

Years 1 and 2						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Music	<u>Year 1</u>	<u>Year 1</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 2</u>	<u>Year 2</u>
	<p>Pulse and rhythm (Theme: All about me)</p> <p>Timbre and rhythmic patterns (Theme: Fairytales)</p> <p>Recognising and understanding the difference between pulse and rhythm. Understand that different types of sounds are called timbres.</p> <p>Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</p> <p>Listen to and repeating short, simple rhythmic patterns.</p> <p>Using their voices expressively to speak and chant.</p> <p>Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</p>	<p>Classical music, dynamics and tempo (Theme: Animals)</p> <p>Pitch and tempo (Theme: Superheroes)</p> <p>Describing the character, mood, or ‘story’ of music they listen to, both verbally and movement.</p> <p>Describing the differences between two pieces of music.</p> <p>Expressing a basic opinion about music (like/dislike)</p> <p>Listening and responding to other performers by playing as part of a group.</p> <p>Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>Combining instrumental and vocal sounds within a given structure.</p>	<p>Musical vocabulary (Under the sea)</p> <p>Vocal and body sounds (Theme: By the sea)</p> <p>Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</p> <p>Performing from graphic notation.</p> <p>Maintaining the pulse (play on the beat) using hands, and un-tuned instruments.</p> <p>Copying back short rhythmic and melodic phrases on percussion instruments.</p> <p>Creating simple melodies using a few notes.</p> <p>Choosing a dynamics, tempo and timbre for a piece of music.</p> <p>Creating a simple graphic score to represent a composition.</p> <p>Beginning to make improvements to their work as suggested by the teacher.</p>	<p>Musical me</p> <p>Dynamics, timbre, tempo and motifs (Theme: Space)</p> <p>Recognise timbre changes in music they listen to.</p> <p>Recognising structural features in music they listen to.</p> <p>Identifying melodies that move in steps.</p> <p>Listening to and repeating short, simple melody by ear.</p> <p>Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</p> <p>Singing short songs from memory, with melodic and rhythmic accuracy.</p> <p>Performing expressively using dynamics and timbre to alter sounds as appropriate.</p> <p>Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</p>	<p>Orchestral instruments (Theme: Traditional Western stories)</p> <p>On this island: British songs and sounds</p> <p>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</p> <p>Copying longer rhythmic patterns on un-tuned percussion instruments, keeping a steady pulse.</p> <p>Listening to and recognising instrumentation.</p> <p>Beginning to use musical vocabulary to describe music. Identifying melodies that move in steps.</p>	<p>African call and response song (Theme: Animals)</p> <p>Myths and legends</p> <p>Successfully combining and layering several instrumental and vocal patterns within a given structure.</p> <p>Creating a simple melodies from 5 or more notes.</p> <p>Choosing appropriate dynamics, tempo and timbre for a piece of music.</p> <p>Using letter name and graphic notation to represent the details of their composition.</p> <p>Beginning to suggest improvements to their work.</p> <p>Suggesting improvements to their own and others’ work.</p>
Years 3 and 4						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Music	<u>Year 3</u>	<u>Year 3</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 4</u>	<u>Year 4</u>
	<p>Developing singing technique (Theme: the Vikings)</p> <p>Ballads</p> <p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</p> <p>Beginning to show an awareness of metre.</p> <p>Recognising and beginning to discuss changes within a piece of music.</p> <p>Recognising and explaining the changes within a piece of musical vocabulary.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p>	<p>Pentatonic melodies and composition (Theme: Chinese New Year)</p> <p>Creating compositions in response to an animation (Theme: Mountains)</p> <p>Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>Beginning to use musical vocabulary (related to inter-related dimensions of music) when discussing improvements to their own and others’ work.</p> <p>Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>Suggesting and implementing improvements to their own work, using musical vocabulary.</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology.</p>	<p>Jazz</p> <p>Traditional instruments and improvisation (Theme: India)</p> <p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</p> <p>Understanding that music from different parts of the world, and different times, have different features.</p> <p>Describing the timbre, dynamic, and textual details of a piece of music, both verbally, and through movement.</p> <p>Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).</p> <p>Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>Suggesting and implementing improvements to their own work, using musical vocabulary.</p>	<p>Adapting and transposing motifs (Theme: Romans)</p> <p>Rock and Roll</p> <p>Recognising the use and development of motifs in music.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of work.</p> <p>Beginning to improvise musically within a given style (Blues).</p> <p>Singing longer songs in a variety of musical styles from memory, with accuracy, control of subtle dynamic changes.</p> <p>Singing and playing in time with peers, with accuracy and awareness of their part in the group performance.</p>	<p>Haiku, music and performance (Theme: Hanami festival)</p> <p>Changes in pitch, tempo and dynamics (Theme: Rivers)</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll, Blues).</p> <p>Identifying common features between different genres, styles, and traditions of music.</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>Playing syncopated rhythms with accuracy, control and fluency.</p> <p>Playing simple chord sequences (12 bar blues).</p>	<p>Samba and carnival sounds and instruments (Theme: South America)</p> <p>Body and tuned percussion (Theme: Rainforests)</p> <p>Developing melodies using rhythmic variation, transportation, inversion, and looping.</p> <p>Creating a piece of music with at least four different layers and a clear structure.</p> <p>Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their composition.</p> <p>Using musical vocabulary (related to the inter-related dimensions of discussing improvements to their own and others’ work.</p> <p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Suggesting improvements to others work, using musical vocabulary.</p> <p>Performing from basic staff notation, incorporating rhythm and pitch and identifying these symbols using musical terminology.</p>
Years 5 and 6						
	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Music	<u>Year 5</u>	<u>Year 5</u>	<u>Year 5</u>	*Christmas Carol Competition <u>Year 6</u>	<u>Year 6</u>	<u>Year 6</u>
	<p>Looping and remixing</p> <p>Composition to represent the festival of colour (Theme: Holi festival)</p>	<p>South and West Africa</p> <p>Composition notation (Theme: Ancient Egypt)</p> <p>Improvising coherently within a given style.</p>	<p>Blues</p> <p>Musical theatre</p>	<p>Dynamics, pitch and texture (Theme: Coast - Fingal’s Cave by Mendelssohn)</p>	<p>Theme and variations (Theme: Pop Art)</p> <p>Film music</p>	<p>Songs of World War 2</p> <p>Composing and performing a Leavers' song</p>

	<p>Recognising and confidently discussing the stylistic featured of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time (South African, West African, Musical Theatre, Dance Remix, Classical).</p> <p>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with references to musical vocabulary.</p>	<p>Performing with accuracy and fluency from graphic and simple staff notation.</p> <p>Playing a simple chord progression with accuracy and fluency.</p>	<p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>Working as a group to perform a piece of music adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with a group.</p>	<p>Advanced rhythms</p> <p>Singing songs in two or more secure parts from memory, with accuracy, fluency control and expression.</p> <p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating within the group.</p> <p>Performing a solo or taking a leadership role within a performance.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p>Performing by following a conductor’s cues and directions.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p>	<p>Recognising and confidently discussing the stylistic features of music and relating it to the other aspects of the Arts (pop art, film music)</p> <p>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p>	<p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.</p> <p>Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</p> <p>Recording own composition using appropriate forms of notation and/or technology and incorporating.</p>
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