confidence and skill when taking different roles in rehearsal and performance Begin to create music which demonstrates an understanding of basic structure and an awareness of contrasting pitches and melodies Begin to use a variety of musical devices and techniques when creating and making music Play from standard pitch notation in the treble clef	Consider some musical devices when creating and playing music using voice, sounds, technology and instruments Use and identify key features of musical structures Comment on own and other's performances using vocabulary learnt	Identify and perform features of different musical genres: Jazz / Expressionism / Film Music Create and practise a piece of music using features of different genres (using key skills and knowledge) Comment on own and other's performances using vocabulary learnt

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# Kilby St. Mary's CofE Primary

## Cycle A 2025-26

	<b>Autumn 1st Unit 1 - Pulse</b>	<b>Autumn 2nd Unit 2 - Voice</b>	<b>Spring 1<sup>st</sup> Unit 3 - Rhythm</b>	<b>Spring 2<sup>nd</sup> Unit 4 - Pitch</b>	<b>Summer 1<sup>st</sup> Unit 5 - Music tech</b>	<b>Summer 2<sup>nd</sup> Unit 6 - 20<sup>th</sup> Cen</b>
<b>EYFS</b>	Keep a steady pulse with some accuracy - clapping, marching, tapping Imitate movements in response to music Explore, respond and identify long and short sounds Create a piece of music using long and short sounds Comment on own and other people's performances	Sing songs, which contain a small range of notes Take turns when singing and be a good listener Perform actions to accompany songs	Keep a steady pulse with some accuracy Begin to recognise changes in tempo Explore rhythm through play Begin to use pictures and images to represent sounds Comment on own and other people's performances	Recognise and broadly control changes in pitch using voice (2 different pitches) and movement Sing 2 pitches in tune Use voice to show different emotions through pitch Follow a graphic score to create music with different pitches Comment on and respond to recordings of my own voice and changes in pitch	Comment and respond to recordings of my own voice and other classroom sounds Use graphic symbols to help me remember sections of songs Begin to make comments about own and other's performances	Identify and perform features of different musical genres: Country /Big Bang / Beatboxing Create and practice a piece of music using features of different genres (using EYFS key skills and knowledge) Comment on own and other people's performances
<b>Year 1/2</b>	Play / chant with good sense of pulse Respond to visual and aural cues. Perform using graphic notation Read and compose with stick notation to represent crotchets, paired quavers and crotchet rests Perform as part of a group in time to the pulse Comment on own and other people's performances using vocabulary learnt	Sing, with accuracy, within a range of notes Follow and use performance instructions. including, starting, stopping, dynamics and tempo  Recognise and demonstrate the link between pitch and shape using graphic notation Comment on own and other people's performances using vocabulary learnt	Perform with a good sense of pulse and rhythm Recognise rhythmic patterns found in speech and songs Demonstrate the difference between pulse and rhythm through physical movement, playing and singing Use stick notation to record rhythms Comment on own and other people's performances using vocabulary learnt	Demonstrate increased understanding of basic musical features such as pitch, rhythm and dynamics through performance Respond to the musical stimulus, considering appropriate pitch choices for composition. Demonstrate awareness of a link between shape, pitch and rhythm using graphic notation. Comment on own and other's performances using vocabulary learnt	Experiment changing and combining sounds through technology Create and perform simple rhythms following a given structure Listen to, and make observations about a variety of live and recorded music Comment on own and other people's performances using vocabulary learnt	Identify and perform features of different musical genres: Film Music / Beatles / Modern bhangra Create and practise a piece of music using features of different genres (using key skills and knowledge). Comment on own and other people's performances using vocabulary learnt
<b>Year 3/4</b>	Sing and play confidently, identifying and maintaining a steady pulse Maintain an independent part in a small group when playing or singing (eg, a drone, ostinato, rhythm) Compose, perform and lead simple pieces in 4/4 time using ostinatos and drones Follow basic symbols (standard and graphical notation) Comment on own and other people's performances using vocabulary learnt	Sing fluently in unison or parts and pitch match accurately Maintain own part when singing in multiple parts, accurately following performance directions Use graphic notation to create a melody Sing with an awareness of breathing and pronunciation Comment on own and other people's performances using vocabulary learnt	Perform rhythmic phrases accurately, whilst maintaining a steady sense of pulse Create and perform different rhythms and play them confidently within a set structure Confidently maintain an independent part while playing an instrument in a small group Use graphic and standard notation to compose and notate rhythms and perform them to a steady pulse Comment on own and other people's performances using vocabulary learnt	Create simple melodies containing rhythmic patterns and use accompaniments Aurally recognise, respond to and use musical symbols and basic pitch changes within a limited range Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately. Comment on own and other people's performances using vocabulary learnt	Use voice, sounds, technology and instruments in creative ways Recognise, respond and use multiple sections within song structure Comment on own and other people's performances using vocabulary learnt	Identify and perform features of different musical genres: Minimalism / Musicals / Pop Create and practise a piece of music using features of different genres (using key skills and knowledge). Comment on own and other people's performances using vocabulary learnt
<b>Year 5/6</b>	Sing / play confidently, identifying and maintaining a strong sense of pulse and recognise when going out of time Maintain an independent part in a group when singing or playing with	Maintain an independent part with good awareness of other parts Experiment with, perform and refine sounds made by voice Create and perform a vocal piece by following a graphic / notated score	Use a variety of musical devices, including contrasting timbres and textures when creating and playing music Confidently maintain a part in a group performance including a variety of rhythms	Demonstrate increasing confidence, expression, skill and levels of musicality when taking different roles in performance and rehearsal Create music which demonstrates understanding of basic structure	Use a variety of musical devices when creating and playing music using voice, sounds, technology and instruments	Identify and perform features of different musical genres: Hip Hop / Minimalism / Wartime (Swing) Create and practise a piece of music using features of

	an awareness of other parts / performers Play regular (2/4, 3/4, 4/4) and irregular (7/4, 5/4) timings Follow staff and other notations through singing and playing short passages of music Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context Comment on own and other people's performances using vocabulary learnt	Comment on own and other people's performances using vocabulary learnt	Read, play and identify short passages of rhythms using standard notation Interpret a graphic score and use it to perform Comment on own and other people's performances using vocabulary learnt	with a focus on contrasting pitches and melodies Use a variety of musical devices such as timbre, texture, dynamics and tempo changes when creating and making music Listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately through composition and discussion Comment on own and other people's performances using vocabulary learnt	Create music with a secure understanding of structure and the key features Listen to and evaluate a variety of music from different genres, cultures and times. Comment on own and other people's performances using vocabulary learnt	different genres (using key skills and knowledge) Comment on own and other people's performances using vocabulary learnt
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