

APS CURRICULUM – Music			YEARLY OVERVIEW
	Knowledge, Skills and understanding breakdown		
Year 5			
National Curriculum Links	Performing	Composing (incl notation)	Appraising
	- Do they breathe in the correct place when singing? - Can they sing and use their understanding of meaning to add expression? - Can they maintain their part whilst others are performing their part? - Can they perform ‘by ear’ and from simple notations? - Can they improvise within a group using melodic and rhythmic phrases? - Can they recognise and use basic structural forms, e.g. rounds, variations, rondo form?	- Can they change sounds or organise them differently to change the effect? - Can they compose music which meets specific criteria? - Can they use their notations to record groups of pitches (chords)? - Can they use a music diary to record aspects of the composition process? - Can they choose the most appropriate tempo for a piece of music?	- Can they describe, compare and evaluate music using musical vocabulary? - Can they explain why they think their music is successful or unsuccessful? - Can they suggest improvements to their own or others’ work? - Can they choose the most appropriate tempo for a piece of music? - Can they contrast the work of famous composers and show preferences?
Year 5 – more challenging.			
	Can they work with a partner to create a piece of music using more than one instrument?	- Do they understand metre in 2 and 3 beats; then 4 and 5 beats? - Do they understand how the use of tempo can provide contrast within a piece of music?	- Can they tell whether a change is gradual or sudden? - Can they identify repetition, contrasts and variations?
Links to Charanga	Autumn	Spring	Summer
Model Music Curriculum Year 5	Getting Started with Music Tech Emotions and Musical Styles	Exploring Key and Time Signatures Introducing Chords	Words meaning and expression Identifying important musical elements

Year 6			
National Curriculum Links	Performing	Composing <i>(incl notation)</i>	Appraising
	- Can they sing a harmony part confidently and accurately? - Can they perform parts from memory? - Can they perform using notations? - Can they take the lead in a performance? - Can they take on a solo part? - Can they provide rhythmic support?	- Can they use a variety of different musical devices in their composition? (including melody, rhythms and chords) - Do they recognise that different forms of notation serve different purposes? - Can they use different forms of notation? - Can they combine groups of beats?	- Can they refine and improve their work? - Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created? - Can they analyse features within different pieces of music? - Can they compare and contrast the impact that different composers from different times will have had on the people of the time?
Year 6 – more challenging			
	Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?	- Can they show how a small change of tempo can make a piece of music more effective? - Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?	Can they appraise the introductions, interludes and endings for songs and compositions they have created?
Links to Charanga	Autumn	Spring	Summer
Model Music Curriculum Year 6	Developing Melodic Phrases Understanding Structure and Form	Gaining Confidence Through Performance Exploring Notation Further	Using chords and structure Respecting each other through composition