

Year Group and Class	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>Chestnut 5/6</b>	<b>Sing and Play in Different Styles Y5</b>	<b>Enjoying Musical Styles Y5</b>	<b>Freedom to Improvise Y5</b>	<b>Developing Ensemble Skills Y6</b>	<b>Creative Composition Y6</b>	<b>Class assembly</b>
Breadth	<p>Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</p> <p>Improvise and compose music using the inter-related dimensions of music separately and in combination.</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</p> <p>Improvise and compose music using the inter-related dimensions of music separately and in combination.</p>	<p>Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</p> <p>Improvise and compose music using the inter-related dimensions of music separately and in combination.</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</p>	<p>The class perform an assembly for the school and parents. Children use singing and instruments during the performance.</p>
Threshold concepts	<p>Perform This concept involves understanding that music is created to be performed.</p>	<p>Describe music This concept involves appreciating the features and effectiveness of musical elements.</p>	<p>Compose This concept involves appreciating that music is created through a process which has a number of techniques.</p> <p>Perform This concept involves</p>	<p>Perform This concept involves understanding that music is created to be performed.</p>	<p>Compose This concept involves appreciating that music is created through a process which has a number of techniques.</p>	<p>Perform This concept involves understanding that music is created to be performed.</p> <p>Compose This concept involves appreciating that</p>

			understanding that music is created to be performed.			music is created through a process which has a number of techniques.
Milestones	<ul style="list-style-type: none"> <li>• Recognise the notes EGBDF and FACE on the musical stave.</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> <li>• Sing from memory confidently in solo or ensembles with expression.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> <li>• Sing from memory confidently in solo or ensembles with expression.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing from memory confidently in solo or ensembles with expression.</li> <li>• Compose and perform melodic songs.</li> <li>• Sing from memory with accurate pitch.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing from memory confidently in solo or ensembles with expression.</li> <li>• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> <li>• Recognise the notes EGBDF and FACE on the musical stave.</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> </ul>	<p>Sing from memory confidently in solo or ensembles with expression.</p> <p>Sing harmony confidently and accurately.</p> <p>Perform with controlled breathing and skillful playing.</p>