



Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<ul style="list-style-type: none"> •Begins to build a repertoire of songs and dances. •Explores the different sounds of instruments, voices and their environment through sound games. 	<ul style="list-style-type: none"> •Begins to build a repertoire of songs and dances. •Explores the different sounds of instruments and voices through music making. 	<ul style="list-style-type: none"> •Begins to build a repertoire of songs and dances. •Explores the different sounds of instruments through making musical instruments and creating sound stories. 	<ul style="list-style-type: none"> •Begins to build a repertoire of songs and dances. •Explores rhythmic patterns and animal sounds. 	<ul style="list-style-type: none"> •Begins to build a repertoire of songs and dances. •Explores composition through creating own songs, dances and pieces of music. • Begins to make choices and adapt their own work. 	<ul style="list-style-type: none"> •Begins to build a repertoire of songs and dances. •Explores the different sounds of instruments and voices – creatures of the sea compositions.
Year 1	<p>The long and short of it-exploring duration</p> <p>how to use their voices to make a variety of long and short sounds to respond to long and short sounds through movement how to make sounds of different duration on untuned percussion instruments that music is made up of long and short sounds and silences how to make sounds of different duration using voices and instruments how to use instruments to make sequences of long and short sounds</p>		<p>Feel the pulse Exploring pulse and rhythm</p> <p>what is meant by steady beat how to control a beat what is meant by rhythm how to combine beat and rhythm how to recall and copy rhythm patterns how to create rhythm patterns based on words and phrases to use beat and rhythm to create an accompaniment for a song</p>		<p>What's the score? Exploring instruments and symbols</p> <p>about classroom instruments to identify different ways instruments make sounds to identify how symbols can represent sounds how symbols can be used to describe changing sounds to listen carefully and respond to sounds using movement to compose a class composition and contribute to the creation of a class score to compose a class composition and make a score</p>	
Year 2	<p>Taking off Exploring pitch</p> <p>what is meant by pitch how to control the pitch of the voice to respond to changes in pitch to relate sounds to symbols that pitch can be used descriptively</p>		<p>Rain rain go away-Exploring timbre tempo and dynamics</p> <p>how sounds can be used descriptively that music can describe an environment how words can describe sounds about sounds made by different sound sources how sounds can be combined how sounds can be organised within simple structures how sounds can be organised how to create a class composition combining layers of sound within simple structures</p>		<p>Sounds Interesting Exploring sounds</p> <p>to recognise different sound sources to explore different sound sources to focus their listening to explore instruments to control instruments to explore expressive use of sounds to use sounds expressively to illustrate a story to explore expressive use of sounds to use sounds expressively to illustrate a scene</p>	



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 3</p>	<p>Play it again Exploring rhythmic patterns</p> <p>develop children's ability to create simple rhythmic patterns and perform them rhythmically using notation as a support. children extend their understanding of rhythmic patterns, and in particular, ostinato. They create their own patterns and play them separately and in combination with other patterns. They identify repeated patterns in different types of music.</p>	<p>The class Orchestra Exploring arrangements</p> <p>develop children's ability to create, combine and perform rhythmic and melodic material as part of a class performance of a song. children develop their understanding of how instruments can be used to accompany songs. They explore a variety of accompaniment devices, select appropriate phrases and patterns, and practise and rehearse towards a final class performance.</p> <p>Wider Opportunities – Whole Class Recorder</p>	<p>Painting with sound Exploring sound colours</p> <p>Develop children's ability to create, perform and analyse expressive compositions and extend their sound vocabulary. children develop understanding of how the sounds made on different musical instruments can be used expressively. They explore how sounds can describe the moods stimulated by pictures and words. They create simple compositions combining rhythm and melody and share these with the class. They begin to explore the more abstract use of sounds.</p> <p>Wider Opportunities – Whole Class Recorder</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 4</p>	<p>Play it again Exploring rhythmic patterns</p> <p>develop children's ability to create simple rhythmic patterns and perform them rhythmically using notation as a support. children extend their understanding of rhythmic patterns, and in particular, ostinato. They create their own patterns and play them separately and in combination with other patterns. They identify repeated patterns in different types of music.</p> <p>Wider Opportunities – Whole Class Brass/Woodwind</p>	<p>Dragon scales Exploring melodies and scales</p> <p>develops children's ability to recognise, and use, pentatonic scales and create short melodies and accompaniments. sing songs based on a pentatonic scale. They experiment with the five notes of a pentatonic scale and play them on a range of pitched instruments, individually and together. They use the scale to make up simple songs and accompaniments</p> <p>Wider Opportunities – Whole class Brass/Woodwind</p>	<p>Salt, pepper, vinegar, Mustard-exploring signals</p> <p>Play some signals for the rest of the class to decide what they are. Create a new melody (using pentatonic scale) for a singing game. Lead the class with some rhythmic patterns which they are to copy. Create new melody for a singing game. Create different rhythmic patterns which can be played together. Design a written structure for the class to follow. Provide a steady pulse for others to follow. Play the rhythmic patterns at a different tempo. Lead a group to create new lyrics which fit the rhythm. Challenging them to improvise using their voice. Achieve accuracy and expression when playing/singing. Create longer musical phrases and use musical structures. Analyse and evaluate how the work could be improved. Providing opportunities to lead/direct by showing where to start and stop, get louder or quieter, faster and slower.</p> <p>Wider Opportunities – Brass/Woodwind</p>



Music

Year 5	<p>Roundabout Exploring rounds</p> <p>Make new chords from each scale. Lead /conduct the groups for the changes of chord. To demonstrate clear diction and good breath control. Accompany the rest of the class on a tuned instrument. Take the lead in singing in the groups. Lead the class in tempo and dynamic changes. Explain how they will know when to make the changes. Improvise an ostinato for the round. Lead the group in the ostinato. Take the lead in playing the phrases on a tuned instrument or singing them. Encourage others to learn their part for the round. Lead groups in deciding the best way to perform the round to an audience. Lead the groups in rehearsals. To demonstrate high quality performance through accuracy.</p>	<p>Songwriter Exploring lyrics and melody</p> <p>Create an ostinato using the voice. Use of expression when singing. Create some lyrics which have an historical context, used in class recently; using a melody they know already. Analyse and evaluate the success of the song. Demonstrate the melody of the Hard Times Blues using accuracy and fluency when singing. Lead with a steady pulse, so that the class can follow. Demonstrate improvisation with the voice or on a tuned instrument. Vary the accompaniment style of the chords. Lead groups to compose a melody for their song. Challenge them to create longer melodic phrases and to use musical structures and terminology. Improvisation of the melody line on a tuned instrument or use voice. Challenge to achieve accuracy, fluency and expression when playing or singing.</p>	<p>Who knows? Exploring Musical processes</p> <p>Lead groups to help them decide on the best choice of instruments for the pictures. To use musical vocabulary and explain to the group they are working with. (Tempo / metre / timbre / pitch) Demonstrate imitating given rhythms on tuned / un-tuned instruments, including the voice. Help a group/class to keep a steady beat. Challenge them to create longer phrases and to use musical structures. Analyse and evaluate how the work could be improved. Encourage them to improvise with the metre. Investigate a mix of metres for different effects. Challenging them to lead groups in order to refine the accuracy, fluency and expression of the composition. Encouraging them to help others learn their part. Analyse and evaluate how the class performance could be improved using the appropriate vocabulary.</p> <p>Wider Opportunities - GarageBand</p>
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Music

Year 6	<p>Journey into Space Exploring sound Sources</p> <p>To create a series of contrasting sounds using percussion instruments and/or the voice. Lead a group to create a series of different textures using untuned sounds. Suggest ideas for others to explore. Challenge them to produce the best possible sound and combinations of sound. Use ideas created in session 2 to help lead other groups with decisions for their layer/s of sound. Create their own combinations of sounds already created alongside futuristic sounds created on the keyboard. Present their composition and explain to the class what they wanted to achieve and evaluate whether they were successful. Explore more extended structures and possible melodic phrases which can be used in the composition. Create dynamic/tempo changes for their composition using the correct symbols / vocabulary.</p>	<p>Cyclic patterns Exploring rhythm and pulse</p> <p>Improvise rhythms on a given instrument. Lead others in producing a cyclic pattern. Demonstrate the pitch of the music with their hands whilst the music is playing. To create their own cyclic patterns on their own instrument and teach others on tuned instruments. To lead a group and help keep them in time/tune etc.. to be able to keep a steady beat which is appropriate for the ability of the group. Try to notate any patterns played by groups. Staff notation? To lead a group in order to create the best possible sound and to evaluate the progress being made. To perform for others including changes in tempo and dynamics. Compose their own cyclic pattern and then lead others to play it. To be able to create ways of signalling changes in tempo/ dynamics. Create rhythms for 8 / 12 beat pattern rather than just 4 beats. Evaluate performances. What can be better? How can we write it down so that everyone knows?</p>	<p>Stars- Hide your fires Performing together</p> <p>Give them a lead part in singing the song. Singing with control, fluency and expression. Encourage them to help others learn their part and read simple notation. Learn their instrumental part and demonstrate to the rest of the class. Analyse how the class performance can be improved. Ask them to direct others in their playing and to help them keep the steady pulse. Ask them to look at the dynamic/tempo changes which could be made to improve the performance. Lead the class through the possible changes so that the class decides what they want to do. Write programme notes for the performance and make sure that each group understands their part. Rehearse with those who are not yet sure of their part. Create a programme display for the audience. Write a critic's review of the performance and some quality assessment to the class about their performance.</p>
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