

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Everyone!</p> <ul style="list-style-type: none"> -Different styles of music -Familiar nursery rhymes/action songs 	<p>Five Gold Rings</p> <ul style="list-style-type: none"> -Recognise different styles of music -Pulse -Perform a song in a group 	<p>Signed Songs</p> <ul style="list-style-type: none"> -Respond to different styles of music using facial expressions or body movements -Tap out simple repeated rhythms 	<p>My Stories</p> <ul style="list-style-type: none"> -Sing and make up simple songs -Sing songs and experiment with ways of changing them 	<p>Your Imagination</p> <ul style="list-style-type: none"> -Represent ideas, thoughts and feelings through music and dance -Copy a rhythm 	<p>Our World</p> <ul style="list-style-type: none"> -Recognise instruments -Create own rhythms
Year 1	<p>Nursery Rhymes</p> <ul style="list-style-type: none"> -Pulse of the main song. -Copy back clap rhythms 	<p>Glockenspiel Stage 1</p> <ul style="list-style-type: none"> -Play the notes E and D -Treat instruments carefully and with respect -Clap along with the pulse -Play instruments in a group 	<p>Introducing Beat</p> <ul style="list-style-type: none"> -Make up rhythms. -Sing in all different styles in a group, in time. -Describe music using musical terms like tempo and dynamics 	<p>Animals</p> <ul style="list-style-type: none"> -Identify sounds and instruments heard -Listen carefully to stay in tune with others 	<p>Journeys/Explore Sounds and Create a Story</p> <ul style="list-style-type: none"> -How music makes us feel. -Respect others ideas about music -Create a story with music 	<p>In the Groove</p> <ul style="list-style-type: none"> -Recognise and name instruments heard -Sing in tune and in time with others. -Compose a simple melody
Year 2	<p>Glockenspiel Stage 2</p> <ul style="list-style-type: none"> -Compare rhythm and pulse - Play the instrument accurately and in time, using notes G, A and C 	<p>Christmas</p> <ul style="list-style-type: none"> -Listen to and compare different musical styles -Clap the pulse to the music -Understand verses and choruses 	<p>Zoo time</p> <ul style="list-style-type: none"> -Recognise some of the style indicators of reggae music -Know how sounds blend with others -Follow directions to sing louder or quieter 	<p>Exploring Feelings Through Music</p> <ul style="list-style-type: none"> -Think about the meaning of the music -Move in time to the music using actions. -Understand how music links communities -Begin to understand how music relates to emotion 	<p>I Wanna Play in a band</p> <ul style="list-style-type: none"> -Know that songs have a musical style -Perform a song -Play the notes D and C 	<p>Focus on Dynamics and Tempo</p> <ul style="list-style-type: none"> -Traditional music -Tempo -Dynamics
Year 3	<p>Ancient Egypt/Let Your Spirit Fly</p> <ul style="list-style-type: none"> -Sing a ballad in R&B style. 	<p>Djembe</p> <ul style="list-style-type: none"> -Compare rhythm and pulse -Improvise using different rhythms 	<p>Three Little Birds</p> <ul style="list-style-type: none"> -Structure of a piece of music. -Compose a simple melody using simple 	<p>English Folk Songs</p> <ul style="list-style-type: none"> -Name some instruments from other parts of the world. -Sit or stand up straight to produce a good sound 	<p>Sharing Musical Experiences</p> <ul style="list-style-type: none"> -Become more confident at singing and feel comfortable enough to attempt a solo 	<p>Learning More about Musical Styles</p> <ul style="list-style-type: none"> -Describe some of the features of different genres.

	-Recognise R&B songs use synthesizers and drum machines	-Correct posture and position to play an untuned instrument	rhythms and use it as part of a performance -Play instrumental parts accurately and in time as part of a performance	-Learn simple melodic parts on an instrument to play along with music	-Know that communities and nations join together because of music	-Remember songs, instruments and sounds
Year 4	Mamma Mia -Style indicators of 1970's pop music by Abba including the hook and the way the four voices are used -Describe the structure of Mamma Mia -Compare the musical texture of different parts of the song -Move in time with the music	Creating Simple Melodies Together -Create a melody -Compose using pitches and rhythms -Begin to write down music notation -Identify the chorus and verses and work out the structure	Stop! -Sing and rap in unison and in parts. -Compose rapped lyrics about bullying or another topic/theme -Identify the structure of the music being listened to	Beginner Keyboard Course -Complex rhythm patterns. -Revise and play the notes A, B, C, D, E, F & G -Play five new tunes on my keyboard -Begin to understand sharps	Vikings/Developing Pulse and Groove through Improvisation -Consider the tempo changes, the dynamics, the instruments and sounds and talk about these with others. -Improvise a simple instrumental part within a performance -Improvise simple vocal parts in our song	Connecting Notes and Feelings -Change the tempo to suit the mood -Connections between music and emotion. -Melodies and harmonies
Year 5	Livin' on a Prayer -Structure of the main piece of music -Identify changes in dynamic, texture and tempo -Pulse, rhythm, pitch, tempo, dynamics, texture and structure -Internal pulse	Emotions and Musical Styles -Role of musicians in history -Listen and respond to music. -Building upon something that has come before it -Create music to tell a story	Around the World -Music from around the world. -Sing tunefully -Sing the harmony	Blown Away Recorder Book 1 -Play notes A, B, C, D, E, F, G and F# -Understand the difference in notes, e.g. crotchets and quavers. -Play the notes confidently -Play simple melodies Play in a group	The Fresh Prince of Bel Air -Recognise 'old school hip hop' style -Demonstrate how rapping is different to singing -Rap with a strong sense of pulse -Make up own rap and perform with others -Comment constructively on others performances	Words, Meaning and Expression -Know how song writing explores stories and emotions. -Understand how music has an emotional impact on others -Create melodies and harmonies which create atmosphere and emotions
Year 6	Happy -Compare songs in different styles and describe their similarities and differences using musical language -Understand how we use musical elements like tempo, pitch, dynamics, texture and timbre to create a mood	Music and Me -Talk about the music of the featured artists and can talk about why four female artists were chosen for this unit -Write my own composition in broad terms -Present a performance in an interesting and engaging way and reflect	Great Composers -Know a myriad of composers from 1100 – present day -Explain important features from each composer -Recognise music from a certain time period -Recall features of the different periods of history.	Gaining Confidence through Performance -Understand that music can be influence for social changes -Sing in front of an audience -Perform an instrument in front of an audience -Understand that rehearsing is crucial for development.	Plastic -Raise awareness of a topic through music -Perform a song with a relatable topic -Perform a song confidently from memory -Create a song with a meaning.	Blown Away Recorder Book 2 -Play new notes low C, F#, high C#, low C#, Bb, high E and high F -Perform the scales of C, D, F and G -Perform a solo confidently -Perform in a small group confidently.

	-Use graphic scores and simple staff notation to record musical ideas.	on its strengths and weaknesses				
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