



Autumn

Spring

Summer

FS1

- Sing a large repertoire of songs and nursery rhymes
- Listen with increased attention to sounds.
- Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

FS2

- Listen carefully to rhymes and songs, paying attention to how they sound.
- Learn rhymes, poems and songs.
- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.

GLD

- Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Year 1

Move To The Beat

- Learn to recognise pulse, matching movements to music
- Explore percussion instruments
- Perform simple instrumental accompaniments to familiar songs
- Create simple choreography and learn about dance traditions such as South African Gumboot Dancing and North Indian Kathak Dance

Exploring Sounds

- Explore how sounds can be produced in different ways using voices and instruments
- Sing simple songs, adding facial expressions and actions to enhance performance
- Recognise how composers using dynamics, tempo and timbre to reflect a character or theme
- Use song lyrics as a stimulus for a composition

High or Low?

- Learn to identify and describe pitch
- Explore sounds created by a variety of different instruments and voice, describing their pitch and timbre
- Play simple listening games, identifying and copying simple pitch patterns
- Use a variety of tuned and untuned percussion instruments
- Compose simple sound effects to accompany sections of a story
- Compose pitch patterns and represent them using simple graphic notation

		<ul style="list-style-type: none"> • Compose short sound sequences to tell a story and perform them to each other • Follow musical instructions and invent notation to represent sound sequences 	<ul style="list-style-type: none"> • Prepare songs for a class performance
Year 2	<p>Time To Play</p> <ul style="list-style-type: none"> • Develop ensemble skills through singing a range of songs and musical passing games • Learn to recognise the difference between pulse and rhythm • Investigate different ways to play rhythms, varying instrumental timbre and dynamics • Play a rhythmic accompaniment to a song or poem, selecting suitable sounds and timbre • Create simple four-beat rhythms and represent using graphic notation <ul style="list-style-type: none"> • Listen with concentration to a range of music, recognising rhythmic features 	<p>Musical Moods and Pictures</p> <ul style="list-style-type: none"> • Learn how songs and music can communicate different emotions • Investigate different ways to express the mood of a song, adding facial expressions and changing voice • Work as a class and in small groups to compose and improvise music on the theme of weather • Explore instrumental and vocal timbres, selecting sounds to match a mood, character or theme • Learn to follow and give simple musical instructions • Use songs to inspire a simple soundscape <ul style="list-style-type: none"> • Listen to music and represent sounds using a range of graphic symbols 	<p>Patterns With Pitch</p> <ul style="list-style-type: none"> • Describe pitch and timbre of instruments • Play simple listening games, using movement to describe the direction of pitch • Sing songs, developing pitch matching skills and perform them with actions and movement • Learn to use their voices creatively, following graphic notations such as vocal story maps and pipe cleaner notation • Learn to play simple melodies and accompaniments using tuned percussion • Prepare songs and music for a class performance
Year 3	<p>Hear It, Play It!</p> <ul style="list-style-type: none"> • Explore rhythmic patterns • Identify and play rhythms using body percussion, instruments or other sound makers • Perform call and response songs and compose their own call-and-response (question and answer phrases) 	<p>Painting Pictures with Sounds</p> <ul style="list-style-type: none"> • Learn to identify and describe the ingredients (dimensions) that make up music • Perform instrumental accompaniments, selecting suitable timbres to suit the style of a song • Create suitable music to accompany song lyrics and poetry, varying the dimensions of music to evoke mood 	<p>Sing, Play, Notate!</p> <ul style="list-style-type: none"> • Learn to identify and describe the direction of pitch in simple melodies • Use voices creatively, creating simple soundscapes singing independently and as part of a group • Learn to represent melodies from songs using dot notation and other graphic representations

	<ul style="list-style-type: none"> • Develop ensemble skills, performing simple rhythmic ostinato to accompany a song or poem • Sing songs influenced by different musical styles and listen out for simple stylistic features in music • Compose simple rhythmic patterns and represent them using graphic notation 	<p>and atmosphere</p> <ul style="list-style-type: none"> • Compose music inspired by stories or settings • Create and organise music with layers of musical sound (texture) and represent them using graphic notations 	<ul style="list-style-type: none"> • Explore pentatonic scales, singing songs and composing or improvising simple melodies • Listen and compare versions of music, understanding the elements that shape a performance • Prepare music for a performance
<p>Year 4</p>	<p>Playing with Rhythm</p> <ul style="list-style-type: none"> • Develop ensemble skills, learning to perform together rhythmically • Follow and lead musical instructions • Develop their knowledge of rhythmic notations • Play from range of rhythmic notations, performing as a class and in small groups • Sing a range of songs and learn how music can be built by combining layers of rhythm (ostinato) • Compose in a rhythmic framework (e.g. writing lyrics to fit a melody, creating rhythm grids or exploring rhythmic motifs) 	<p>Musical Contrasts</p> <ul style="list-style-type: none"> • Explore instrumental timbres, learning how instruments can be grouped and classified in different ways • Listen to music such as The Young Person's Guide To The Orchestra and identify orchestral families (string, woodwind, brass and percussion) • Identify changes in tonality and develop recognition of major and minor chords through simple listening games • Follow and lead performance directions, controlling instruments and voices • Learn how to create musical contrasts by varying pitch, tempo, articulation, and dynamics • Compose music in a given structure such as AB or Rondo form or by exploring musical motifs 	<p>Melody Builders</p> <ul style="list-style-type: none"> • Learn to describe and internalize pitch and use their 'thinking voice' • Develop improvisation skills, creating melodies using a small note range • Compose melodies and record using graphic and letter notation • Explore and recognize the structure of songs and music • Compose lyrics and create simple musical arrangements • Plan a class performance
<p>Year 5</p> <p>Jazz Folk</p>	<p>Exploring Rhythmic Layers</p> <ul style="list-style-type: none"> • Develop their understanding of rhythm and rhythmic notation. • Explore time signatures, learning to feel the difference between three and four beats in a bar. 	<p>Music and Words</p> <ul style="list-style-type: none"> • Explore songs and musical activities to develop understanding of the inter-related dimensions of music and musical vocabulary • Explore creative listening activities, learning to represent expressive features in music in a graphic score 	<p>Song Ingredients</p> <ul style="list-style-type: none"> • Learn about key ingredients used in songs: rhythm, melody, harmony and lyrics! • Learn rounds and part songs such as School Is Nearly Over and I Got A Little Dog

	<ul style="list-style-type: none"> • Listen to a range of music, exploring folk traditions such as Morris and Basque Dance • Learn to play rhythms expressively, selecting suitable timbre and dynamics • Develop ensemble skills • Learn how composers create interesting textures by combining layers of musical sound • Perform songs and accompany them with polyrhythmic texture • Represent multilayered textures using informal notation such as rhythm grids. 	<ul style="list-style-type: none"> • Improvise rhythmic and melodic patterns to a four- beat pulse and perform with a sense of style • Learn how improvisations has been used throughout musical history • Learn about music styles such as jazz and influential musicians such as Louis Armstrong. • Create music inspired by words and poetry, exploring techniques to establish mood and atmosphere 	<ul style="list-style-type: none"> • Identify how layers of melody can be combined to create a polyphonic texture identifying these features in music from the past and present • Develop their understanding of intervals, scales and chords • Learn to notate pitches using staff and letter notation • Play together as an ensemble and accompany song melodies using chords, drones or basslines • Learn how songs can reflect the time and place in which they are written and may be sung to mark a social or cultural occasion. • With a selection of activities to choose from, write a section of a song, compose a school jingle or write a song to celebrate their school community.
<p>Year 6 Rap</p>	<p>We've Got Rhythm</p> <ul style="list-style-type: none"> • Explore time signatures and through songs and collaborative rhythm games, get a feel for 6/8 rhythms and learn to identify changes in time signature. • Perform rhythms expressively, experimenting with vocal and instruments effects by varying articulation, dynamics and timbre and learn to identify these features when listening to each other perform. • Listen to rhythms from around the world • Learn to play polyrhythms and create different polyrhythmic textures. • Compose in a rhythmic structure. From a choice of activities, write a short rap, choregraph a routine with 	<p>Musical Effects and Mood</p> <ul style="list-style-type: none"> • Get creative with vocal and instrumental sounds, developing improvisation skills • Learn to make subtle changes to vocal timbre as well as exploring dynamics, pitch, tempo and articulation to achieve effects. • Learn about intervals through simple tuned percussion activities • Explore how consonant and dissonant sounds in harmony can create moods and atmosphere • Learn how composers use music to communicate characters, settings and moods, identifying and exploring techniques such as leitmotifs used by film composer, John Williams • Learn about key features of musical theatre, identifying the 	<p>Celebrating Songs</p> <ul style="list-style-type: none"> • Develop their knowledge of song ingredients. • Learn how composers uses the inter-related dimensions to communicate the message of a song as well as identifying structural features such as verse, chorus and bridge. • Identify and describe melodic patterns and sequences in songs, playing them by ear on melodic instruments. • Compose and notate simple melodies inspired by Ring Out The Bells and London Bells • Play as an ensemble and learn to play simple chord progressions and bass lines to accompany songs • Listen to music from protest songs to royal fanfares and understand how composers find their inspiration from specific events and situations in the

	<p>plastic cups or create a 16 beat (four bar) body percussion break to accompany the song, Fiesta!</p>	<p>role of actors, musicians, and audience!</p> <ul style="list-style-type: none">• Work in small groups and explore ways to interpret and convey the lyrical meaning of a song effectively adding appropriate dynamics, vocal timbre, facial expression and movement.• Explore composition activities such as film soundtracks, leitmotifs, sound-effect rhythms or a musical roller coaster ride and represent them using a combination of graphic and standard notation	<p>world.</p> <ul style="list-style-type: none">• Compose music for a specific occasion, writing a song of celebration, a leavers' song or a school fanfare.
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