

Exploring Sound Sources			Exploring Pulse and Rhythm			Exploring Pitch		
Exploring Listening – repetition, familiar songs, stop, start, fast, slow						Exploring timbre, tempo and dynamics		
Singing songs with control and using their voice expressively	Listening, memory and movement	Controlling pulse and rhythm	Composition	Reading and writing notation	Control of instruments	Performance skills	Exploring sounds, melody and accompaniment	Evaluation and appraising
Find a singing voice and begin to use their voice confidently Sing echo songs and perform movements to a steady beat Remember and sing entire songs Sing a large repertoire and range of well-known nursery rhymes and songs from memory 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 Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes, poems and songs Respond to simple visual directions Know the meaning (loud/quiet) and (fast/slow) Explore singing fast and slow and changing speeds	Listen with increased attention to sounds Walk in time to the beat of a piece of music/song Respond to the pulse in recorded/live music through movement/dance Use large-muscle movements to wave flags and streamers to music Combine different movements with ease/fluency Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes Remember some short songs and sounds Begin to repeat simple patterns of sounds Begin to copy and follow a steady beat	Pulse/Beat Clap along to the pulse/beat in different pieces of music Show an awareness of beat while playing Rhythm Begin to follow and imitate simple patterns using percussion instruments Begin to follow and imitate simple patterns using body movements (clapping etc) Begin to repeat simple patterns of sounds	Begin to create and explore sounds by selecting instruments Select and choose own instruments to create own beats and sequences independently Select and choose instruments to represent and respond to stimulus (weather, parts of stories).	Begin to be aware of when to stop and start using symbols (can be images/pictures)	Play instruments in different ways to create sound effects Handle and play instruments as instructed Play instruments with increasing control to express their feelings and ideas	Follow instructions- Verbally and gestures Begin to perform in front of others within a small group session Create collaboratively, sharing ideas, resources and skills	Begin to name some classroom instruments Begin to think about (with support) the effect the music is meant to have and why Explore practically how sounds can be changed Identify if a sound is high or low	Express whether they like or dislike music Begin to say and explain why Begin to think of how they can make their work better with support

Year 1	Autumn			Spring		Summer	
TOPIC	Exploring Sound Sources Dynamics	Exploring Sound Sources Tempo/Dynamics		Exploring Listening Exploring Pulse and Rhythm Explore the genres Terrific Trolls Tour- funk, electro, classical, rock, country, pop	Exploring Pulse and Rhythm Body percussion	Exploring timbre, tempo and dynamics	Exploring Pitch
INSTRUMENT/S	Untuned percussion tambourine, claves, maracas, hand bells, guiro, double wooden tone block triangle, wood scraper, shakers	Untuned percussion tambourine, claves, maracas, hand bells, guiro, double wooden tone block triangle, wood scraper, shakers Voices	Singing	Untuned percussion tambourine, claves, maracas, hand bells, guiro, double wooden tone block triangle, wood scraper, shakers	Body percussion- clap, pat, stomp, chest, click, tambourine, claves, maracas, hand bells, guiro, double wooden tone block triangle, wood scraper, shakers	Untuned percussion tambourine, claves, maracas, hand bells, guiro, double wooden tone block triangle, wood scraper, shakers	Tuned percussion Boomwhackers, Glockenspiel, Bells, Bell bars, Xylophone Voices
OUTCOMES	Know what a sound source is and how sound travels. Listen to sounds in the local school environment, comparing high and low sounds. Experiment with sounds from a variety of instruments. Keep a steady beat Perform using percussion Perform as an ensemble		Keep a steady beat Respond to the pulse in recorded/live music through movement and dance, jumping, walking on tiptoes. ta ti-ti quarter note rest Use dynamics and tempo to perform patterns in small groups Choose percussion to set the mood and to tell a story Use untuned percussion, tempo and dynamics to tell the story of the Gruffalo Singing Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in. Begin with simple songs with a very small range, mi-so and then slightly wider. Include pentatonic songs. Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy.	Keep a steady beat ta ti-ti quarter note rest Know the difference between beat and rhythm Use music technology to capture, change and combine sounds. Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. Perform using percussion as an ensemble to known songs Perform a simple rhythms	Keep a steady beat Follow body percussion patterns ta ti-ti quarter note rest Teacher led call and response Perform in a group Steady beat Call and response Recall patterns ta ti-ti quarter note rest Peer call and response Compose patterns Composing in a small group	Loud quiet Slow fast ta ti-ti quarter note rest Play and adapt using gestures Recognise how graphic notation can represent created sounds. Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum. Explore and invent own symbols. Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns. Call and response Composing and writing down Compositions	Compose using pictures and images ta ti-ti quarter note rest Play my part in a small group Choose the correct instruments to follow and play pictorial representations of pitch. Group performance

Exploring Sounds, Exploring Duration, Exploring Pulse and Rhythm, Exploring Pitch, Exploring Instruments and symbols, Exploring timbre, tempo and dynamics

Each Unit of Work has a focus - an ongoing musical learning focus and a unit-specific focus:

- Ongoing musical learning focus (learning new musical skills/concepts and revisiting them): Listen & Appraise, Musical Activities (Games, Singing, Playing), Performing. Improvisation and Composition are covered

Learning musical terms- revisiting prior learning/prior teaching from year R

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Year 2	Autumn		Spring		Summer	
TOPIC	Exploring singing <i>Let's Set Sail</i> - sea shanties, call and response singing	Singing	Exploring- Dynamics, Tempo and Rhythm Exploring Composing <i>Blast Off</i> - Classical Music, journey into space and composing two contrasting pieces about two planets		Exploring Pulse and Rhythm Exploring Composing	Exploring Pitch and Timbre Exploring Instruments and symbols
INSTRUMENT/S	Voices Actions Untuned percussion Voices		Untuned percussion		Untuned percussion Body percussion	Tuned percussion Boom Whackers Singing
OUTCOMES	Listen to examples of sea shanties Adapt a song to become a sea shanty Sing/Play a call and response song in unison a small group Write lyrics to create a group sea shanty Create actions and repeating motifs to accompany singing Perform in a small group Compose and perform a call and response rhythmic ostinato using notation/images Singing Sing songs regularly with a pitch range of do-so with increasing vocal control. Sing songs with a small pitch range pitching accurately. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)		Create music in response to a non-musical stimulus Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Play a part as an ensemble Listen, play and compose pictorial representations of the music	Compose (using notation) and play two different motifs to represent two contrasting planets. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. Play and compose a part as part of a group using notation.	Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. Compose animal based call and response rhythms Compose and perform a rhythmic ostinato using notation Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.	Play a range of singing games based on the cuckoo interval (so-mi, matching voices accurately, supported by a leader playing the melody Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low). Recognise dot notation and match it to 3-note tunes played on tuned percussion, Play and compose a part as part of a group (using notation 4 notes)in groups Play a part as part of an ensemble Compose and perform a section.

Exploring Sounds, Exploring Duration, Exploring Pulse and Rhythm, Exploring Pitch, Exploring Instruments and symbols, Exploring timbre, tempo and dynamics

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Learning musical terms- revisiting prior learning/prior teaching from year 1

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Year 3	Autumn		Spring		Summer
TOPIC	Exploring Melody, Pulse and Rhythm Reggae	Singing	Exploring Pulse, Rhythm and tempo	Exploring singing Putting it all together Easter Production	Exploring Pitch Exploring C major scale
INSTRUMENT/S	Vocals Untuned percussion		Untuned percussion Body percussion Actions	Vocals and performance	Boomwhakers Glockenspiel Vocals- Solfedge
OUTCOMES	Perform and sing Reggae rounds from a variety of artists. Structure musical ideas to create music that has a beginning, middle and end Play and compose syncopated rhythms in unison. Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music. Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. Improvise, compose, play and perform in small groups. Singing Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so tunelessly and with expression. Perform forte and piano, loud and soft. Perform actions confidently and in time to a range of action songs. Perform as a class and a whole school ensemble.		Improvise, compose, play and perform in small groups Compose (using notation) and perform a rhythmic ostinato. Structure musical ideas to create music that has a beginning, middle and end Read and write music notation to play layered rhythmic patterns Compose song accompaniments on untuned percussion using known rhythms and note values. Compose (using notation) and perform a rhythmic ostinato	Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Perform actions confidently and in time to a range of action songs. Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so tunelessly and with expression. Sing a widening range of unison songs of varying styles and structures with a pitch range of do–so tunelessly and with expression. Perform forte and piano, loud and soft. Perform actions confidently and in time to a range of action songs. Perform as a phase ensemble.	Playing tuned percussion or a melodic instrument. Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching) Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music. Compose (using notation) and perform a rhythmic and melodic ostinato. Inventing short ‘on-the-spot’ responses using a limited note-range. Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets). Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases. Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi Pupils should compose in response to different stimuli, e.g. stories, verse, images Structure musical ideas to create music that has a beginning, middle and end Perform and play a section in an ensemble performance
Exploring Sounds, Exploring Duration, Exploring Pulse and Rhythm, Exploring Pitch, Exploring Instruments and symbols, Exploring timbre, tempo and dynamics					
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● Ongoing musical learning focus (learning new musical skills/concepts and revisiting them): Listen & Appraise, Musical Activities (Games, Singing, Playing), Performing. Improvisation and Composition are covered					
Learning musical terms- revisiting prior learning/prior teaching from year 2					
● Unit-specific focus - Musical skills/concepts that may be discrete to a particular unit and style focus (the style or styles of music relevant to the unit).					

Year 4	Autumn		Spring		Summer
TOPIC	Exploring Pulse, Rhythm and Dynamics	Singing	Exploring Instruments and symbols Playing the Ukulele Range of 20 Century Music	Exploring singing Putting it all together Easter Production	Exploring Rhythmic Patterns and Pitch I Wanna Rock
INSTRUMENT/S	Body percussion Untuned percussion		Ukulele Vocals Vocals and performance	Vocals and performance	Vocals Untuned percussion Tuned percussion
OUTCOMES	Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. Introduce and understand the differences between minims, crotchets, paired quavers and rests. Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars and create own compositions. Perform and compose call and response sections with layered rhythms in a group Begin to make compositional decisions about the overall structure of improvisations. Capture and record creative ideas using any of: graphic symbols, rhythm notation. Singing Continue to sing a broad range of unison songs with the range of an octave (do–do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony Perform a range of songs as a class in as a whole school.		Develop facility in the basic skills of a selected musical instrument over a sustained learning period with a whole-class instrument. Know the string names and ukulele parts Know how to hold and strum the Ukulele Play at least four chords (C, F, Dm and G) using the correct techniques. Read and play chords to perform as part of an ensemble, and in small group.	Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Perform actions confidently and in time to a range of action songs. Continue to sing a broad range of unison songs with the range of an octave (do–do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony Perform a range of songs in a phase performance.	Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music. Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups. Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A). Read and perform pitch notation within a defined range (e.g. C–G/do–so). Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). Begin to make compositional decisions about the overall structure of improvisations. Use composition explore the link between sound and symbol, melodies and rhythms. Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Capture and record creative ideas using any of: graphic symbols, rhythm notation, staff notation. Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. Perform and record them.
Exploring Sounds, Exploring Duration, Exploring Pulse and Rhythm, Exploring Pitch, Exploring Instruments and symbols, Exploring timbre, tempo and dynamics					
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Learning musical terms- revisiting prior learning/prior teaching from year 3					
● Unit-specific focus - Musical skills/concepts that may be discrete to a particular unit and style focus (the style or styles of music relevant to the unit).					

Year 5	Autumn		Spring	Summer
TOPIC	Exploring Pulse and Rhythm Samba and carnival sounds	Singing	Performing Together Range of 20 Century Music	Exploring Pitch Exploring arrangements Soulfully Soaring R and B/soul
INSTRUMENT/S	Vocals Untuned percussion		Ukulele	Vocals Tuned percussion
OUTCOMES	Use symbols and notation to compose a rhythmic ostinato Improvise sections These melodies can be enhanced with rhythmic accompaniment. Working in groups and in pairs, compose a short ternary piece. Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures Improvise over a simple groove, responding to the beat, creating a satisfying shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Singing Sing a broad range of songs from an extended repertoire 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 as a class and as a whole school.		Revisit the chords (C, F, Dm and G) Learn new chords Using the correct techniques for holding and strumming Read music to perform as part of an ensemble, and in small group Use chords to compose music to evoke a specific atmosphere, mood or environment. Use chord changes as part of an improvised sequence. Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, chord notation Play a range of 20 Century Music Play my instrument in rounds, whole class ensemble, groups and partner songs.	Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. Compose melodies made from pairs of phrases in either C major or a key suitable for the instrument chosen. Use chords to compose music to evoke a specific atmosphere, mood or environment. Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation Following staff notation written on one stave and using notes within the Middle C–C'/do–do range Play melodies on tuned percussion, melodic instruments following staff notation written on one stave and using notes within the Middle C–C'/do–do range. Initially as a whole class with greater independence gained each lesson through smaller group performance. Combining acoustic instruments to form mixed ensembles.3 part rounds and partner songs. <i>Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).</i> <i>Read and play from notation a four-bar phrase, confidently identifying note names and durations.</i>
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Year 6	Autumn		Spring	Summer
TOPIC	Exploring Pulse and Rhythm African drumming Polyrythms	Singing	Exploring Musical Processes This is me- Rap	Putting it all together Singing and performing
INSTRUMENT/S	Djembe Drums Untuned percussion		Lyrics, rap, and spoken word Drumming Untuned percussion	Singing and performing
OUTCOMES	Play and perform traditional African drumming patterns Compose drumming patterns to be played in rounds Compose and perform in a small group Play and perform traditional African drumming patterns Compose drumming patterns to be played in rounds Compose and perform in a small group Extend improvisation skills through working in small groups to: Create music with multiple sections that include repetition and contrast. Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. Compose a ternary piece; record it, discussing how musical contrasts are achieved. Reading Notation Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. Singing Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. Include observing rhythm, phrasing, accurate pitching and appropriate style. Continue to sing three- and four-part rounds, and experiment with positioning singers randomly within the group to develop greater listening skills, balance between parts and vocal independence. Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience in a phase production.		These melodies can be enhanced with rhythmic or chordal accompaniment. Engage with others through ensemble playing with pupils taking on accompaniment roles. To write lyrics using devices taught Compose and perform a beat to perform their rap to Perform to an audience Reading Notation Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.	Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (), very quiet (), moderately loud () and moderately quiet () Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. Reading Notation Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations. <i>Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).</i> <i>Read and play from notation a four-bar phrase, confidently identifying note names and duration</i> (RECAP/REVISIT) Singing Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. Include observing rhythm, phrasing, accurate pitching and appropriate style. Continue to sing three- and four-part rounds and partner songs, and experiment with positioning singers randomly within the group to develop greater listening skills, balance between parts and vocal independence. Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience in a whole school production
Exploring Sounds, Exploring Duration, Exploring Pulse and Rhythm, Exploring Pitch, Exploring Instruments and symbols, Exploring timbre, tempo and dynamics, Exploring Rounds and Melody, Exploring Melodies and Scales Each Unit of Work has a focus - an ongoing musical learning focus, a unit-specific focus: ● Ongoing musical learning focus (learning new musical skills/concepts and revisiting them): Listen & Appraise, Musical Activities (Games, Singing, Playing), reading rhythms, Performing, Improvisation and Composition. ● Unit-specific focus - Musical skills/concepts that may be discrete to a particular unit and style focus (the style or styles of music relevant to the unit).				

