

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
Reception	Unit/Topic Feel the Beat	Unit Topic/Theme: Winter Celebrations	Unit Topic/Theme: High & Low	Unit Topic/Theme: Jumpy & smooth	Unit Topic/Theme: Fast & Slow, Loud & Soft	Unit Topic/Theme: Summer Showcase
	Core Activities: Move in time to music in different tempi Tap steady beat while listening to music or singing a song Recognise crotchet notes as "Fly" and pair of quavers as "Spi-der" from notation Play steady beat on untuned instruments in time to music Celebration: Class performance of a song accompanied by keeping a steady pulse with body percussion patterns	Core Activities: Learn a range of Winter Celebration songs from different cultures Sing simple songs from memory with some sense of melodic shape Be aware of basic performance expectations Celebration: Winter Celebration Performance with other classes/whole school	Core Activities: Listen to music in various pitches. Recognise and sing with high, low, and middle sounds. Show pitch physically. Read high and low pitches on a simple stave. Celebration: Sing a range of songs showing changes in pitch	Core Activities: Use voices to show staccato and legato styles. Respond physically to staccato and legato music. play examples of staccato and legato styles e.g., violin arco vs pizzicato. Celebration: Sing a range of songs showing changes in style.	Core Activities: Use instruments and voices to show tempi and dynamics Sing a range of songs showing changes in dynamics and tempo. Range of songs should link with either the year group topic or the ethos of the school showing a cross curricular approach. Celebration: Recognise & respond to changes in dynamics and tempo physically with instruments	Core Activities: Preparation for school showcasing events likely to include: <ul style="list-style-type: none"> • Whole-school singing performances • Instrumental performances Learn about effective rehearsal practices, working with others and stage presence. Improve performers confidence and self-esteem. Celebration: Present a variety of performances in line with the schools' traditions

Year 1	<p>Unit Topic/Theme: Exploring rhythm & pulse</p> <p>Core Activities: Respond to the pulse in music through movement, (e.g. <i>walking on tiptoes to a passage of music that is quiet</i>)</p> <p>Begin to understand the difference between rhythm and pulse. Revise rhythm patterns with crotchets and paired quavers.</p> <p>Perform short repeating rhythm patterns with body percussion while keeping in time with a steady pulse.</p> <p>Create word-pattern chants and perform these rhythmic patterns on percussion classroom instruments</p> <p>Celebration: Class performance of a chant or song accompanied by clapping or playing the pulse and/or rhythm</p>	<p>Unit Topic/Theme: Winter Celebrations</p> <p>Core Activities: Learn a range of Winter Celebration songs from different cultures</p> <p>Sing simple songs from memory with some sense of melodic shape</p> <p>Respond to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</p> <p>Begin to control vocal pitch and match it to the pitch they hear</p> <p>Be aware of basic performance expectations</p> <p>Celebration: <i>Winter Celebration Performance with other classes/whole school</i></p>	<p>Unit Topic/Theme: Taking off: Pitch</p> <p>Core Activities: Recognise high, low, and medium pitch in steps and leaps, or when the pitch remains the same.</p> <p>Show pitch with hand and body movements. Control pitch vocally.</p> <p>Learn and perform an array of songs that incorporate melodic leaps and steps</p> <p>Read high and low pitches on simple stave.</p> <p>Celebration: Perform a range of songs which explore changes of pitch.</p>	<p>Unit Topic/Theme: Interesting Sounds</p> <p>Core Activities: Produce different vocal sounds use sounds expressively. e.g. sounds to represent different animals.</p> <p>Respond physically to long and sounds. e.g. opening arms wide for long sounds and then bringing them closer together for short sounds.</p> <p>Make and control staccato and sound using voices and instruments e.g. singing Twinkle & Row Your Boat in staccato and legato voices then discuss which style suited the song better and why.</p> <p>Be able to use symbols to depict sound sequences e.g. wavy lines to represent legato and a star to represent staccato.</p> <p>Celebration: Perform a range of songs which explore long and short sounds</p>	<p>Unit Topic/Theme: What's The Score?</p> <p>Core Activities: Revise the names of untuned percussion instruments and improve sense of expression and sensitivity of play.</p> <p>Record on a work sheet whether instruments are scraped, Shaked, or struck.</p> <p>Create a set of unique symbols for class percussion instruments that pupils can follow as a score.</p> <p>Celebration: As a class, create an extensive piece of music that tells a story and captures a particular mood. Subject should be based either the year group topic or the school ethos reflecting a cross curricular approach</p>	<p>Unit Topic/Theme: Summer Showcase</p> <p>Core Activities: Preparation for school showcasing events likely to include:</p> <ul style="list-style-type: none"> • Whole-school singing performances • Instrumental performances <p>Learn about effective rehearsal practices, working with others and stage presence.</p> <p>Improve performers confidence and self-esteem.</p> <p>Celebration: Present a variety of performances in line with the schools' traditions</p>
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Year 2	Unit Topic/Theme: Exploring rhythm & pulse	Unit Topic/Theme: Winter Celebrations	Unit Topic/Theme Taking off: Pitch	Unit Topic/Theme: Instrument Families	Unit Topic/Theme: Music reflecting our world	Unit Topic/Theme: Summer Showcase
	Core Activities: Become confident with the difference between rhythm and pulse and how to combine them.	Core Activities: <i>Learn a range of Winter Celebration songs from different cultures.</i>	Core Activities: Relate sounds to symbols.	Core Activities: Become familiar with a wide range of musical instruments (at least two from each instrument family).	Core Activities: Become more aware of how instrumental sounds and sound blends can reflect both human emotions and the natural world.	Core Activities: Preparation for school showcasing events likely to include:
	Be aware that the speed of the beat can change, creating a faster or slower pace (tempo)	<i>Sing simple songs at pitch with melodic shape</i>	Be introduced to a simple C major scale.	Recognise them both, aurally and visually, as solo instruments and as part of an ensemble. e.g., watch “Hedwig’s theme” performed by BBC proms & “Young person’s guide to the orchestra” and discuss the instruments used.	Use voices to express emotions either in words or sounds.	<ul style="list-style-type: none"> • Whole-school singing performances • Instrumental performances
	Begin to group beats in twos and threes by tapping knees on the first beat and clapping the rest of the beats, while listening to familiar music	<i>Demonstrate dynamics (loud/soft) when singing by responding to the leader’s directions and visual symbols (e.g., crescendo, decrescendo)</i>	Create simple melodies from the notes c-g and base these melodies on well-known rhythms e.g., “Mary Had a Little Lamb”	Understand how each instrument is played and be familiar with some of the well known music that has been written for it.	Create a set of unique symbols that can be put together as a score and be followed in a performance.	Learn about effective rehearsal practices, working with others and stage presence.
	Perform longer rhythmic patterns with control.	<i>Be confident and apply basic performance expectations</i>	Begin to read two or three notes e.g., G, E and A on a standard stave.	Divide the room into four areas to represent the four families, play a selection of instruments and get the pupils to stand in the appropriate area of the room for each instrument heard.	Celebration: Create, either in small groups or as a class, a composition about	Improve performers confidence and self-esteem.
	Read and respond to chanted rhythm patterns and represent them with stick notation including crotchets, paired quavers and crotchet rests.	Celebration: <i>Winter Celebration Performance with other classes/whole school</i>	Celebration: Create simple melodies using a visual stimulus.	Watch a selection of instruments play a simple melody then learn to play it individually on tuned percussion instrument.	climate change or one based on the year group topic or the ethos of the school reflecting a cross curricular approach.	Celebration: Present a variety of performances in line with the schools’ traditions
	Create and perform their own patterns using basic notation to record them.			Celebration: Perform “Twinkle, Twinkle” as a class with tuned and untuned percussion.		
	Celebration: Perform a combination of pulse and more complex rhythmic patterns to accompany a song/piece of music.					

Year 3	Unit Topic/Theme: Singing Games	Unit Topic/Theme: Winter Celebrations	Unit Topic/Theme: Pentatonic Scales	Unit Topic/Theme: Instruments of the Orchestra	Unit Topic/Theme: Descriptive/Programme Music	Unit Topic/Theme Summer Showcase
	<p>Core Activities: Learn a range of rhythmic singing/clapping games from around the world.</p> <p>Introduce time signature and to differentiate between music in 2 and 3 time aurally</p> <p>Develop their sense of rhythm and pulse when working with others.</p> <p>Become aware of musical elements within each game, their origins and the role that they play in society</p> <p>Apply word chants to rhythms, understanding how to link each syllable to one musical note.</p> <p>Create their own singing game using known rhythms and note values</p> <p>Celebration: Perform with a partner/ group a game that they have modified or created.</p>	<p>Core Activities: <i>Learn a range of Winter Celebration songs from different cultures.</i></p> <p><i>Use their voices confidently with an awareness of pitch.</i></p> <p><i>Be aware of more advanced performance expectations</i></p> <p><i>Respond to leader's directions for getting gradually louder (crescendo) or quieter (decrescendo) and starting or stopping at the same time</i></p> <p>Celebration: <i>Winter Celebration Performance with other classes/whole school</i></p>	<p>Core Activities: Play and sing a pentatonic scale. Learn of the different cultures that use pentatonic scales e.g., Chinese, Scottish. Compose and notate melodies using the pentatonic scale and base these melodies on well-known rhythms e.g., "Mary Had a Little Lamb" & "Don't Worry, Be Happy" Read a pentatonic scale on a standard stave.</p> <p>Celebration: Play in a group/class pentatonic composition.</p>	<p>Core Activities: Become more familiar with the instruments of the classical orchestra and know which family group they belong to.</p> <p>Relate the size and material the instrument to the pitch and sound quality produced.</p> <p>Gain deeper understanding of them through major orchestral works e.g., "Peter and The Wolf" & "Young Person's Guide to the Orchestra".</p> <p>Do the exercise that was done in year two in which the room is divided into four areas to represent the four sections of the orchestra and pupils are required to stand in the appropriate area when an instrument is played to them.</p> <p>Celebration: Create a class display about the orchestra.</p>	<p>Core Activities:</p> <p>Experiment and come to recognise how different timbre and a more extensive range of dynamics can be used to describe life events and both human and animal characters and their emotions.</p> <p>Listen to and make a simple analysis of a descriptive piece of music discussing how the music best describes its title.</p> <p>E.g.:</p> <p>"Four Seasons" by Vivaldi</p> <p>"La Mer" by Debussy</p> <p>"Nuages Gris" by Liszt</p> <p>In groups, create a short descriptive composition considering pitch, tempo, timbre, dynamics, and structure.</p> <p>Celebration:</p> <p>Create a class composition of programme music based on the year group topic or the school ethos reflecting a cross curricular approach</p>	<p>Core Activities:</p> <p>Preparation for school showcasing events likely to include:</p> <ul style="list-style-type: none"> • Whole-school singing performances • Instrumental performances <p>Learn about effective rehearsal practices, working with others and stage presence.</p> <p>Improve performers confidence and self-esteem.</p> <p>Celebration:</p> <p>Present a variety of performances in line with the schools' traditions</p>

Year 4	Unit Topic/Theme: Patterns that repeat	Unit Topic/Theme: Winter Celebrations	Unit Topic/Theme: Reading a standard stave (Major Scales and Chords)	Unit Topic/Theme: Arrangements for Class Orchestra	Unit Topic/Theme Music, colour & visual art	Unit Topic/Theme
	<p>Core Activities: Compose and clap backmore co rhythmic patterns with control.</p> <p>Learn about and perform layered ostinato by listening to famous of music (e.g. "Bolero" by Ravel)</p> <p>Begin to recognise the written patterns and write some of these down accurately with standard notation.</p> <p>Understand the differences between minims, crotchets, paired quavers and rests</p> <p>Arrange individual notation cards of known note values to create sequences of 2-, 3- or 4- rhythmic patterns</p> <p>Celebration: Perform as a class a 2/3 parts layered ostinato</p>	<p>Core Activities: <i>Learn a range of Winter Celebration songs from different cultures.</i></p> <p><i>Sing simple songs at pitch with expression.</i></p> <p><i>Be more aware of more advanced performance expectations.</i></p> <p><i>Respond to leader's directions for getting gradually louder (crescendo) or quieter (decrescendo) and starting or stopping at the same time</i></p> <p>Celebration: <i>Winter Celebration Performance with other classes/whole school</i></p>	<p>Core Activities: Recognise, sing, and play C major scale on tuned percussion and improvise to a given rhythm.</p> <p>Play C major scale on keyboard with correct fingering.</p> <p>Read C major scale on a standard stave.</p> <p>Understand the use of scales in music and be aware of the mood created.</p> <p>Learn how a chord is made up of three notes (triad)</p> <p>Learn how to play these chords accompanying both themselves and others, singing.</p> <p>Celebration: Perform an individual part within a group.</p>	<p>Core Activities: Develop ability to combine and perform rhythmic and melodic material as part of a class ensemble e.g., a piece of music from the Musication collection.</p> <p>Learn how instruments can be used to accompany songs. Listen again to "Young person's guide to the orchestra" and discuss the performance. Work and rehearse together as a class towards a final class performance e.g., a piece of music from the Musication collection.</p> <p>Celebration: Perform the piece of music that has been rehearsed.</p>	<p>Core Activities:</p> <p>Evaluate how a wide range of instrumental sounds can describe particular colours, activities and human emotions found in pictures.</p> <p>Choose works of art, experiment and discuss as a class the rhythms, tempo, dynamics structure and instrumental colour that would represent the picture.</p> <p>Example of resources:</p> <p>The Impressionist pictures of:</p> <p>Monet, Degas, Manet</p> <p>Celebration:</p> <p>Compose as a class a composition that represents a chosen work of art</p>	<p>Summer Showcase</p> <p>Core Activities:</p> <p>Preparation for school showcasing events likely to include:</p> <ul style="list-style-type: none"> • Choir performances • Instrumental performances <p>Learn about effective rehearsal practices, working with others and stage presence.</p> <p>Improve performers confidence and self-esteem</p> <p>Celebration:</p> <p>Present a variety of performances in line with the schools' traditions</p>

Year 5	Unit Topic/Theme: Patterns that fit together	Unit Topic/Theme: Winter Celebrations	Unit Topic/Theme: Minor Scales and Chords	Unit Topic/Theme: Round and About	Unit Topic/Theme: Bring it together	Unit Topic/Theme:
	Core Activities: Develop the concept of interlocking rhythmic patterns based on African drumming/ Samba. Understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers Understand the differences between 2-, 3- or 4-time signatures Clap back more complex patterns with control. Play these patterns confidently with a strong sense of pulse. Improvise their own patterns on a variety of percussion instruments. Create and perform a class cyclic pattern along to a chosen song. Celebration: Group performance combining cyclic patterns and songs from non- western culture.	Core Activities: <i>Learn a range of Winter Celebration songs from different cultures.</i> <i>Sing expressively with increased pitch accuracy.</i> <i>Apply more advanced performance expectations</i> <i>Follow conductor's directions confidently, observing phrasing and dynamic changes</i> Celebration: <i>Winter Celebration Performance with other classes/whole school</i>	Core Activities: Recognise, sing, and play A minor scale on tuned percussion and improvise to a given rhythm. Discuss flats and sharps. Play G major and A minor scale on keyboard with correct fingering. Read G major and A minor scale on a standard stave. Be able to hear the difference between major and minor keys and understand how this could be used effectively within creating a piece of music. Improvise a short melody in a minor key, individually, based on 5 pitches. Understand how chords fit the melody Small groups compose and notate a short composition (in a minor key) using standard notation. Revise and improve their work and make decisions on which chords would work to accompany the composed melody. Perform their composition for the class Celebration: Create a class composition in a minor key along to a chord progression	Core Activities: Learn to sing rounds and partner songs e.g. "She'll Be Coming Round the Mountain" with "O When the Saints", exploring the effect of harmony, discords, melodic ostinato patterns and drone patterns. Play/sing their part independently within a group, while maintaining their own part confidently Learn about providing accompaniments. Celebration: Sing and play music in two or more parts.	Core Activities: Consolidate knowledge of notation, chords and harmony, structure and various forms learning about Binary, Ternary and Simple Rondo form. Explore further the process of composing Music, using IT resources, E.g., Online sequencer, Chrome Music Lab, Ableton etc. Explore feelings about music we listen to, expressing a preference and quantifying judgements. Learn the process of lyric writing in both verse & chorus and through composed forms. Celebration: Compose a piece of music in response to stimuli using a variety of musical devices.	Summer Showcase Core Activities: Preparation for school showcasing events likely to include: • Choir performances • Instrumental performances Learn about effective rehearsal practices, working with others and stage presence. Improve performers confidence and self-esteem. Celebration: Present a variety of performances in line with the school's traditions

Year 6	Unit Topic/Theme: Physical Rhythm	Unit Topic/Theme: Winter Celebrations	Unit Topic/Theme: Famous Composers	Unit Topic/Theme: Performing Together	Unit Topic/Theme: Song Writer	Unit Topic/Theme
	Summer Showcase					
	<p>Core Activities:</p> <p>Learn some complex hand clapping games and the importance of keeping in time.</p> <p>Use vocal sounds and body percussion to create layered rhythmic patterns.</p> <p>Further understanding of the differences between semibreves, minims, crotchets, crotchet rests, paired quavers, semiquavers and 2-, 3- or 4-time signatures</p> <p>Perform longer repeating rhythm patterns while keeping in time with a steady pulse.</p> <p>Improvise interesting patterns on household items.</p> <p>Celebration:</p> <p>Group performance combining vocal sounds, body percussion and “junkband” instruments</p>	<p>Core Activities:</p> <p><i>Learn a range of Winter Celebration songs from different cultures.</i></p> <p><i>Sing confidently to pitch with attention to posture, breathing, diction, dynamics and phrasing</i></p> <p>Respond to a wide <i>dynamic range, including very loud (ff), really quiet (pp), moderately loud (mf) and moderately quiet (mp)</i></p> <p><i>Learn and be involved with performance organization and expectations.</i></p> <p>Celebration:</p> <p><i>Winter Celebration Performance with other classes/whole school.</i></p>	<p>Core Activities:</p> <p>Know the main musical periods: “Baroque”, “Classical”, “Romantic”, 20th Century music and relate them to historical events.</p> <p>Learn about the lives and music of a range of famous composers from different periods.</p> <p>Begin to recognise aurally music from different musical periods. E.g., Baroque music features – long melodic lines with ornamentations, sudden contrast between loud and soft dynamics</p> <p>Learn to play extracts of famous works</p> <p>Play Musication versions of famous works starting with the percussion version of a chosen piece and then incorporating a notated version.</p> <p>Celebration:</p> <p>Perform one of the Musication pieces that was rehearsed.</p>	<p>Core Activities:</p> <p>Combine and perform rhythmic and melodic material as part of a class ensemble.</p> <p>Sing and play songs in two or more parts (ask the pupils for suggestions and select an appropriate one of these).</p> <p>Play instrumental accompaniments.</p> <p>Develop musical and performance ideas with a sense of understanding how to achieve a quality performance.</p> <p>Celebration:</p> <p>Perform as part of a class band with confidence, expression, and control.</p>	<p>Core Activities:</p> <p>Learning and refining how lyrics are put to music to the best effect and how language is used against both simple and compound time signatures.</p> <p>Develop the ability to compose a song with an awareness of the relationship between lyrics and melody.</p> <p>Writing lyrics and setting these to a melody conveying a mood, attitude or telling a story. This can include rap.</p> <p>Consider writing a song to reflect the school ethos or the human emotions of growing and life change.</p> <p>Celebration:</p> <p>Perform songs to an audience – perhaps at Leaver’s Assembly</p>	<p>Core Activities:</p> <p>Preparation for school showcasing events likely to include:</p> <p>• Year 6 Production</p> <p>Learn about effective rehearsal practices, working with others and stage presence.</p> <p>Improve performers confidence and self-esteem.</p> <p>Celebration:</p> <p>Present a variety of performances in line with the school’s traditions</p>