

	EYFS	KS1	LKS2	UKS2
Autumn 1 (Year A) Splash- Kingdoms and Communities Space Base- From Farm to Fork Earth Works- Invaders! Time Zone- The Might of Monarchs	Exploring sound Explore how they can use their voice and bodies to make music Experiment with tempo and dynamic when playing instruments Identify sounds in the environment and differentiate between them	Pulse and Rhythm (All about me) *Tuned and untuned percussion Clap the rhythm of their name Clap in time to music Sing the overall shape of a melody Play in time to music Copy and create rhythms based on word patterns Play on the pulse	Ballads *Singing Identify the key features of a ballad Perform a ballad using actions Sing in time and in tune with a song and incorporate actions Retell a summary of an animation's story Write a verse with rhyming words which tell part of a story Perform their lyrics fluently and with actions	Composition notation (Ancient Egypt) *Tuned percussion Sing in time and in tune with other people and a backing track Remember the lyrics to a song Identify the structure of a piece of music and match this to non-standard notation Improvise their own piece of music Play a melody with reasonable accuracy Perform with confidence and in time with others Compose and play a melody using stave notation Contribute to the group performance and composition
Autumn 1 (Year B) S- Miraculously Made SB- Coming and Going EW- Earth Matters/ Source to Sea TZ- Living Locally	Exploring sound Explore how they can use their voice and bodies to make music Experiment with tempo and dynamic when playing instruments Identify sounds in the environment and differentiate between them	Musical Me *Tuned percussion Clap the rhythm of their name Sing the melody accurately while playing their instrument in time Show a range of emotions using their voices Describe the dynamics and timbre of their pieces Play a known melody from letter notation in the right order, if not with the right rhythms Play a new melody from letter notation in the right order, if not in time Invent a melody, write it down and play it back Select instruments with different timbres Compose and perform a piece using different dynamic levels	Body and tuned percussion (Rainforests) *Tuned percussion Identify the structure of a piece of music Have an idea as to when there is one layer in a piece of music and when there are two Play a sequence in the correct order in time with their partner Have two contrasting rhythms being played together Have two different melodies being played together Have a complete piece of music with four different layers with an appropriate structure	Advanced rhythms Repeat rhythms accurately Successfully participate in rhythm games Feel the pulse while participating in singing or chanting Notate rhythms accurately Clap the rhythm at the same time as chanting the words Choose rhythmic elements that add up to 8 counts Perform compositions demonstrating a good sense of pulse Perform their compositions securely with their partners
Autumn 2 (Year A) S- Kingdoms and Communities SB- From Farm to Fork EW- Invaders! TZ- The Might of Monarchs	Singing – Nativity Performance	Singing – Nativity Performance	Developing singing technique (The Vikings)/ Singing – Christmas Carol Concert *Untuned percussion Move and sing as a team Recognise minims, crotchets and quavers by often by ear and reliably by sight Perform rhythms accurately from notation and layer them to create a composition Add appropriate sound effects to their performances using untuned percussion Join in with the performances confidently, and reasonably in time and tune	Blues/ Singing – Christmas Carol Concert *Keyboard Name 3 key features of Blues music Sing in tune, using vocal expression to convey meaning Explain what a chord is and play the chord of C 16 times Play the 12 bar blues correctly Play the notes of the Blues scale in the correct order, ascending and descending Play a selection of Blues scale notes out of order in their own improvisation

			Make suggestions for improving their performance	
Autumn 2 (Year B) S- Miraculously Made SB- Coming and Going EW- Earth Matters/ Source to Sea TZ- Living Locally	Singing – nativity	Singing – nativity	Changes in pitch, tempo and dynamics (Rivers)/ Singing – Christmas Carol Concert *Tuned and untuned percussion Sing in tune and in harmony with others, with developing breath control Explain how music makes them feel with some use of musical terminology Perform a vocal ostinato in time Listen to other members of their group as they perform Create an ostinato and represent it on paper so that they can remember it Create and perform a piece with a variety of ostinatos	Dynamics, pitch and tempo (Fingal's Cave)/ Singing – Christmas Carol Concert *Tuned percussion Discuss the sounds of an orchestral piece Use varied vocabulary in response to what they hear Change dynamics and pitch, differentiating between the two Take the role of conductor or follow a conductor Change texture within a group improvisation and talk about the effect Create a graphic score to represent sounds Follow the conductor to show changes in pitch, dynamics and texture
Spring 1 (Year A) S- Wonderful World SB- Time Travellers EW- Remarkable Rainforests TZ- Early Civilisations	Music and movement Come up with simple actions to well-known songs Learn how to move to a beat Express feelings and emotions through movement to music	Musical Vocabulary (Under the sea) *Untuned percussion Make movements that are appropriate to the pulse and tempo of a piece of music Choose instruments with appropriate timbre Respond to dynamic changes in a piece of music Create pitches and rhythms Perform a layer of the music within an overall piece Define all the musical terms from this unit	Instrument: keyboards	Instrument: keyboards
Spring 1 (Year B) S- People, Places and the Past SB- Eureka! EW- Walk Like an Egyptian TZ- The Maya	Music and movement Come up with simple actions to well-known songs Learn how to move to a beat Express feelings and emotions through movement to music	Orchestral Instruments (Traditional stories) *Tuned and untuned percussion Make plausible descriptions of the music Identify a few instruments and the sounds of sections of the orchestra Explain what is happening in music using language relating to emotion Create a piece of music with some appropriate tempo, dynamic and timbre changes Suggest appropriate musical timbres for each of the characters and tempo changes for the actions Perform confidently using appropriate instrumental sounds	Instrument: keyboards	Instrument: keyboards
Spring 2 (Year A) S- Wonderful World SB- Time Travellers EW- Remarkable Rainforests TZ- Early Civilisations	Musical stories Move to music with instruction Change movements to match the tempo, pitch or dynamic of a piece Understand that music and instruments can be used to convey moods or represent characters	Timbre and Rhythmic Patterns (Fairy tales) *Untuned percussion Chant well-known phrases Make changes to their voices to represent characters	Instrument: keyboards	Instrument: keyboards

	Play an instrument as part of a group story	Choose a suitable sound to represent parts of stories Play a rhythmic pattern along with spoken words Identify and hold up the correct sign to correspond to some music Play/chant along with the elements of a story		
Spring 2 (Year B) S- People, Places and the Past SB- Eureka! EW- Walk Like an Egyptian TZ- The Maya	Musical stories Move to music with instruction Change movements to match the tempo, pitch or dynamic of a piece Understand that music and instruments can be used to convey moods or represent characters Play an instrument as part of a group story	Myths and Legends *Tuned and untuned percussion Create rhythms and arrange in a particular order or structure Identify the structure of a piece of music and write it down Describe whether a musical texture is thick or thin Explore ways of writing down different textural layers Follow a given structure for a composition Write a structure score accurately Compose music with several layers Perform their composition accurately, following the structure score	Instrument: keyboards	Instrument: keyboards
Summer 1 (Year A) S- Forest Fun SB- Towers, Tunnels and Turrets EW- Roman Britain TZ- All Change/ Crime and Punishment	Big band Learn about what makes a musical instrument Learn the 4 different groups of musical instruments Follow a beat using an untuned instrument Perform a practised song to a small audience	Pitch and Tempo (Superheroes) *Tuned percussion Explain what pitch means Identify whether a note is higher or lower Create a pattern using two pitches, then play or sing it Explain what tempo means Identify simple tempo changes in music Perform a pattern that gradually gets faster Contribute to a group composition and performance by creating, selecting, combining and performing sounds Suggest improvements to their work	Pentatonic melodies and composition (Chinese New Year)/ Singing – end of year performance *Tuned percussion Match their movements to the music, explaining why they chose these movements Accurately notate and play a pentatonic melody Play their part in a composition confidently Work as a group to perform a piece of music	Composition to represent the festival of colour (Holi)/ Singing – end of year performance *Tuned and untuned percussion Suggest a colour to match a piece of music Create a graphic score and describe how this matches the general structure of a piece of music Create a vocal composition in response to a picture and justify their choices using musical terms Create a vocal composition in response to a colour Record compositions in written form Work as a group to perform a piece of music
Summer 1 (Year B) S- Wet and Wild SB- Globetrotters EW- Prehistoric Peoples TZ- Tectonics/ Humans at Hazard	Big band Learn about what makes a musical instrument Learn the 4 different groups of musical instruments Follow a beat using an untuned instrument Perform a practised song to a small audience	West African Call and Response (Animals) *Untuned percussion Use tempo, dynamics and timbre in their piece Play in time with their group Use instruments appropriately Successfully sing back the melody line in time at the correct pitch Play either a call and/or response role in time with another pupil Perform their composition	Samba and carnival sounds and instruments/ Singing – end of year performance *Untuned percussion Explain what samba music is Clap on the off beat and be able to play a syncopated rhythm Play rhythms in time with the rest of the group (even if they are not always successfully playing in time with the rest of the class) Play their break in time with the rest of the group and play in the correct place in the piece	Theme and variations (Pop Art)/ Singing – end of year performance *Percussion Perform rhythms confidently either on their own or in a group Identify the sounds of different instruments Make reasonable suggestions for which instruments can be matched to which pieces of art Recall the names of several instruments according to their orchestra sections Keep the pulse with the body percussion section and

			<p>Play in time and with confidence; accurately playing their break</p> <p>Sing songs in tune and in harmony with others, with developing breath control</p>	<p>sing with control and confidence</p> <p>Name the 3 rhythms correctly and copy the rhythms accurately with a good sense of pulse</p> <p>Draw the rhythms accurately and show a difference between each of the variations</p> <p>Sing songs in tune and in harmony with others, with developing breath control</p>
<p>Summer 2 (Year A) S- Forest Fun SB- Towers, Tunnels and Turrets EW- Roman Britain TZ- All Change/ Crime and Punishment</p>	Instrument: percussion	Instrument: ocarinas	<p>Singing – end of year performance</p> <p>Sing songs in tune and in harmony with others, with developing breath control</p>	<p>Singing – end of year performance</p> <p>Sing songs in tune and in harmony with others, with developing breath control</p>
<p>Summer 2 (Year B) S- Wet and Wild SB- Globetrotters EW- Prehistoric Peoples TZ- Tectonics/ Humans at Hazard</p>	Instrument: percussion	Instrument: ocarinas	<p>Singing – end of year performance</p> <p>Sing songs in tune and in harmony with others, with developing breath control</p>	<p>Singing – end of year performance</p> <p>Sing songs in tune and in harmony with others, with developing breath control</p>