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| **EYFS Cycle 1** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Topic** | **All About Me** | **Light and Dark** | **Superheroes**  | **Traditional Tales** | **Holidays** | **Growing** |
| **Sky Music Hub** | **All About Me** | **Light and Dark** |  | **Traditional Tales** | **Holidays** |  |
| **Continuous Provision**  | **3-4 years**Remember and sing entire songsSing the pitch of a tone sung by another personSing the melodic shapeCreate own songsPlay instruments with increasing control to express their feelings and ideas**Reception**Explore and engage in music making and dance, performing solo or in groups |
|  | **3-4 years**Respond to what they have heard, expressing their thoughts and feelings | **3-4 years**Respond to what they have heard, expressing their thoughts and feelings**Reception**Sing in a group or on their own, increasingly matching the pitch and following the melodyExplore and engage in music making and dance, performing solo or in groups | **3-4 years**Respond to what they have heard, expressing their thoughts and feelings**Reception**Sing in a group or on their own, increasingly matching the pitch and following the melody | **Reception**Sing in a group or on their own, increasingly matching the pitch and following the melody | **Reception**Sing in a group or on their own, increasingly matching the pitch and following the melody |  |

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| **EYFS Cycle 2** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Topic** | **Travel and Transport** | **Pets** | **People who help us** | **Fantasy and adventure** | **Recycling and the environment** | **Dinosaurs** |
| **Sky Hub Units**  | **Travelling Around**  | **Autumn**  |  |  | **Sounds All Around Me** |  |
| **Continuous Provision**  | **3-4 years**Remember and sing entire songsSing the pitch of a tone sung by another personSing the melodic shapeCreate own songsPlay instruments with increasing control to express their feelings and ideas**Reception**Explore and engage in music making and dance, performing solo or in groups |
|  | **3-4 years**Respond to what they have heard, expressing their thoughts and feelings | **3-4 years**Respond to what they have heard, expressing their thoughts and feelings**Reception**Sing in a group or on their own, increasingly matching the pitch and following the melodyExplore and engage in music making and dance, performing solo or in groups | **3-4 years**Respond to what they have heard, expressing their thoughts and feelings**Reception**Sing in a group or on their own, increasingly matching the pitch and following the melody |  | **Reception**Sing in a group or on their own, increasingly matching the pitch and following the melody |  |

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| **Year 1** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Topic** | **Percussion Instruments Lite L1** | **Boom Whackers Lite KS1 L1** | **Steel Pans Lite KS1 L1** | **Songwriting with Glockenspiels Lite KS1 L1** | **Singing Lite KS1 L1** | **Music Theory with Keyboards KS1 L1** |
| **National Curriculum Coverage** |  | Use their voicesexpressively andcreatively by singing songs and speaking chants and rhymes.Play tuned and untuned instruments musically.Experiment with,create, select andcombine soundsusing the interrelateddimensionsof music. | Play tuned and untuned instruments musically.Listen withconcentration andunderstanding to arange of high-qualitylive and recordedmusic.Experiment with,create, select andcombine soundsusing the interrelateddimensionsof music. | Use their voicesexpressively and creatively by singing songs and speaking chants and rhymes.Play tuned and untuned instruments musically.Experiment with,create, select andcombine soundsusing the interrelateddimensionsof music. | Use their voicesexpressively andcreatively by singing songs and speaking chants and rhymes.Sing songs regularly with a pitch range of Do-Sowith increasing vocal control. | Use their voicesexpressively andcreatively by singing songs and speaking chants and rhymes.Play tuned and untuned instruments musically.Listen withconcentration andunderstanding to arange of high-qualitylive and recordedmusic.Experiment with,create, select andcombine soundsusing the interrelateddimensionsof music. |
| **Singing** |  |  | Sing a wide range of call and response songs (e.g., Pretty Trees Around the World from Rhythms of Childhood), to control vocal pitch and to match the pitch they hear with accuracy. | Sing a wide range of call and response songs (e.g., Pretty Trees Around the World from Rhythms of Childhood), to control vocal pitch and to match the pitch they hear with accuracy. | Sing simple songs, chants and rhymes (e.g., Boom Chicka Boom) from memory, singing collectivelyand at the same pitch, responding to simplevisual directions (e.g., stop, start, loud or quiet) and counting in.Begin with simple songs with a very small range, mi-so (e.g., Hello, How are You) and then slightlywider (e.g., Bounce High, Bounce Low). Include pentatonic songs (e.g., Dr Knickerbocker).Sing a wide range of call and response songs (e.g., Pretty Trees Around the World from Rhythms of Childhood), to control vocal pitch and to match the pitch they hear with accuracy.Popular Music. |  |
| **Listening** |  |  | Musical TraditionsCountry – TrinidadStyle – Calypso | Western Classical Tradition and Film.Popular Music.Musical Traditions – Style Brazil – Samba. |  |  |
| **Composing** | Create musical sound effects and shortsequences of sounds in response to stimuli, e.g.,a rainstorm or a train journey. Combine to makea story, choosing and playing classroominstruments (e.g., rainmaker) or sound-makers (e.g., rustling leaves). |  | Compose song accompaniments on untuned percussion using known rhythms and notevalues. | Improvise simple vocal chants, using questionand answer phrases.Create musical sound effects and shortsequences of sounds in response to stimuli, e.g., a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g., rainmaker) or sound-makers (e.g., rustling leaves).Recognise how graphic notation can representcreated sounds. Explore and invent own symbols,e.g., Graphic Scores. |  | Understand the difference between creating a rhythm pattern and a pitch pattern.Recognise how graphic notation can representcreated sounds. Explore and invent own symbols,e.g., Graphic Scores. |
| **Musicianship** | Explore percussion sounds to enhancestorytelling, e.g.• ascending xylophone notes to suggest Jack climbing thebeanstalk.• quiet sounds created on a rain stick/shaker to depict a shower.• regular strong beats played on a drum to replicate menacingfootsteps. |  | Use body percussion (e.g., clapping, tapping or walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythmpatterns (ostinati) and short, pitched patterns on tuned instruments (e.g., glockenspiels or chime bars) to maintain a steady beat. | Use body percussion (e.g., clapping, tapping or walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythmpatterns (ostinati) and short, pitched patterns on tuned instruments (e.g., glockenspiels or chime bars) to maintain a steady beat.Listen to sounds in the local schoolenvironment, comparing high and lowsounds.Explore percussion sounds to enhancestorytelling, e.g.• ascending xylophone notes to suggest Jack climbing thebeanstalk.• quiet sounds created on a rain stick/shaker to depict a shower.• regular strong beats played on a drum to replicate menacingfootsteps. | Respond to the pulse in recorded/livemusic through movement and dance, e.g.,Stepping (e.g., Mattachins from CapriolSuite by Warlock), Jumping (e.g., Trepakfrom The Nutcracker by Tchaikovsky),Walking on tiptoes (e.g., Scherzo from The Firebird Suite by Stravinsky). | Use body percussion (e.g., clapping, tapping or walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g., glockenspiels or chime bars) to maintain a steady beat.Respond to the pulse in recorded/livemusic through movement and dance, e.g.,Stepping (e.g., Mattachins from CapriolSuite by Warlock), Jumping (e.g., Trepakfrom The Nutcracker by Tchaikovsky),Walking on tiptoes (e.g., Scherzo from The Firebird Suite by Stravinsky). |

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| **Year 2** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Topic** | **Percussion Instruments L1** | **Boom Whackers** **KS1 L1** | **Steel Pans Lite KS1 L1** | **Songwriting with Glockenspiels Lite KS1 L2** | **Singing Lite KS1 L2** | **Music Theory with Keyboards KS1 L2** |
| **National Curriculum Coverage** |  | Use their voices expressively and creatively by singing songs and speaking chants and rhymes.Play tuned and untuned instruments musically.Listen withconcentration andunderstanding to arange of high-qualitylive and recordedmusic.Experiment with,create, select andcombine soundsusing the interrelateddimensionsof music. | Play tuned and untuned instruments musically.Listen withconcentration andunderstanding to arange of high-qualitylive and recordedmusic.Experiment with,create, select andcombine soundsusing the interrelateddimensionsof music. | Use their voices expressively and creatively by singing songs and speaking chants and rhymes.Play tuned and untuned instruments musically.Listen withconcentration andunderstanding to arange of high-qualitylive and recordedmusic.Experiment with,create, select andcombine soundsusing the interrelateddimensionsof music. | Use their voicesexpressively andcreatively by singing songs and speaking chants and rhymes. | Use their voicesexpressively andcreatively by singing songs and speaking chants and rhymes.Play tuned and untuned instruments musically.Listen withconcentration andunderstanding to arange of high-qualitylive and recordedmusic.Experiment with,create, select andcombine soundsusing the interrelateddimensionsof music. |
| **Singing** |  |  |  |  | Sing songs regularly with a pitch range of Do-So with increasing vocal control.Sing songs with a small pitch range (e.g., Rain, Rain Go Away), pitching accurately.Know the meaning of dynamics (loud/quiet) andtempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g.,crescendo, decrescendo and pause). |  |
| **Listening** |  |  | Musical TraditionsCountry – TrinidadStyle – Calypso | Western Classical Tradition and Film.Popular Music.Musical Traditions – Style Indonesia – Gamelan | Popular Music. | Western Classical Tradition and Film.Popular Music. |
| **Composing**  | Create music in response to a non-musical stimulus (e.g., a storm, a car race or a rocket launch). |  | Compose song accompaniments on untuned percussion using known rhythms and notevalues. | Use graphic symbols, dot notation and sticknotation, as appropriate, to keep a record ofcomposed pieces.Work with a partner to improvise simple questionand answer phrases, to be sung and played onuntuned percussion, creating a musicalconversation.Create music in response to a non-musicalstimulus (e.g., a storm, a car race or a rocketlaunch). |  |  |
| **Musicianship** |  |  |  | Recognise dot notation and match it to 3-notetunes played on tuned percussion | Understand that the speed of the beat can change, creating a faster or slower pace (tempo).Walk in time to the beat of a piece of music orsong (e.g., La Mourisque by Susato). Know thedifference between left and right to supportcoordination and shared movement with others.Identify the beat groupings in familiar music that they sing regularly and listen to, e.g., Maple Leaf Rag by Joplin /The Elephant from Carnival of the Animals by Saint-SaënsCreate rhythms using word phrases as a starting point (e.g., Hel-lo Si-mon or Can you come and play?).Play a range of singing games based on thecuckoo interval (so-mi, e.g., Little Sally Saucer) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument orbacking track.Sing short phrases independently within asinging game or short song. | Mark the beat of a listening piece (e.g., Boleroby Ravel) by tapping or clapping and recognisingtempo as well as changes in tempo.Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.Identify the beat groupings in familiar music that they sing regularly and listen to, e.g., Maple Leaf Rag by Joplin /The Elephant from Carnival of the Animals by Saint-SaënsRead and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.Create and perform their own chanted rhythm patterns with the same stick notation.Respond independently to pitch changes heardin short melodic phrases, indicating with actions(e.g., stand up/sit down, hands high/hands low). |

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| **Year 3** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Topic** | **Samba Drumming KS2 L1** | **Boom Whackers KS2 L1** | **Steel Pans KS2 L1** | **Songwriting with Glockenspiels Lite KS2 L1** | **Singing Lite KS2 L1** | **Music Theory with Keyboards KS2 L1** |
| **National Curriculum Coverage** | Play and performin solo and ensemblecontexts, using their voices and playing musical instruments with increasingaccuracy, fluency,control and expression.Improvise and compose music for a range of purposes using the inter-related dimensions ofmusic.Appreciate and understand a wide range of high-quality live and recordedmusic drawn fromdifferent traditions and from greatcomposers and musicians. | Play and performin solo and ensemblecontexts, using their voices and playing musical instruments with increasingaccuracy, fluency,control and expression.Improvise and compose music for a range of purposes using the inter-related dimensions ofmusic.Use and understand staff and other musical notations. | Play and performin solo and ensemblecontexts, using their voices and playing musical instruments with increasingaccuracy, fluency,control and expression.Improvise and compose music for a range of purposes using the inter-related dimensions ofmusic.Use and understand staff and other musical notations.Appreciate and understand a wide range of high-quality live and recordedmusic drawn fromdifferent traditions and from great composers and musicians. | Play and performin solo and ensemblecontexts, using their voices and playing musical instruments with increasingaccuracy, fluency,control and expression.Improvise and compose music for a range of purposes using the inter-related dimensions ofmusic.Appreciate and understand a wide range of high-quality live and recordedmusic drawn fromdifferent traditions and from great composers and musicians.Develop an understanding of the history of music. | Play and performin solo and ensemblecontexts, using their voices and playing musical instruments with increasingaccuracy, fluency,control and expression.Appreciate and understand a wide range of high-quality live and recordedmusic drawn fromdifferent traditions and from greatcomposers and musicians. | Play and performin solo and ensemblecontexts, using their voices and playing musical instruments with increasingaccuracy, fluency,control and expression.Improvise and compose music for a range of purposes using the inter-related dimensions ofmusic.Use and understand staff and other musical notations.Appreciate and understand a wide range of high-quality live and recordedmusic drawn fromdifferent traditions and from great composers and musicians. |
| **Singing** |  |  |  |  | Sing a widening range of unison songs of varyingstyles and structures with a pitch range of do-so (e.g., Extreme Weather), tunefully and with expression. Perform forte and piano, loud and soft.Walk, move or clap a steady beat with others,changing the speed of the beat as the tempo of the music changes.Perform actions confidently and in time to a range of action songs (e.g., Heads and Shoulders). |  |
| **Listening** | Musical TraditionsCountry – BrazilStyle – Samba |  |  | Popular MusicMusical TraditionsCountry – IndonesiaStyle – GamelanMusical TraditionsCountry – IndiaStyle – Indian Classical |  | Western Classical Tradition and FilmPopular Music |
| **Composing** | Compose son accompaniments on untuned percussion using known rhythms and notevalues.Become more skilled in improvising (using voices,tuned and untuned percussion and instrumentsplayed in whole class/group/individual/instrumental teaching), inventing short ‘on-the-spot’ responses using a limited note range. | Become more skilled in improvising (using voices,tuned and untuned percussion and instrumentsplayed in whole class/group/individual/instrumental teaching), inventing short ‘on-the-spot’ responses using a limited note range. | Compose song accompaniments on untuned percussion using known rhythms and notevalues. | Structure musical ideas (e.g., using echo orquestion and answer phrases) to create musicthat has a beginning, middle and end. Pupilsshould compose in response to different stimuli, e.g., stories, verse, images (paintings andphotographs) and musical sources. | Combine known rhythmic notation with letternames to create rising and falling phrases using just three notes (do, re and mi).Structure musical ideas (e.g., using echo orquestion and answer phrases) to create musicthat has a beginning middle and end. Pupils should compose in response to different stimuli, e.g., stories, verse, images (paintings and photographs) and musical sources. | Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). |
| **Performance** |  | Develop facility in playing tuned percussion or amelodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g., Middle CE/do-mi) as a whole class or in small groups (e.g., trios and quartets). | Develop facility in playing tuned percussion or amelodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g., Middle CE/do-mi) as a whole class or in small groups (e.g., trios and quartets). | Develop facility in playing tuned percussion or amelodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g., Middle CE/do-mi) as a whole class or in small groups (e.g., trios and quartets). | Individually (solo) copy stepwise melodicphrases with accuracy at different speeds such as allegro and adagio, fast and slow. Extend toquestion and answer phrases.Apply word chants to rhythms, understandinghow to link each syllable to one musical note. | Develop facility in playing tuned percussion or amelodic instrument such as violin or recorder. Play and perform melodies following staff notation using a small range (e.g., Middle CE/do-mi) as a whole class or in small groups (e.g., trios and quartets).Use listening skills to correctly order phrasesusing dot notation, showing different arrangements of notes C-D-E/do-re-miIntroduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.Introduce and understand the differences between crotchets and paired quavers. |

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| **Year 4** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Topic** | **Samba Drumming KS2 L1** | **Boom Whackers KS2 L1** | **Steel Pans KS2 L1** | **Songwriting with Glockenspiels Lite KS2 L2** | **Singing Lite KS2 L2** | **Music Theory with Keyboards KS2 L2** |
| **National Curriculum Coverage** | 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 ofmusic.Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from greatcomposers and musicians. | 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 ofmusic.Use and understand staff and other musical notations. | 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 ofmusic.Use and understand staff and other musical notations.Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from greatcomposers and musicians. | 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 ofmusic.Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.Develop an understanding of the history of music. | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from greatcomposers and musicians. | 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 ofmusic.Use and understand staff and other musical notations.Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from greatcomposers and musicians.Develop an understanding of the history of music. |
| **Singing** |  |  |  |  | Continue to sing a broad range of unison songswith the range of an octave (do–do) (e.g., One More Day – a traditional sea shanty) pitching the voice accurately and following directions for getting louder (crescendo) and quieter(decrescendo).Sing rounds and partner songs in different timesignatures (2, 3 and 4-time) (e.g., Our Dustbin) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony (e.g., Hear the Wind).Popular Music |  |
| **Listening** | Musical TraditionsCountry – BrazilStyle – Samba |  | Musical TraditionsCountry – TrinidadStyle – Calypso | Western Classical Tradition and FilmPopular MusicMusical TraditionsCountry – BrazilStyle – SambaMusical TraditionsCountry – IndonesiaStyle – GamelanMusical TraditionsCountry – IndiaStyle – Indian ClassicalMusical TraditionsCountry – Punjab/UKStyle – BhangraMusical TraditionsCountry – TrinidadStyle – Calypso |  | Western Classical Tradition and FilmPopular MusicMusical TraditionsCountry – IndiaStyle – Indian Classical |
| **Composing** |  |  |  | Improvise on a limited range of pitches on theinstrument they are now learning, making use ofmusical features including smooth (legato) anddetached (staccato).Begin to make compositional decisions about the overall structure of improvisations.Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of five pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.Explore developing knowledge of musicalcomponents by composing music to create a specific mood, for example creating music to accompany a short film clip.Capture and record creative ideas using any of: graphic symbols /rhythm notation and time signatures/staff notation/technology. | Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of five pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. | Introduce major and minor chords.Capture and record creative ideas using any of:graphic symbols /rhythm notation and time signatures/staff notation/technology. |
| **Performance** | Develop facility in the basic skills of a selected musical instrument over a sustained learning period.Follow and perform simple rhythmic scores to a steady beat; maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. | Develop facility in the basic skills of a selected musical instrument over a sustained learning period.Play and perform melodies following staff notation using a small range (e.g., Middle CG/ do-so) as a whole class or in small groups. | Develop facility in the basic skills of a selected musical instrument over a sustained learning period.Play and perform melodies following staff notation using a small range (e.g., Middle CG/ do-so) as a whole class or in small groups.Read and perform pitch notation within a defined range (e.g., C-G/do-so). | Play and perform melodies following staff notation using a small range (e.g., Middle CG/ do-so) as a whole class or in small groups. |  | Develop facility in the basic skills of a selected musical instrument over a sustained learning period.Play and perform melodies following staff notation using a small range (e.g., Middle CG/ do-so) as a whole class or in small groups.Copy short melodic phrases including those using the pentatonic scale (e.g., C, D, E, G, A).Introduce and understand the differences between minims, crotchets, paired quavers and rests.Read and perform pitch notation within a defined range (e.g., C-G/do-so). |

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| **Year 5** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Topic** | **Samba Drumming KS2 L1** | **Boom Whackers KS2 L1** | **Steel Pans KS2 L1** | **Songwriting with Glockenspiels Lite KS2 L3** | **Singing Lite KS2 L3** | **Music Theory with Keyboards KS2 L3** |
| **National Curriculum Coverage** | Play and performin solo and ensemblecontexts, using their voices and playing musical instruments with increasingaccuracy, fluency,control and expression.Improvise and compose music for a range of purposes using the inter-related dimensions ofmusic.Appreciate and understand a wide range of high-quality live and recordedmusic drawn fromdifferent traditions and from greatcomposers and musicians. | Play and performin solo and ensemblecontexts, using their voices and playing musical instruments with increasingaccuracy, fluency,control and expression.Improvise and compose music for a range of purposes using the inter-related dimensions ofmusic.Use and understand staff and other musical notations. | Play and performin solo and ensemblecontexts, using their voices and playing musical instruments with increasingaccuracy, fluency,control and expression.Improvise and compose music for a range of purposes using the inter-related dimensions ofmusic.Use and understand staff and other musical notations.Appreciate and understand a wide range of high-quality live and recordedmusic drawn fromdifferent traditions and from greatcomposers and musicians. | Play and performin solo and ensemblecontexts, using their voices and playing musical instruments with increasingaccuracy, fluency,control and expression.Improvise and compose music for a range of purposes using the inter-related dimensions ofmusic.Appreciate and understand a wide range of high-quality live and recordedmusic drawn fromdifferent traditions and from greatcomposers and musicians.Develop an understanding of the history of music. | Play and performin solo and ensemblecontexts, using their voices and playing musical instruments with increasingaccuracy, fluency,control and expression.Appreciate and understand a wide range of high-quality live and recordedmusic drawn fromdifferent traditions and from greatcomposers and musicians.Develop an understanding of the history of music. | Play and performin solo and ensemblecontexts, using their voices and playing musical instruments with increasingaccuracy, fluency,control and expression.Improvise and compose music for a range of purposes using the inter-related dimensions ofmusic.Use and understand staff and other musical notations.Appreciate and understand a wide range of high-quality live and recordedmusic drawn fromdifferent traditions and from greatcomposers and musicians.Develop an understanding of the history of music. |
| **Singing** |  |  |  |  | Sing a broad range of songs from an extendedrepertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.Sing three-part rounds, partner songs, and songswith a verse and a chorus. |  |
| **Listening** | Musical TraditionsCountry – BrazilStyle – Samba |  | Musical TraditionsCountry – TrinidadStyle – Calypso | Western Classical Tradition and FilmPopular MusicMusical TraditionsCountry – BrazilStyle – SambaMusical TraditionsCountry – IndonesiaStyle – GamelanMusical TraditionsCountry – IndiaStyle – Indian ClassicalMusical TraditionsCountry – Punjab/UKStyle – BhangraMusical TraditionsCountry – TrinidadStyle – CalypsoMusical TraditionsCountry – NigeriaStyle – DrummingMusical TraditionsCountry – South AfricaStyle – Choral | Popular Music | Western Classical Tradition and FilmPopular MusicMusical TraditionsCountry – IndiaStyle – Indian Classical |
| **Composing** | Improvise over a simple groove, responding tothe beat, creating satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). | Compose melodies made from pairs of phrases ineither C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordalaccompaniment. |  | Working in pairs, compose a short ternary piece.Use chords to compose music to evoke a specificatmosphere, mood or environment. For example,La Mer by Debussy and The River Flows In You byYiruma both evoke images of water. Equally,pupils might create music to accompany a silentfilm or to set a scene in a play or book. |  | Improvise freely over a drone, developing senseof shape and character, using tuned percussionand melodic instruments.Compose melodies made from pairs of phrases ineither C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordalaccompaniment.Working in pairs, compose a short ternary piece.Capture and record creative ideas using any of:• Graphic Symbols• Rhythm notation and time signatures• Staff notation• Technology |
| **Performance** |  | Play melodies on tuned percussion, melodicinstruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C′/do–do range.Understand how triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordalaccompaniments to familiar songs (e.g., YellowSubmarine by The Beatles).Read and perform pitch notation within anoctave (e.g., C–C′/do–do). | Play melodies on tuned percussion, melodicinstruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C′/do–do range. Read and perform pitch notation within anoctave (e.g., C–C′/do–do). |  |  | Play melodies on tuned percussion, melodicinstruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C′/do–do range. Understand how triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordalaccompaniments to familiar songs (e.g., YellowSubmarine by The Beatles).Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.Further understand the differences between semibreves, minims, crotchets and crotchetrests, paired quavers and semiquavers.Understand the differences between 2/4, ¾ and 4/4 time signatures.Read and perform pitch notation within anoctave (e.g., C–C′/do–do). |

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| **Year 6** | **Autumn Term 1** | **Autumn Term 2** | **Spring Term 1** | **Spring Term 2** | **Summer Term 1** | **Summer Term 2** |
| **Topic** | **Samba Drumming KS2 L1** | **Boom Whackers KS2 L1** | **Steel Pans KS2 L1** | **Songwriting with Glockenspiels Lite KS2 L4** | **Singing Lite KS2 L4** | **Music Theory with Keyboards KS2 L4** |
| **National Curriculum Coverage** | Play and performin solo and ensemblecontexts, using their voices and playing musical instruments with increasingaccuracy, fluency,control and expression.Improvise and compose music for a range of purposes using the inter-related dimensions ofmusic.Appreciate and understand a wide range of high-quality live and recordedmusic drawn fromdifferent traditions and from greatcomposers and musicians. | Play and performin solo and ensemblecontexts, using their voices and playing musical instruments with increasingaccuracy, fluency,control and expression.Improvise and compose music for a range of purposes using the inter-related dimensions ofmusic.Use and understand staff and other musical notations. | Play and performin solo and ensemblecontexts, using their voices and playing musical instruments with increasingaccuracy, fluency,control and expression.Improvise and compose music for a range of purposes using the inter-related dimensions ofmusic.Use and understand staff and other musical notations.Appreciate and understand a wide range of high-quality live and recordedmusic drawn fromdifferent traditions and from greatcomposers and musicians. | Play and performin solo and ensemblecontexts, using their voices and playing musical instruments with increasingaccuracy, fluency,control and expression.Improvise and compose music for a range of purposes using the inter-related dimensions ofmusic.Appreciate and understand a wide range of high-quality live and recordedmusic drawn fromdifferent traditions and from greatcomposers and musicians.Develop an understanding of the history of music. | Play and performin solo and ensemblecontexts, using their voices and playing musical instruments with increasingaccuracy, fluency,control and expression.Appreciate and understand a wide range of high-quality live and recordedmusic drawn fromdifferent traditions and from greatcomposers and musicians. | Play and performin solo and ensemblecontexts, using their voices and playing musical instruments with increasingaccuracy, fluency,control and expression.Appreciate and understand a wide range of high-quality live and recordedmusic drawn fromdifferent traditions and from greatcomposers and musicians.Develop an understanding of the history of music. |
| **Singing** |  |  |  |  | Sing a broad range of songs, including those thatinvolve syncopated rhythms, as part of a choir,with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.Continue to sing three- and four-part rounds (e.g., Calypso by Jan Holdstock) or partner songs, and experiment with positioning singers randomly within the group – i.e., no longer indiscrete parts – in order to develop greater listening skills, balance between parts and vocal independence.Perform a range of songs as a choir in school assemblies, school performance opportunitiesand to a wider audience. |  |
| **Listening** | Musical TraditionsCountry – BrazilStyle – Samba |  | Musical TraditionsCountry – TrinidadStyle – Calypso | Western Classical Tradition and FilmPopular MusicMusical TraditionsCountry – BrazilStyle – SambaMusical TraditionsCountry – IndonesiaStyle – GamelanMusical TraditionsCountry – IndiaStyle – Indian ClassicalMusical TraditionsCountry – Punjab/UKStyle – BhangraMusical TraditionsCountry – TrinidadStyle – CalypsoMusical TraditionsCountry – NigeriaStyle – DrummingMusical TraditionsCountry – South AfricaStyle – ChoralMusical TraditionsCountry – Middle East/England/PolandStyle – FolkMusical TraditionsCountry – ArgentinaStyle – Tango | Popular Music | Western Classical Tradition and FilmPopular MusicMusical TraditionsCountry – IndiaStyle – Indian Classical |
| **Composing** | Improvise over a simple groove, responding tothe beat, creating satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). | Compose melodies made from pairs of phrases ineither C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordalaccompaniment. |  | Create music with multiple sections that includerepetition and contrast.Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g., C, D, E, G,A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. |  | Use chord changes as part of an improvised sequence.Extend improvised melodies beyond eight beats over a fixed groove, creating a satisfying melodic shape.Compose melodies made from pairs of phrases ineither G major or E minor or a key suitable for the instrument. |
| **Performance** |  | Play melodies on tuned percussion, melodicinstruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C′/do–do range.Understand how triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordalaccompaniments to familiar songs (e.g., YellowSubmarine by The Beatles).Read and perform pitch notation within anoctave (e.g., C–C′/do–do). | Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C′/do–do range. Read and perform pitch notation within an octave (e.g., C–C′/do–do). | Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (FF), very quiet (PP), moderately loud (MF) and moderately quiet (MP). |  | Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (FF), very quiet (PP), moderately loud (MF) and moderately quiet (MP).Further develop the skills to read and perform pitch notation within an octave (e.g., C–C/ do–do).Read and play confidently from rhythm notation cards and rhythmic scores in up to four parts that contain known rhythms and notedurations.Read and play from notation a 4-bar phrase,confidently identifying note names and durations. |