

	Autumn 1	Autumn 2	Spring 1		Spring 2	Summer 1	Summer 2
Nursery	Song based learning across all subjects to support understanding.						
Reception	Song and instrument based learning across all subjects to support understanding.						
Year 1	<p><u>Pulse and Rhythm (all about me)</u> This introductory unit includes lots of activities for getting to know one another. Through listening to a range of different music and playing games, children learn to:</p> <ul style="list-style-type: none"> identify the difference between the pulse and rhythm of a song consolidate their understanding of these concepts through listening and performing activities. 		<p><u>Music vocabulary (under the sea)</u></p> <ul style="list-style-type: none"> Make movements that are appropriate to the pulse and tempo of a piece of music. Choose instruments with appropriate timbre to represent sparkling fishes. Respond to dynamic changes in a piece of music. Create pitches and rhythms. Perform a layer of the music within an overall piece. Define all the musical terms from this unit. 		<p><u>Timbre and rhythmic patterns (fairytale)</u> Through fairy tales, children are introduced to the concept of timbre; learning that:</p> <ul style="list-style-type: none"> different sounds can represent characters and key moments in a story. explore clapping along to the syllables of words and phrases creating rhythmic patterns to tell a familiar fairy tale. 		
Year 2	<p><u>Dynamics, timbre, tempo and motifs (Space)</u> In this topic pupils develop their knowledge and understanding of:</p> <ul style="list-style-type: none"> dynamics, timbre, tempo and instruments, identifying these elements in music that they hear and comparing pieces by the same composer. visually represent music in creative and more formal ways learn to play and compose motifs. 		<p><u>Orchestral instruments</u> Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music. They learn how:</p> <ul style="list-style-type: none"> different characters can be represented by timbre emotions can be represented by pitch changes in tempo can convey action. 		<p><u>Great fire of London</u> (links with History)</p> <ul style="list-style-type: none"> Sing a new song. Perform the appropriate Makaton to accompany lyrics. Explore the sounds of instruments and develop an appreciation of music, in terms of pitch, duration, tempo, dynamics and timbre. Perform to a live audience. 		
Year 3	<p><u>Body and tuned percussion (Rainforests)</u> (links to Geography) A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer</p> <ul style="list-style-type: none"> Develop their listening, composing and performance skills. Identify musical elements - developing vocabulary from loud and quiet to crescendo and diminuendo. 		<p><u>Finlandia by Jean Sibelius</u> Learners will:</p> <ul style="list-style-type: none"> listen and reflect on a piece of orchestral music create their own rhythmic ostinatos and structure them into a piece write a simple song perform as an ensemble begin to learn simple staff notation learn musical language appropriate to the task play and perform in ensemble contexts, using their voices and playing musical instruments improvise and compose music for a range of purposes using the interrelated dimensions of music listen with attention to detail and recall sounds with increasing aural memory 		<p><u>Jazz</u> Learners will:</p> <ul style="list-style-type: none"> explain what ragtime music is. play on the 'off beat' and sing a syncopated rhythm. play a call and then improvise a response. Improvise or compose a scat singing performance with sounds and words. compose and play a jazz motif fluently, using swung quavers. play a swung rhythm using a tuned percussion instrument. 		

	<ul style="list-style-type: none"> Explore and discover sound makers in a specific environment (including one's own body and voice) Experience and explore a wealth of creative outcomes including soundscapes - graphic scores Perform and compose in line with a particular theme. 	<ul style="list-style-type: none"> use and understand staff and other musical notations 	<ul style="list-style-type: none"> Perform and analyse expressive compositions. Extend their sound vocabulary.
Year 4	<p>Medieval Music (links to History)</p> <ul style="list-style-type: none"> develop ability to extend their sound vocabulary develop compositional skills through basic notation and chant composed in a medieval secular style using rhythmic modes and Dorian mode scale explore different examples of medieval music make expressive use of vocals while exploring plainsong create and structure compositions in groups and perform. <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>Anthology of Fantastic Zoology - Sprite; A Bao A Qu By Mason Bates (cross curricular links to Literacy and Art)</p> <ul style="list-style-type: none"> Create art-work, poetry and music inspired by a piece of orchestral music Listen and reflect on a work for orchestra perform as an ensemble using their voices and playing musical instruments improvise and compose music for a range of purposes using the interrelated dimensions of music 	<p>Rock and Roll Learners will:</p> <ul style="list-style-type: none"> know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. know that it was created after the second world war and it was intended to represent happiness. know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bass line (where patterns of notes go up then down again) is common in rock and roll. know that playing in time means all performers playing together at the same speed. know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.
Year 5	<p>Get creative with classical music (links with Shakespeare Tempest & The Giants necklace) Children explore various classical composers ranging from the 18th century to modern day.</p> <ul style="list-style-type: none"> Anna Meredith Benjamin Britten Modest Mussorgsky Edvard Greig George Frederick Handel <p>5 lessons will look at each composer in detail and a particular piece of music that they composed.</p> <p>Range of activities including:</p>	<p>Musical theatre Learners will:</p> <ul style="list-style-type: none"> Explain what musical theatre is and be able to recall at least three features Categorise songs as action songs or character Select appropriate existing music for their scene to tell a story of a journey Perform in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing. develop ability to extend their sound vocabulary develop compositional skills explore a wide range of sound sources 	<p>Music from America - The Blues</p> <ul style="list-style-type: none"> discover the history of blues music develop musical keyword vocabulary develop compositional skills through improvisation explore 12 bar blues structure apply walking bass line to 12 bar blues frame make expressive use of vocal and instrumental possibilities explore blues song lyrics and themes - writing their own

	<ul style="list-style-type: none"> ● Group 'canon' performances ● Creating tone poems - words to music ● Creating graphic scores ● Body percussion ● Composing for certain mood or scene 	<ul style="list-style-type: none"> ▪ make expressive use of vocal and instrumental possibilities ▪ create and structure compositions in groups and perform. ▪ Demonstrate imagination and confidence in using sound. 	<ul style="list-style-type: none"> ▪ create and structure compositions in groups and perform.
Year 6	<p><u>Harry Potter and the Orchestra</u> Learners will:</p> <ul style="list-style-type: none"> ▪ Develop their listening, singing and performance skills. ▪ Perform using an ostinato ▪ Experience and explore a wealth of creative outcomes. ▪ Perform and compose in line with a particular theme. ▪ Learn how to perform chords and create texture ▪ Learn a range of different accompaniments on keyboard 	<p><u>Symphony No9 in E minor - from the new world</u> (some links to WWII) Learners will:</p> <ul style="list-style-type: none"> ● listen and reflect on a piece of orchestral music ● create their own piece of music using instruments and voice ● perform as an ensemble ● learn musical language appropriate to the task ● improvise and compose music for a range of purposes using the interrelated dimensions of music ● listen with attention to detail and recall sounds with increasing aural memory ● use and understand staff and other musical notations 	<p><u>Leavers performance prep</u></p>