

Year A	Autumn	Spring	Summer
EYFS			
	<ul style="list-style-type: none"> - Recognise, describe, sing and play showing dynamic awareness and variation. (DYNAMICS) - Recognise and describe changes of tempo. To know that a 'count in' sets the tempo. (TEMPO) - Select instruments for particular purposes based on how they sound. (TIMBRE) - Recognise chorus and verses in songs and to know how to 'repeat' a musical idea. (STRUCTURE) - Recognise short and long sounds when singing and playing. (DURATION) - Copy melodies with their voices. (PITCH) - Describe texture by saying whether music is being played by one instrument or a group. (TEXTURE) - Copy simple rhythmic patterns. - Begin to match words and syllables to sounds (frog - monkey) - Share and perform special songs from their own families and cultures. - Compose songs by innovating and imitating patterns in known songs. - Improvise using percussion instruments. - Use symbols and pictures to record ideas. (graphic score) 		
Y1&2	Unit 1	Unit 2	
	<p>TOPIC: WATER</p> <ul style="list-style-type: none"> - To understand the difference between pulse and rhythm (TEMPO) - Sing songs with increasing vocal control (PITCH) - Create call and response phrases (STRUCTURE) - Sing songs in canon or in 2 parts (STRUCTURE, TEXTURE) - Create music in response to a non musical stimulus - a storm (TIMBRE) - Know the meaning of dynamics and use appropriate vocabulary (forte, piano) - Use graphic symbols and known notation (crotchet, paired quavers, grouped semiquavers, rest) to keep a 	<p>TOPIC: PITCH</p> <ul style="list-style-type: none"> - Respond independently to pitch changes (and indicate with actions). (PITCH) - Recognise dot notation and match it to what they hear (3 notes). (PITCH) - Describe movement in pitch as leaps or steps. - Recognise that musical notation shows both pitch and rhythm. (PITCH / RHYTHM) - Play a short melodic ostinato. (STRUCTURE) - Maintain a part in a 2 part song. (PITCH /TEXTURE) - Comment on live, recorded and peer performances using vocabulary from and a growing understanding of 	

	<p>record of composed pieces (PITCH, TEXTURE, TIMBRE, DYNAMICS, DURATION)</p> <ul style="list-style-type: none"> - Comment on live, recorded and peer performances using vocabulary from and a growing understanding of the Interrelated Dimensions of Music. 	<p>the Interrelated Dimensions of Music.</p> <p>-</p>		
Y3&4	Unit 1	Unit 2	Unit 3	Unit 4
	<p>TOPIC: PITCH</p> <ul style="list-style-type: none"> - Develop an awareness of stave, lines, spaces and clef. Use dot notation to show higher and lower pitches. (PITCH) Sing partner songs and repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. (PITCH / TEXTURE) Read and perform pitch notation - Comment on live, recorded and peer performances using vocabulary from and a growing understanding of the Interrelated Dimensions of Music. 	<p>TOPIC: CHRISTMAS PERFORMANCE REPERTOIRE</p> <ul style="list-style-type: none"> - Improvise on a range of pitches making use of musical features (inc. legato, staccato) - Begin to make compositional decisions about structure (STRUCTURE) - Combine known rhythmic notation with letter names to create short pentatonic phrases (PITCH) - Develop knowledge of musical components by composing music to create a short film theme tune. - Include instruments played in whole class and individual teaching. 	<p>TOPIC: WATER</p> <ul style="list-style-type: none"> - Sing a widening range of unison songs of varying styles tunefully and with expression (PITCH) - Perform forte and piano and use appropriate vocabulary. (DYNAMICS) - Clap a steady beat with others, changing the tempo of the beat as the tempo of the music changes(adagio, andante, allegro, accelerando, rallentando) (TEMPO) - Structure musical ideas to create music that has a beginning, a middle and an end. (STRUCTURE) - Compose in response to different stimuli, e.g. a storm - Record creative ideas using graphic score, 	<p>TOPIC: WHOLE CLASS ENSEMBLE</p> <ul style="list-style-type: none"> - Develop facility in playing tuned percussion or a melodic instrument (Ukulele) - Perform in two or more parts from simple notation using instruments played in whole class teaching. Identify static and moving parts. (TEXTURE) - Create sequences and ostinati using known note values (crotchet, paired quavers, grouped semi-quavers, crotchet rest, minim, semibreve) (DURATION) - Introduce major and minor chords (TEXTURE, TIMBRE) - Follow and perform simple rhythmic

		<ul style="list-style-type: none"> - Record creative ideas using graphic score, rhythmic notation or staff notation, technology. - Comment on live, recorded and peer performances using vocabulary from and a growing understanding of the Interrelated Dimensions of Music. - To sing tunefully and with expression, including dynamic variation (forte, piano, crescendo, diminuendo) (DYNAMICS) - Sing rounds and partner songs (TEXTURE) - Sing songs with two parts creating vocal harmony - Recognise small and large leaps. (PITCH) - To understand how and why we can look after our voices. 	<p>rhythmic notation or staff notation, technology.</p> <ul style="list-style-type: none"> - Apply word chants to rhythms, understanding how to link each syllable to one musical note. (TEMPO, DURATION) - Comment on live, recorded and peer performances using vocabulary from and a growing understanding of the Interrelated Dimensions of Music. 	<p>scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of texture. (TEMPO, DURATON)</p> <ul style="list-style-type: none"> - Comment on live, recorded and peer performances using vocabulary from and a growing understanding of the Interrelated Dimensions of Music.
Y5&6	Unit 1	Unit 2	Unit 3	Unit 4

	<ul style="list-style-type: none"> - TOPIC: TRAINS (RHYTHM) - Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. - Create music with multiple sections that include repetition and contrast - Experiment with using a wide range of dynamics (fortissimo, pianissimo, mezzo forte, mezzo piano) (DYNAMICS) - Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. - Recognise, notate and clap triplets - .Comment on live, recorded and peer performances using vocabulary from and a growing understanding of the Interrelated Dimensions of Music 	<ul style="list-style-type: none"> - TOPIC: TECHNOLOGY - Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved. 	<ul style="list-style-type: none"> - TOPIC: WHOLE CLASS ENSEMBLE (PITCH) - Play a melody following staff notation written on one staff and using notes within an octave range (do-do); make decisions about dynamic range. (PITCH, DYNAMICS, DURATION) - Accompany this same melody, and others, using block chords or a bass line. (TEXTURE) - Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles - Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. - Perform simple, chordal accompaniments to familiar songs. - Perform a range of repertoire pieces and arrangements combining acoustic 	
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			<p>instruments to form mixed ensembles, including a school orchestra.</p> <ul style="list-style-type: none">- Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. (PITCH, DURATION, TEMPO)- Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. (DURATION)- Understand the differences between 2/4, 3/4 and 4/4 time signatures. (DURATION)- Read and perform pitch notation within an octave (e.g. C–C'/do–do). (PITCH)- Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. (DURATION)	
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			<ul style="list-style-type: none"> - Plan and compose an 8- or 16- beat melodic phrase using the pentatonic scale (CDEGA) and incorporate rhythmic variety and interest. Play this melody and notate it. (PITCH, DURATION) - Compose a ternary piece. Enhance the melody with rhythmic or chordal accompaniment. 	
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Year B	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS						
	<ul style="list-style-type: none"> - Recognise, describe, sing and play showing dynamic awareness and variation. (DYNAMICS) - Recognise and describe changes of tempo. To know that a 'count in' sets the tempo. (TEMPO) - Select instruments for particular purposes based on how they sound. (TIMBRE) - Recognise chorus and verses in songs and to know how to 'repeat' a musical idea. (STRUCTURE) - Recognise short and long sounds when singing and playing. (DURATION) - Copy melodies with their voices. (PITCH) - Describe texture by saying whether music is being played by one instrument or a group. (TEXTURE) - Copy simple rhythmic patterns. - Begin to match words and syllables to sounds (frog - monkey) 					

	<ul style="list-style-type: none"> - Share and perform special songs from their own families and cultures. - Compose songs by innovating and imitating patterns in known songs. - Improvise using percussion instruments. - Use symbols and pictures to record ideas. (graphic score) 			
Y1&2	Unit 1		Unit 2	
	<p>TOPIC: RHYTHM</p> <ul style="list-style-type: none"> - Respond to and feel pulse (TEMPO) - Understand the difference between pulse and rhythm - Mark the strong beat in a piece of music - Recognise, play and compose simple rhythms - Compose and perform ostinati (TEXTURE) - Use crotchet, paired quavers, 4 grouped semiquavers, crotchet rest (Frog - Monkey - Alligator - sh!) - Comment on live, recorded and peer performances using vocabulary from and a growing understanding of the Interrelated Dimensions of Music. 		<p>TOPIC: AIR</p> <ul style="list-style-type: none"> - Create music in response to a non musical stimulus (Clouds, hot air balloon journey, flying a kite) - Understand that the speed (TEMPO) of the beat can change and use appropriate vocabulary to describe these changes (allegro, andante, adagio) - Mark a beat and conduct a piece of music with a changing tempo - Trace the pitch of a melody (PITCH) - To recognise and compose a (class) piece in rondo form. (STRUCTURE) - To select instruments for particular purposes based on their timbre (TIMBRE) - Use graphic symbols to keep a record of composed pieces (PITCH, TEXTURE, TIMBRE, DYNAMICS, DURATION) - Comment on live, recorded and peer performances using vocabulary from and a growing understanding of the Interrelated Dimensions of Music. 	
	Unit 1	Unit 2	Unit 3	Unit 4
Y3&4	<p>TOPIC: Fantastique! (Berlioz)</p> <ul style="list-style-type: none"> - perform, listen to, review and evaluate music across a range 	<p>TOPIC: CHRONOLOGY & CHRISTMAS PERFORMANCE REPERTOIRE</p>	<p>TOPIC: INDIAN MUSIC</p> <ul style="list-style-type: none"> - To Follow and perform rhythmic scores to a steady beat: maintain 	<p>TOPIC: WHOLE CLASS ENSEMBLE</p> <ul style="list-style-type: none"> - Develop facility in playing tuned

	<p>of historical periods, genres, styles and traditions, including the works of the great composers and musicians (Classical - Berlioz)</p> <ul style="list-style-type: none"> - Comment on live, recorded and peer performances using vocabulary from and a growing understanding of the Interrelated Dimensions of Music: <p>Sort instruments into families, comment on how they are played and describe their timbre. Internalise and conduct a pulse. Demonstrate the difference between an echo and a call and response (compose using 4 notes)</p>	<ul style="list-style-type: none"> - perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - develop an understanding of the history of music. - Comment on live, recorded and peer performances using vocabulary from and a growing understanding of the Interrelated Dimensions of Music. 	<p>individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p> <ul style="list-style-type: none"> - Use known note values to create sequences of 2, 3 and 4 beat phrases arranged into bars. - Understand the relationship between different rhythmic values (e.g. a crotchet and paired quavers) - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions (Indian Music) and from great composers and musicians develop an understanding of the history of music. - Comment on live, recorded and peer performances using vocabulary from and a growing understanding of the Interrelated Dimensions of Music. 	<p>percussion or a melodic instrument (Ukulele)</p> <ul style="list-style-type: none"> - Perform in two or more parts from simple notation using instruments played in whole class teaching. Identify static and moving parts. (TEXTURE) - Create sequences and ostinati using known note values (crotchet, paired quavers, grouped semi-quavers, crotchet rest, minim, semibreve) (DURATION) - Introduce major and minor chords (TEXTURE, TIMBRE) - Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of texture. (TEMPO, DURATON) - Comment on live, recorded and peer performances using vocabulary from and a
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				growing understanding of the Interrelated Dimensions of Music.
Y5&6	Unit 1	- Unit 2	- Unit 3	
	<p>TOPIC: ENO COMPOSITION PROJECT</p> <ul style="list-style-type: none"> - Create music with multiple sections that include repetition and contrast. (STRUCTURE) - Capture and record creative ideas using graphic symbols, rhythmic notation and time signatures, staff notation, technology. - Experiment with using a wide range of dynamics (fortissimo, pianissimo, mezzo forte, mezzo piano) (DYNAMICS) - Use chords to evoke a specific atmosphere, mood or environment (TEXTURE/ TIMBRE) - Comment on live, recorded and peer performances using vocabulary from and a growing understanding 	<p>TOPIC: CHRONOLOGY & CHRISTMAS PERFORMANCE REPERTOIRE</p> <ul style="list-style-type: none"> - Sing a broad range of songs from an extended repertoire, including those that involve syncopated rhythms, with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. - Sing three-part rounds, partner songs, and songs with a verse and a chorus. - Perform a range of songs in school assemblies and in school performance opportunities. 	<p>TOPIC: SAMBA (RHYTHM)</p> <ul style="list-style-type: none"> - Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. - Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. - Read and play from notation a four-bar phrase, confidently identifying note names and durations. - To recognise, play and respond to features of Samba music and traditions - Comment on live, recorded and peer performances using 	

	<p>of the Interrelated Dimensions of Music</p>	<ul style="list-style-type: none"> - Comment on live, recorded and peer performances using vocabulary from and a growing understanding of the Interrelated Dimensions of Music 	<p>vocabulary from and a growing understanding of the Interrelated Dimensions of Music</p> <ul style="list-style-type: none"> - appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions (Brazilian / Samba Music) and from great composers and musicians develop an understanding of the history of music. - Comment on live, recorded and peer performances using vocabulary from and a growing understanding of the Interrelated Dimensions of Music. 	
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