

Year One

Year A/B

Autumn		Spring		Summer	
Pulse and rhythm: All about me	Timbre and rhythmic patterns: Fairy tales	Pitch and tempo: Superheroes	Classical music, dynamics and tempo: Animals	Musical Vocabulary: Under the sea	Vocal and body sounds: By the sea
Getting to know one another through games and activities designed to introduce pupils to the musical concepts of pulse and rhythm.	Introducing the concept of timbre, creating sounds to represent characters and key events in a story. Exploring dynamics through untuned percussion and creating rhythmic patterns to tell a fairy tale.	Learning to identify changes in pitch and tempo and using these within music before composing superhero theme tunes with instruments.	Listening and responding to music, representing animals using their bodies and instruments. Learning and performing a song, and composing a short section of music as a group using their voices and instruments.	Journeying under the ocean to explore key musical vocabulary related to the inter-dimensional elements of music.	Representing the sounds of the seaside using their voices, bodies and instruments and exploring how music can convey a particular mood.
Clapping and playing in time to the pulse. Playing simple rhythms on an instrument. Understanding the difference between pulse and rhythm. Improvising vocally within a given structure.	Performing short chants from memory, with expression. Responding to a sound by likening it to a character or mood. Creating and selecting sounds to match a character or mood.	Playing simple patterns on tuned instruments incorporating high/low (pitch) and fast/slow (tempo). Recognising tempo and pitch changes. Experimenting with tempo and pitch using tuned and untuned instruments.	Singing short songs from memory, adding simple dynamics. Playing instruments expressively. Responding expressively to music using your body. Creating and selecting appropriate sounds to tell a story.	Responding to the pulse and tempo of the music through expressive and appropriate movement. Selecting appropriate instruments to create an intended effect, using dynamics and pitch to show size and depth. Layering instrumental sounds in response to an image. Using musical vocabulary when describing how to create effects in music.	Performing from graphic notation. Listening to and commenting on the descriptive features of music. Selecting appropriate instruments to create an intended effect, using dynamics and tempo to add interest.
Performing, listening, and composing.	Performing, listening, and composing.	Performing, listening, and composing.	Performing, listening, and composing.	Performing, listening, and composing.	Performing, listening, and composing.
<b>Rhythm, pulse.</b>	<b>Timbre, rhythm, pulse, syllables, timpani strings, oboe, clarinet, bassoon, French horn, flute.</b>	<b>Pitch, high, low, tempo, performance, accelerando.</b>		Pulse, dynamics, tempo, celeste, timbre, pitch, rhythm.	Dynamics, tempo, pitch, instruments, sounds.
	Peter and the Wolf by Sergei Prokofiev				The Storm from Peter Grimes by Benjamin Britten.

Year 2/3

Year A

Autumn		Spring		Summer	
Musical me: Singing and playing a song	Myths and legends	African call and response song: Animals	Dynamics, timbre, tempo and motifs: Space	Orchestral instruments: Traditional stories	On this island: British songs and sounds
Learning to sing and play the song 'Once a Man Fell in a Well' using tuned percussion; adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody.	Listening to music composed to tell stories from famous myths and legends, children develop their understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.	Using instruments to represent animals, copying rhythms, reading simple notation and learning a traditional African call and response song, before creating their own call and response rhythms.	Inspired by The Planets by Holst, children represent a planet through music and compose their own motif bookended by a soundscape to represent a journey through space.	Learning about and identifying the musical instruments of the orchestra and composing music based on familiar stories.	Taking inspiration from the British Isles, children compose soundscapes to represent the contrasting landscapes of the UK: seaside, countryside and city.
Singing and playing untuned instruments at the same time. Playing a melody from letter notation. Repeating a melody by ear. Listening - choosing appropriate dynamics and timbre for a piece of music.	Singing songs from memory with confidence and accuracy. Recognising structural features. Layering instrumental and vocal sounds and patterns within a given structure.	Recognising playing a short rhythm from simple notation. Suggesting improvements to their work. Relating music to feelings. Creating short sequences of sound on a given idea.	Performing a melodic motif musically. Listening for and recognising instrumentation. Creating a melodic motif from a set of five notes.	Performing a story using vocal and instrumental sound effects. Recognising timbre changes. Improvising vocal sound effects for a story. Creating a tune to describe a character.	Singing with confidence and expression. Using musical vocabulary to describe the music they hear. Creating and making improvements to a soundscape.
Performing, listening, and composing.	Performing, listening, and composing.	Performing, listening, and composing.	Performing, listening, and composing.	Performing, listening, and composing.	Performing, listening, and composing.
Rhythm, pulse, dynamics, timbre, beat, melody, notation.	Rhythm, structure, texture, myth, legend, beat, dynamics, notation, graphic score, stave notation, pitch, timbre, composition melody.	Fast, slow, dynamics, quiet, tempo, musical composition.	Soundscape, timbre, dynamics, tempo, motif.	Orchestra, instruments, strings, woodwind, brass, percussion, vocals, sound effect, timbre, dynamic, tempo.	Dynamics, pitch, structure, tempo, texture, timbre, duration, inspiration, composition.
	Folk songs.	Storm by Vivaldi; Moonlight Sonata by Beethoven; Venus from the Planets by Holst; Dance of the Knights by Prokofiev; Flight of the Bumblebee by Korsakov; Carnival of the Animals by Saint Saens.	The Planets by Holst.	The Three Bears: A Phantasy by Eric Coates; Humoresque duet for oboe and clarinet by Doug Harville; Sleepers awake by J.S Bach; Sonata for Horn Solo by Rainer Boschog; Frolic for a Tuba by Charles Fernandez; Zilzen Performance for cymbals by Zilzen.	

Year 3/4

Year A

Autumn		Spring		Summer	
Creating compositions in response to an animation: Mountains	Traditional instruments and improvisation: Around the world: India	Pentatonic melodies and composition: Chinese New Year	Adapting and transposing motifs: Romans	Ballads	Jazz
Building on their knowledge of soundscapes, pupils create compositions in response to an animation, building up layers of texture considering dynamics, pitch and tempo throughout.	Learning about traditional Indian music, including the rag and the tal, identifying instruments used and creating their own improvisation in this style.	Listening to the story of Chinese New Year. Revising key musical terminology, playing and creating pentatonic melodies and composing a piece of music as a group using layered melodies.	Associating the stages of the river with different rhythms and learning what an ostinato is and how it's used in music.	Listening to examples of ballads, developing understanding of ballads as a form of storytelling, and writing lyrics for their own ballad in response to an animation.	Children are introduced to jazz, including how the genre of music evolved over time, and learn how to compose and perform a piece with swung quavers.
Performing a soundscape accurately, fluently and expressively. Recognising and explaining the changes within a piece of music using musical vocabulary. Telling a story through layers of melody and rhythm. Appreciating classical music and unpick its narrative.	Performing a traditional Indian song with voices and instruments from staff notation. Recognising the stylistic features of Indian classical music . Creating an Indian-inspired composition using drone, rag and tal. Consider how music developed differently in other parts of the world.	Listening to the story of Chinese New Year. Revising key musical terminology, playing and creating pentatonic melodies and composing a piece of music as a group using layered melodies.	Playing melody parts on tuned instruments with accuracy and control, with developing vocal technique. Recognising the use and development of motifs in music. Creating a motif-based composition and notating this using roman mosaic artwork.	Performing a ballad as a class. Recognising the features of a ballad. Writing lyrics for a ballad.	Playing their composition accurately in time with their group. Identifying the difference between regular rhythms and swung rhythms. Composing a swing version of a nursery rhyme. Learning different types of jazz, understanding how the genre evolved over time.
Performing, listening, composing, and the history of music.	Performing, listening, composing, and the history of music.	Performing, listening, and composing.	Performing, listening, and composing.	Performing, listening, and composing.	Performing, listening, composing, and the history of music.
Influence, listen, dynamics, timbre, pitch, repeated rhythm, pattern, notation, ensemble, compose	Sitar, tanpura, tabla, tala, rag, tempo, dynamics, bollywood, drone, tal, notation	Tempo, crescendo, dynamics, timbre, duration, pentatonic,	Pitch, tempo, motif, repeating patterns, riff, quaver, beat, minim, dotted minim, semibreve, transposing, ,rhythm ,flat, sharp, loop, ostinato	Ballad, ensemble, compose, happy	Rhythm, syncopation, jazz, call and response, Dixieland, scat, straight quaver, strung quaver, motif
Night on Bare Mountain - Mussorgsky	Tabla Ecstasy- Talavva Anile vaa	Chinese festival music		Space Oddity- David Bowie	Weeping Willow Rag –Scott Joplin

Year 3/4

Year B

Autumn		Spring		Summer	
Changes in pitch, dynamics and tempo: Rivers	Rock and roll	Haiku, music and performance: Hanami	Samba & carnival sounds and instruments: South America	Composing notation: Egyptians	Body and tuned percussion: Rainforests
Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs and develop their skills by adapting, transposing and performing motifs.	Learn about the significance of dancing within the evolution of music and learning to play a walking bass line, which is characteristic of this genre of music.	Learning about the Japanese festival of Hanami which celebrates spring and creating sound effects and music to represent the falling cherry blossoms.	Learning about: instruments traditionally found in a samba band, syncopated rhythms and how to compose a samba break.	Learning to identify the pitch and rhythm of written notes and experimenting with notating their compositions using hieroglyphs and standard staff notation.	Exploring the rainforest through music. Using a mixture of body percussion and tuned percussion instruments, pupils create their own rhythms of the rainforest, layer by layer.
Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs and develop their skills by adapting, transposing and performing motifs.	Performing a walking bass line. Singing in time and in tune. Recognising the features of rock and roll music. Identifying the links between this and other genres of music.	Exploring timbre using their voices expressively. Recognising, naming and explaining the function of the interrelated dimensions of music. Creating and performing a group composition within a given structure using both melodic and rhythmic instruments.	Playing syncopated rhythms with accuracy, control and fluency. Recognising the stylistic features of samba music. Composing a rhythmic break. Learning about the origin of samba music.	Performing accurately from graphic notation using voices and instruments. Identifying how the key features of music are written down, by following a score whilst listening. Creating a sound story using voices and instruments, and notate it using hieroglyphs.	Accurately performing a composition as part of a group. Identifying scaled dynamics (crescendo / decrescendo) within a piece of music. Creating body percussion rhythms. Creating a melody loop on tuned percussion.
Performing, listening, and composing.	Performing, listening, and the history of music.	Performing, listening, and composing.	Performing, listening, composing, and the history of music.	Performing, listening, and composing.	Performing, listening, and composing.
A Capella, breathing, dynamics, harmony, listen, texture, tempo, layer	Rock and roll, hand jive, tempo, dynamic,, notation , style	Pitch, sound, glissando, pizzicato, composer, composition, Col lengo, melody, haiku, syllables			
Pop songs	Born to hand jive/ Glee, Grease Rock around the clock				

Year 5/6

Year A

Autumn		Spring		Summer	
Developing singing techniques and keeping in time: The Vikings	Musical theatre	Songs of World War 2	Theme and Variations: Pop Art	South and West Africa	Blues
Developing singing skills in this History-themed topic and learning to recognise staff notation.	Learning how singing, acting and dancing can be combined to give an overall performance to tell a story. Learning how this genre has changed over time before creating their own scene from a musical.	Developing pitch and control. Learning how to identify pitches and notate a melody using pitches.	Taking inspiration from the Pop Art movement and drawing upon their understanding of repeating patterns in music, pupils explore the musical concept of themes and variations.	Learning and performing a traditional African song, playing the accompanying chords using tuned percussion and play the djembe (African drum).	Learning about the history of blues music, pupils are introduced to the 12 bar blues before learning how to play it and recognise it in other music.
Singing songs with accuracy and control, with developing vocal technique. Discussing the features of battle songs using musical vocabulary. Creating a battle song with voices and untuned percussion.	Participating in a group performance to tell a story. Performing a vocal ostinato as part of a layered ensemble. Identify the features of songs from musical theatre. Composing an original piece or using familiar songs to tell a story. Understanding what musical theatre looked and sounded like across decades.	Singing a war-time favourite with expression and dynamics. Improving accuracy in pitch using the Solfa Scale. Singing different parts to create a harmony. Performing a melody from a notated score. Recognising the stylistic features of the music of WW2. Identifying pitch changes in music. Understanding what war-time music sounded like in WW1 and WW2.	Keeping the pulse when performing a rhythm. Performing rhythms using the Kodaly method. Identifying the sounds of different instruments. Recalling sounds with increasing aural memory. Relating music to art. Composing a rhythmic theme and present it as different variations. Developing an understanding of how the orchestra is put together.	Singing a traditional African song unaccompanied. Playing a chord progression on tuned percussion. Recognising the stylistic features of south and west African music. Composing an eight beat rhythmic break. Learning how music evolved in different traditions.	Performing the blues scale on a tuned percussion. Hearing when songs play the 12 bar blues. Improvising a blues performance. Understanding how this genre of music came to be.
Performing, listening, and composing.	Performing, listening, and the history of music.	Performing, listening, and the history of music.	Performing, listening, composing, and the history of music.	Performing, listening, composing, and the history of music.	Performing, listening, composing, and the history of music.
Composition , melody, notation , tempo, crotchet, minim quaver, stave	Opera Operetta/Comic opera Book musical Jukebox musical Rock/Hip-hop musical Composer Lyricist Lyrics				

	Librettist Director Musical director Choreographer Designer Performers				

Year 5/6

Year B

Autumn		Spring		Summer	
Looping and remixing: Dance music	Film music	Musical theatre	Composition to represent the festival of colour: Holi	Dynamics, pitch and texture: Coast - Fingal's Cave by Mendelssohn	Advanced rhythms
Learning how dance music is created, focusing particularly on the use of loops, and learn to play a well known song before putting a dance music spin to it.	Exploring and appraising film music. Using graphic scores to interpret film music before composing a soundtrack play alongside film clips.	Learning how singing, acting and dancing can be combined to give an overall performance to tell a story. Learning how this genre has changed over time before creating their own scene from a musical.	Learning about the Indian festival of colour, children explore the associations between music, sounds and colour building up to composing and performing a musical composition to represent Holi.	Inspired by Fingal's Cave by Mendelssohn, children represent the waves through music, using dynamics, texture and pitch to create a group composition.	Children are exploring the Kodaly music method. Pupils explore rhythmic patterns to develop a sense of pulse before composing and notating a piece of their own.
Playing their own composition in time with a backing rhythm. Hearing loops or sections of music within remixes. Creating their own remix using fragments of a known song.	Performing a soundtrack to a film scene as a group. Discussing the features of film music. Identifying different instruments and composing techniques. Interpreting emotions in film music using graphic scores. Creating and notating a composition which uses sounds to represent a given theme.	Participating in a group performance to tell a story. Performing a vocal ostinato as part of a layered ensemble. Identify the features of songs from musical theatre. Composing an original piece or using familiar songs to tell a story. Understanding what musical theatre looked and sounded like across decades.	Participating in a class performance. Representing a known piece of music using a graphic score. Creating vocal compositions based on a picture and a colour.	Following a conductor to perform. Improvising as a group and class to create wave sounds featuring changes in dynamics, texture and pitch. Appraising the work of a classical composer. Characterising music using language. Notating ideas to create a wave composition using dynamics, pitch and texture.	Performing a rhythmic canon as a class by clapping. Performing a composition by following their own notation. Notating a song by listening to the pulse. Identifying the difference between pulse and rhythm. Constructively critique compositions, using musical vocabulary. Improvising and composing rhythms using the Kodaly Method. Using knowledge of rhythm to compose a simple rhythm.

					Learning about different method for teaching music.
Performing, listening, and composing.	Performing, listening, and composing.	Performing, listening, composing, and the history of music.	Performing, listening, and composing.	Performing, listening, and composing.	Performing, listening, composing, and the history of music.

Year 6 – Leavers’ song. Listening to and critiquing songs reflective of new beginnings. Creating their own leavers’ song to reflect on their time at the school; writing chorus and verse lyrics and exploring the concept of the four chord backing track and composing melodies. Performing, listening and composing. Improvising over and singing known melodies to a 4-chord backing track. Singing in an ensemble with 2 or more independent parts. Performing a song as a class with accuracy, fluency, control and expression. Identifying the way that the features of a song can complement one another to create a coherent overall effect. Using musical vocabulary correctly when describing the features of a piece of music. Writing song lyrics within a given structure. Composing a melody within a given structure.