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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 songs  Sing the pitch of a tone sung by another person  Sing the melodic shape  Create own songs  Play 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 melody  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  **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 songs  Sing the pitch of a tone sung by another person  Sing the melodic shape  Create own songs  Play 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 melody  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  **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 voices  expressively and  creatively by singing songs and speaking chants and rhymes.  Play tuned and untuned instruments musically.  Experiment with,  create, select and  combine sounds  using the interrelated  dimensions  of music. | 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 interrelated  dimensions  of music. | Use their voices  expressively and creatively by singing songs and speaking chants and rhymes.  Play tuned and untuned instruments musically.  Experiment with,  create, select and  combine sounds  using the interrelated  dimensions  of music. | Use their voices  expressively and  creatively by singing songs and speaking chants and rhymes.  Sing songs regularly with a pitch range of Do-So  with increasing vocal control. | 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 interrelated  dimensions  of 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 collectively  and at the same pitch, responding to simple  visual 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 slightly  wider (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 Traditions  Country – Trinidad  Style – Calypso | Western Classical Tradition and Film.  Popular Music.  Musical Traditions – Style Brazil – Samba. |  |  |
| **Composing** | Create musical sound effects and short  sequences 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). |  | Compose song accompaniments on untuned percussion using known rhythms and note  values. | Improvise simple vocal chants, using question  and answer phrases.  Create musical sound effects and short  sequences 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 represent  created 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 represent  created sounds. Explore and invent own symbols,  e.g., Graphic Scores. |
| **Musicianship** | Explore percussion sounds to enhance  storytelling, e.g.  • ascending xylophone notes to suggest Jack climbing the  beanstalk.  • quiet sounds created on a rain stick/shaker to depict a shower.  • regular strong beats played on a drum to replicate menacing  footsteps. |  | 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. | 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.  Listen to sounds in the local school  environment, comparing high and low  sounds.  Explore percussion sounds to enhance  storytelling, e.g.  • ascending xylophone notes to suggest Jack climbing the  beanstalk.  • quiet sounds created on a rain stick/shaker to depict a shower.  • regular strong beats played on a drum to replicate menacing  footsteps. | Respond to the pulse in recorded/live  music through movement and dance, e.g.,Stepping (e.g., Mattachins from Capriol  Suite by Warlock), Jumping (e.g., Trepak  from 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/live  music through movement and dance, e.g.,Stepping (e.g., Mattachins from Capriol  Suite by Warlock), Jumping (e.g., Trepak  from 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 with  concentration and  understanding to a  range of high-quality  live and recorded  music.  Experiment with,  create, select and  combine sounds  using the interrelated  dimensions  of music. | 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 interrelated  dimensions  of music. | 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 interrelated  dimensions  of music. | Use their voices  expressively and  creatively by singing songs and speaking chants and rhymes. | 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 interrelated  dimensions  of 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) and  tempo (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 Traditions  Country – Trinidad  Style – 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 note  values. | Use graphic symbols, dot notation and stick  notation, as appropriate, to keep a record of  composed pieces.  Work with a partner to improvise simple question  and answer phrases, to be sung and played on  untuned percussion, creating a musical  conversation.  Create music in response to a non-musical  stimulus (e.g., a storm, a car race or a rocket  launch). |  |  |
| **Musicianship** |  |  |  | Recognise dot notation and match it to 3-note  tunes 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 or  song (e.g., La Mourisque by Susato). Know the  difference between left and right to support  coordination 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-Saëns  Create 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 the  cuckoo 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 or  backing track.  Sing short phrases independently within a  singing game or short song. | Mark the beat of a listening piece (e.g., Bolero  by Ravel) by tapping or clapping and recognising  tempo 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-Saëns  Read 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 heard  in 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 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.  Appreciate and understand a wide range of high-quality live and recorded  music drawn from  different traditions and from great  composers 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 of  music.  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 of  music.  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 great composers 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 of  music.  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 great  composers 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 of  music.  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 great composers and musicians. |
| **Singing** |  |  |  |  | Sing a widening range of unison songs of varying  styles 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 Traditions  Country – Brazil  Style – Samba |  |  | Popular Music  Musical Traditions  Country – Indonesia  Style – Gamelan  Musical Traditions  Country – India  Style – Indian Classical |  | Western Classical Tradition and Film  Popular Music |
| **Composing** | Compose son accompaniments on untuned percussion using known rhythms and note  values.  Become more skilled in improvising (using voices,  tuned and untuned percussion and instruments  played 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 instruments  played 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 note  values. | Structure musical ideas (e.g., using echo or  question and answer phrases) to create music  that 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).  Structure musical ideas (e.g., using echo or  question and answer phrases) to create music  that 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 a  melodic 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 a  melodic 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 a  melodic 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 melodic  phrases with accuracy at different speeds such as allegro and adagio, fast and slow. Extend to  question and answer phrases.  Apply word chants to rhythms, understanding  how to link each syllable to one musical note. | Develop facility in playing tuned percussion or a  melodic 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 phrases  using dot notation, showing different arrangements of notes C-D-E/do-re-mi  Introduce 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 of  music.  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great  composers 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 of  music.  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 of  music.  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 great  composers 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 of  music.  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 great  composers 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 of  music.  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 great  composers and musicians.  Develop an understanding of the history of music. |
| **Singing** |  |  |  |  | Continue to sing a broad range of unison songs  with 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 time  signatures (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 Traditions  Country – Brazil  Style – Samba |  | Musical Traditions  Country – Trinidad  Style – Calypso | Western Classical Tradition and Film  Popular Music  Musical Traditions  Country – Brazil  Style – Samba  Musical Traditions  Country – Indonesia  Style – Gamelan  Musical Traditions  Country – India  Style – Indian Classical  Musical Traditions  Country – Punjab/UK  Style – Bhangra  Musical Traditions  Country – Trinidad  Style – Calypso |  | Western Classical Tradition and Film  Popular Music  Musical Traditions  Country – India  Style – Indian Classical |
| **Composing** |  |  |  | Improvise on a limited range of pitches on the  instrument they are now learning, making use of  musical features including smooth (legato) and  detached (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 musical  components 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 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.  Appreciate and understand a wide range of high-quality live and recorded  music drawn from  different traditions and from great  composers 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 of  music.  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 of  music.  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 great  composers 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 of  music.  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 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.  Improvise and compose music for a range of purposes using the inter-related dimensions of  music.  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 great  composers and musicians.  Develop an understanding of the history of music. |
| **Singing** |  |  |  |  | Sing a broad range of songs from an extended  repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style.  Sing three-part rounds, partner songs, and songs  with a verse and a chorus. |  |
| **Listening** | Musical Traditions  Country – Brazil  Style – Samba |  | Musical Traditions  Country – Trinidad  Style – Calypso | Western Classical Tradition and Film  Popular Music  Musical Traditions  Country – Brazil  Style – Samba  Musical Traditions  Country – Indonesia  Style – Gamelan  Musical Traditions  Country – India  Style – Indian Classical  Musical Traditions  Country – Punjab/UK  Style – Bhangra  Musical Traditions  Country – Trinidad  Style – Calypso  Musical Traditions  Country – Nigeria  Style – Drumming  Musical Traditions  Country – South Africa  Style – Choral | Popular Music | Western Classical Tradition and Film  Popular Music  Musical Traditions  Country – India  Style – Indian Classical |
| **Composing** | Improvise over a simple groove, responding to  the 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 in  either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal  accompaniment. |  | Working in pairs, compose a short ternary piece.  Use chords to compose music to evoke a specific  atmosphere, mood or environment. For example,  La Mer by Debussy and The River Flows In You by  Yiruma both evoke images of water. Equally,  pupils might create music to accompany a silent  film or to set a scene in a play or book. |  | Improvise freely over a drone, developing sense  of shape and character, using tuned percussion  and melodic instruments.  Compose melodies made from pairs of phrases in  either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal  accompaniment.  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, melodic  instruments 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, chordal  accompaniments to familiar songs (e.g., Yellow  Submarine by The Beatles).  Read and perform pitch notation within an  octave (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 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.  Understand how triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal  accompaniments to familiar songs (e.g., Yellow  Submarine 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 crotchet  rests, paired quavers and semiquavers.  Understand the differences between 2/4, ¾ and 4/4 time signatures.  Read and perform pitch notation within an  octave (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 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.  Appreciate and understand a wide range of high-quality live and recorded  music drawn from  different traditions and from great  composers 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 of  music.  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 of  music.  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 great  composers 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 of  music.  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 great  composers and musicians. | 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 great  composers and musicians.  Develop an understanding of the history of music. |
| **Singing** |  |  |  |  | Sing a broad range of songs, including those that  involve 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 in  discrete 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 opportunities  and to a wider audience. |  |
| **Listening** | Musical Traditions  Country – Brazil  Style – Samba |  | Musical Traditions  Country – Trinidad  Style – Calypso | Western Classical Tradition and Film  Popular Music  Musical Traditions  Country – Brazil  Style – Samba  Musical Traditions  Country – Indonesia  Style – Gamelan  Musical Traditions  Country – India  Style – Indian Classical  Musical Traditions  Country – Punjab/UK  Style – Bhangra  Musical Traditions  Country – Trinidad  Style – Calypso  Musical Traditions  Country – Nigeria  Style – Drumming  Musical Traditions  Country – South Africa  Style – Choral  Musical Traditions  Country – Middle East/England/Poland  Style – Folk  Musical Traditions  Country – Argentina  Style – Tango | Popular Music | Western Classical Tradition and Film  Popular Music  Musical Traditions  Country – India  Style – Indian Classical |
| **Composing** | Improvise over a simple groove, responding to  the 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 in  either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal  accompaniment. |  | Create music with multiple sections that include  repetition 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 in  either G major or E minor or a key suitable for the instrument. |
| **Performance** |  | 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.  Understand how triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal  accompaniments to familiar songs (e.g., Yellow  Submarine by The Beatles).  Read and perform pitch notation within an  octave (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 note  durations.  Read and play from notation a 4-bar phrase,  confidently identifying note names and durations. |