



	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
<b>N</b>	-Kimbles Music and Movement -Daily discrete song and poem sessions -Using and naming musical instruments					
<b>R</b>	Pulse	Voice*	Rhythm*	Pitch	Technology, structure and form	20 <sup>th</sup> Century Music EYFS: Country Music, Big Band, Michael Jackson
<b>Year 1</b>	Pulse	Voice* -Christmas Play performance	Rhythm*	Pitch	Technology, structure and form	20 <sup>th</sup> Century Music Yr1: Folk music, Experimental, Disco
<b>Year 2</b>	Pulse	Voice* -Christmas Play performance	Rhythm*	Pitch	Technology, structure and form	20 <sup>th</sup> Century Music Yr2: Film music
<b>Year 3</b>	Pulse	Voice* -Christmas Carol Performance	Rhythm*	Pitch	Technology, structure and form	20 <sup>th</sup> Century Music Yr3: House, Rock & Roll/Blues, Reggae
<b>Year 4</b>	Pulse	Voice* -Christmas Carol Performance	Rhythm*	Pitch	Technology, structure and form	20 <sup>th</sup> Century Music Yr4: Musicals, Minimalism (Steve Reich/Kraftwerk), Rap (Jay-Z, Beyonce)
<b>Year 5</b>	DioSing					
<b>Year 6</b>	Pulse	Voice*	Rhythm*	Pitch	Technology, structure and form	20 <sup>th</sup> Century Music Yr6: Hip Hop, Minimalism (Philip Glass), War-time music

\*As a school we will also sing regularly in hymn practice, mindfulness sessions and Masses/Liturgies throughout the year.

\*Please see detailed Rhythm overview below to illustrate progression in this area.

**Assessment overview - Unit 3 - Rhythm**

EF5	I can explore rhythm through play	I can create rhythms and suggest symbols to represent rhythms	I can keep a steady pulse with some accuracy while playing	I can recognise and control changes in tempo	I can listen to ideas from others, taking turns
Year 1	I can begin to play rhythmic patterns found in speech	I can confidently copy given rhythms	I can begin to understand the differences between pulse and rhythm through physical movement, playing and singing	I can use graphic notation to record rhythms	I can listen to ideas from others and use them to help improve my work
Year 2	I am beginning to recognise rhythmic patterns found in speech	I can demonstrate I understand the differences between pulse and rhythm through physical movement, playing and singing I can perform with a good sense of pulse and rhythm		I can use graphic notation to record rhythms	I can offer comments about others' work and accept suggestions from others
Year 3	I can listen and copy rhythmic patterns	I can play rhythms confidently while maintaining an appropriate pulse	I can demonstrate I understand the differences between pulse and rhythm through playing an instrument	I can create graphic notation to represent rhythm.	I can offer comments about my own and others' work and accept suggestions from others
Year 4	I can create simple rhythmic patterns	I can confidently maintain an independent part when playing an instrument in a small group	I can play confidently and fluently maintaining an appropriate pulse	I can aurally identify, recognize, respond to and use musically basic symbols including Western notation	I can offer comments about my own and others work and ways to improve, and I can accept feedback and suggestions from others
Year 5	I can use a variety of timbres and techniques when creating and playing music	I can confidently maintain an independent part when playing an instrument in a small group		I can respond to and use musically basic symbols including Western notation	I can critique my own and others' work and justify the comments
Year 6	I can use a variety of musical devices, timbres, textures, techniques when creating and playing music	I can confidently maintain an independent part when playing an instrument (smaller groups / more parts)		I can follow staff and other notations while playing short passages of music	I can critique my own and others' work, offering specific comments and justifying these.