

Year	Aut 1 Elements of Music SING-UP	Aut 2 Christmas performances	Spr 1 Improvisation SING-UP	Spr 2 Listening SING-UP	Sum 1 Composing SING-UP	Sum 2 Performance SING-UP
1/2	Carnival of the Animals Select instruments and compose music to reflect an animal's character. Recognise and respond to changes of speed (tempo), the length of notes (duration – long/short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement.		Orawa Improvise and compose, structuring short musical ideas to form a larger piece. Sing and play, performing composed pieces for an audience. Listen and appraise, with focus and attention to detail, recalling sounds and patterns.	Trains Listen to and analyse four pieces of music inspired by travel/vehicles. Learn a simple rhythm pattern and perform it with tempo and volume changes. Learn about the musical terms crescendo, diminuendo, accelerando, ritenuto. Begin to understand duration and rhythm notation. Follow signals from a conductor. Structure musical ideas into a whole-class composition.	Charlie Chaplin Understand and use notes of different duration. Understand and use notes of different pitch. Understand and use dynamics. Compose a soundtrack to a clip of a silent film.	Rockpool Rock Learn an interlocking spoken part. Sing a rock 'n' roll-style song confidently. Play an introduction on tuned percussion. Listen actively and learn about rock 'n' roll music.
3	Enchanted Forest (recorders) To develop fluent recorder playing skills, clearly articulating the notes B A and G and moving between notes cleanly.		Chilled Out Clap Rap Create clapping patterns using the durations crotchet, crotchet rest, pair of quavers.	Sound Symmetry Cross-curricular: Maths Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment.	Little April Shower Compose a piece of music with varying percussion instruments/body percussion. Feature dynamics, texture and pitch to create different level of storms. (Cross-curricular – water)	Fly with the Stars Play the chords of Fly with the stars on tuned percussion as part of a whole-

	- To support reading from staff notation. - As an ensemble performance piece. - To introduce improvisation skills.	Transfer clapping patterns to tuned instruments and as a group create a layered piece of music. Rap accurately and rhythmically with dynamic contrasts. Perform crotchet and quaver actions ('walk' and 'jogging') on the beat and adapt these actions when the speed of the music changes.	Sing by improvising simple melodies and rhythms. Identify how the pitch and melody of a song has been developed using symmetry.		class performance. Sing solo or in a pair in call-and-response style. Respond to and recognise crotchets and quavers and make up rhythms using these durations to create accompaniment ideas for the song.
4	Monster, Monster Recorder 2 - Demonstrate a solid recorder technique, holding the recorder correctly and using tongued articulation. - Learn how to play the notes B A G C D and low E on the recorder. - Explore expression on the recorder by using two types of articulation (tonguing), smooth (<i>legato</i>) and short (<i>staccato</i>) sounds.	Pink Panther Improvise and compose, creating atmospheric music for a scene with a given set of instruments. Listen and appraise, recognising elements of the music that establishes the mood and character e.g. the rhythm. Talk about the effect of particular instrument sounds (timbre).	Fanfare for the Common Man Improvise and compose, exploring how timbre, dynamics and texture can be used for impact in a fanfare. Compose a fanfare using a small set of notes, and short, repeated rhythms. Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary.	Horse in motion Watch a film and analyse it in a musical context. Create ostinatos. Layer up different rhythms. Create and follow a score.	Favourite Song Sing with expression and a sense of the style of the music. Identify similarities and differences between pieces of music in a folk/folk-rock style. Understand triads and play C,

					F, G major, and A minor. Play an instrumental part as part of a whole-class performance. Sing a part in a partner song, rhythmically and from memory.
5	Monster, Monster Recorder 2 (change to Recorder 3 following year) • Demonstrate a solid recorder technique, holding the recorder correctly and using tongued articulation. • Learn how to play the notes B A G C D and low E on the recorder. • Explore expression on the recorder by using two types of articulation (tonguing), smooth (<i>legato</i>) and short (<i>staccato</i>) sounds.	What Shall We Do With the Drunken Sailer • Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. • Keep the beat playing a ‘cup’ game. • Sing a sea shanty expressively, with accurate pitch and a strong beat. • Sing in unison while playing an	Three Little Birds Sing the verse in unison and the Chorus in harmony. Know what a triad is and how to play one. Play the chords D and G major, following a score of the chorus. Play a melodic riff (or melody of the Chorus) by ear. Organise and rehearse for a performance. Listen and appraise, demonstrating knowledge and understanding of the origins, history, and social context of Reggae music.	Rosewood Gratitude 1-6 • Develop understanding of music written for the balafon. • Recognise patterns from <i>Rosewood gratitude</i> written in staff notation. • Play three patterns from <i>Rosewood gratitude</i> fluently and by ear. • Create their own arrangement of <i>Rosewood gratitude</i>. • Take part in an ensemble performance of <i>Rosewood gratitude</i>.	Songwriting /improvise Improvise and compose, ‘doodling’ with sound, playing around with pitch and rhythm to create a strong hook. Create fragments of songs that can be developed into fully-fledged songs. Listen and appraise, identifying the

			instrumental beat (untuned). Play bass notes, chords, or rhythms to accompany singing.			structure of songs and analysing them to appreciate the role of metaphor. Understand techniques for creating a song and develop a greater understanding of the songwriting process.
6	Composing for Protest Create their own song lyrics. Fit their lyrics to a pulse, creating a chant. Write a melody and sing it. Structure their ideas into a complete song.	Christmas	You to Me Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments. Use music vocabulary and knowledge to discuss similarities and differences in pieces of music. Learn some simple choreography to accompany a disco song	Race Create an accompaniment. Create an extended melody with four distinct phrases. Experiment with harmony. Structure their ideas into a full soundtrack.	Nobody Knows In groups, compose a short song on the theme of leavers. Create an arrangement of a song considering the texture and structure. Perform expressively as part of group, and make a recording of their songs.	Leavers' performance

			with their favourite melodies in this way.			
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By the end of KS1...	By the end of KS2...
• Children should sing songs expressively and creatively • Children should Play tuned and untuned instruments musically • Children should listen with concentration and understanding to a range of live and recorded music • Children should respond to the pulse of music through movement and dance • Children should perform short copycat rhythm patterns and short repeating rhythm patterns • Chanting: Performing word-pattern chants • Children should listen to sounds in the local environment and comparing high and low sounds • Children should confidently choose sounds to represent different things	• Children should be able to sing with confidence and control, and use their voices in a range of ways. • Children should have the opportunity to learn and play a musical instrument. • Children should be able to create and compose music on their own and with others. • Children should understand how music is created, produced, and communicated. They should also understand the interrelated dimensions of music, such as pitch, duration, dynamics, tempo, timbre, texture, and structure. • Children should start to formally read music and learn Western notation. • Children should be able to respond to the pulse in music through movement and dance. • Children should be able to listen with discrimination to music.

- Children should instructions about when to play or sing

- Children should be able to explore percussion sounds and enhance storytelling.