

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p>No Place Like Home - BBC Ten Pieces</p>	<p>Nativity Learning the songs Use their voices expressively when singing, including the use of basic dynamics (loud/quiet). Sing short songs from memory, with melodic and rhythmic accuracy, maintaining the overall shape of the melody and keeping in time. Follow a leader/conductor, joining in and stopping when appropriate responding to simple musical instructions such as tempo or dynamic changes as part of a class performance.</p>	<p>Ocarina Follow a leader/conductor, joining in and stopping when appropriate responding to simple musical instructions such as tempo or dynamic changes as part of a class performance. Sing back short melodic patterns by ear and play short melodic patterns from letter notation. Create simple melodies using a few notes.</p>	<p>Ocarina Follow a leader/conductor, joining in and stopping when appropriate responding to simple musical instructions such as tempo or dynamic changes as part of a class performance. Sing back short melodic patterns by ear and play short melodic patterns from letter notation. Create simple melodies using a few notes.</p>	<p>Vocal and Body Sounds Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Ralph Vaughan Williams - The Lark Ascending – <ul style="list-style-type: none"> • Listen to a new piece of music and learn what a composer is • Explore the difference between high pitch and low pitch • Lead a musical activity • Listen and identify sounds outside • Mirror sounds they hear • Link an instrument to a character • Sing (whilst learning a new song) • Suggest new lyrics • Compose short pieces of music </p>

<p>Year 2</p>	<p>Classical music – dynamics and tempo – Percussive animals Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Ocarina Follow a leader/conductor, joining in and stopping when appropriate responding to simple musical instructions such as tempo or dynamic changes as part of a class performance.</p> <p>Sing back short melodic patterns by ear and play short melodic patterns from letter notation.</p> <p>Create simple melodies using a few notes.</p>	<p>Air To listen to and describe a piece of music using musical vocabulary. To tell a story using vocal sounds and body percussion. To create symbols that represent musical sounds and notate them as a graphic score. To listen to a variety of musical excerpts and identify different tempo. To understand Rondo form and to create a class composition based on this structure.</p>	<p>Production – preparing songs for performance Use their voices expressively when singing, including the use of basic dynamics (loud/quiet). Sing short songs from memory, with melodic and rhythmic accuracy, maintaining the overall shape of the melody and keeping in time.</p>	<p>On This Island- British Songs and Sounds Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Music – Sibelius - Finlandia</p> <ul style="list-style-type: none"> ● Listen to a new piece of music ● Explore loud and quiet sounds ● Made sounds on their body ● Make a graphic score, and new pieces of music ● Sing in different languages ● Hear music from another country ● Move to a pulse ● Move to music ● Play classroom instruments
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<p>Explore Years 3&4</p>	<p>Pulse and Rhythm Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>Recorder Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Play melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>Perform from basic stave notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology</p>	<p>Recorder Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>Play melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>Perform from basic stave notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology</p>	<p>Production Preparing songs for performance Sing songs in a variety of musical styles with accuracy and control, from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p>	<p>Creating compositions in response to an animation – mountains Theme: Mountains. In this topic, pupils learn to tell stories through music. They begin this by first listening to music and considering the narrative it could represent by paying close attention to the dynamics, pitch and tempo and how they change throughout the piece. They then go on to create their own original compositions to match an animation, building up layers of texture</p>	<p>Hans Zimmer – Earth</p> <p>listen and reflect on a piece of orchestral music create their own piece of music using instruments and voice perform as an ensemble learn musical language appropriate to the task</p>
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<p>Explore Years 4&5</p>	<p>Ukulele Play and perform melodies following notation Copy short melodic phrases Perform in two or more parts from simple notation</p>	<p>Sea Shanties To explore the origin of sea shanties and their key features To sing songs in two parts To interpret symbols as musical sounds. To select instruments and explore the timbre of the instruments To create symbols to represent the key features of a composition.</p>	<p>Rainforest To identify structure and texture in music To use body percussion To create musical rhythms using body percussion To create simple tunes To build and improve a composition</p>	<p>Ukulele Play and perform melodies following notation Copy short melodic phrases Perform in two or more parts from simple notation</p>	<p>Rock and Roll Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Improvise and compose music for a range of purposes using the inter-related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical Notations</p>	<p>Production Sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Perform a solo or take a leadership role within a performance.</p>
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<p>Explore Years 5&6</p>	<p>Ukulele Play and perform melodies following notation Copy short melodic phrases Perform in two or more parts from simple notation</p>	<p>Sea Shanties To recognise the call and response nature of a sea shanty To explore and recognise a variety of dynamics To create a composition in ternary form</p>	<p>Winter play and perform in ensemble contexts, using voices and playing musical instruments <input type="checkbox"/> improvise and compose music for a range of purposes using the interrelated dimensions of music <input type="checkbox"/> listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Harmony – To sing in canon To explore chords To explore bass lines To explore singing in thirds Learning how to harmonise To develop a song through the use of harmony</p>	<p>Dynamics, pitch and texture Appraising the work of Mendelssohn and further developing the skills of improvisation and composition.</p>	<p>Production learning the songs Sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. Perform a solo or take a leadership role within a performance.</p>
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