

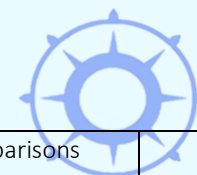


Navigating our way through Music

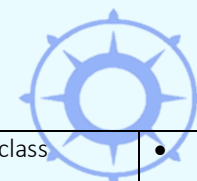




Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N EYFS 1	<p>Around the World</p> <ul style="list-style-type: none"> <li>• Describing instruments, dynamics and tempo.</li> <li>• Steady beats</li> <li>• perform to a steady pulse</li> <li>• copy and perform simple dance steps.</li> <li>• listen to the beat of the pulse and move in time to it.</li> <li>• copy simple rhythm patterns on an instrument</li> </ul>	<p>Nursery Rhymes</p> <ul style="list-style-type: none"> <li>• Pitch</li> <li>• Using instruments</li> <li>• Explore music through movements</li> <li>• Changes with voice and instruments</li> <li>• Instrument sounds and effects</li> <li>• Create new songs and combine with movements</li> </ul>	<p>All About Me</p> <ul style="list-style-type: none"> <li>• Respond to music</li> <li>• move my body to the music</li> <li>• play an instrument using a rhythm.</li> <li>• use my voice to speak and to sing</li> <li>• match pitch with movement</li> <li>• keep a steady pulse</li> <li>• explore instruments to show an emotion</li> </ul>	<p>Everyday Life</p> <ul style="list-style-type: none"> <li>• simple rhythm patterns and complete actions in time with words.</li> <li>• anticipate changes in the music</li> <li>• sing with others</li> <li>• create my own rhythms</li> <li>• create a sequence of body and found sounds</li> <li>• add appropriate sound effects</li> </ul>	<p>Walking in the Jungle</p> <ul style="list-style-type: none"> <li>• respond with movement.</li> <li>• identify and match instrumental sounds.</li> <li>• explore different sounds made by the voice and develop an awareness of a steady beat.</li> <li>• sequence sounds to tell a story.</li> <li>• make comparisons about the music I listen to.</li> <li>• respond to written symbols</li> </ul>	<p>Traditional Tales</p> <ul style="list-style-type: none"> <li>• move in time with the music</li> <li>• create short rhythm</li> <li>• play music with others.</li> <li>• co-ordinate simple actions to accompany singing.</li> <li>• sing and play loudly, quietly, quickly and slowly.</li> <li>• create a sequence of sounds.</li> <li>• combine movement, singing and playing.</li> </ul>
R EYFS 2	<p>Journeys</p> <ul style="list-style-type: none"> <li>• respond appropriately to written symbols and begin to write rhythms.</li> <li>• respond appropriately to written symbols incorporating silent beats.</li> <li>• respond appropriately to written symbols incorporating rests.</li> <li>• add sound effects</li> <li>• talk about music in an abstract way which</li> </ul>	<p>Whatever the Weather</p> <ul style="list-style-type: none"> <li>• recognise changes in pitch.</li> <li>• copy simple rhythm patterns on an instrument</li> <li>• listen to music and respond by talking and mark making.</li> <li>• work as a group to make music.</li> <li>• respond to music with movement</li> <li>• match instruments to sounds.</li> </ul>	<p>Deep Blue Sea</p> <ul style="list-style-type: none"> <li>☒ sing alone and with others with an awareness of pitch.</li> <li>☒ move to music and respond appropriately to different sounds.</li> <li>☒ explore different sounds made by instruments and describe sounds referring to timbre.</li> <li>☒ develop an awareness of a steady beat.</li> <li>☒ copy and create simple rhythms.</li> </ul>	<p>Space</p> <ul style="list-style-type: none"> <li>• anticipate and talk about changes in the music including changes in tempo and dynamics.</li> <li>• compose a short piece of music based on a theme.</li> <li>• explore pitch and written music.</li> <li>• sing melodies and respond to written music.</li> </ul>	<p>Minibeasts</p> <ul style="list-style-type: none"> <li>• listen to music and respond by talking, moving and mark making.</li> <li>• develop the singing voice and create simple actions to accompany song.</li> <li>• play percussion instruments to accompany a song.</li> <li>• respond appropriately to written symbols and create simple rhythms.</li> </ul>	<p>Circus</p> <ul style="list-style-type: none"> <li>• explore movement and sounds of the circus.</li> <li>• sing, move and play to the pulse.</li> <li>• describe music and respond through movement.</li> <li>• perform simple rhythms.</li> <li>• improvise on instruments in a small group.</li> <li>• perform using the skills I have learnt.</li> </ul>



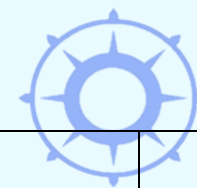
	<p>shows imagination and thought.</p> <ul style="list-style-type: none"> <li>create a piece of music in response to a given theme.</li> </ul>	<ul style="list-style-type: none"> <li>explore and create music based on a theme.</li> </ul>	<p>☑ respond appropriately to written symbols.</p>	<ul style="list-style-type: none"> <li>explore listening, moving and playing to the beat.</li> <li>respond to music expressing my thoughts and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>make comparisons about music.</li> <li>create music based on a theme.</li> </ul>	
1	<p>Senses</p> <ul style="list-style-type: none"> <li>find the pulse and follow simple instructions when performing.</li> <li>sing and play exploring pulse and tempo.</li> <li>explore dynamics, duration and graphic notation.</li> <li>explore timbre and pitch.</li> <li>explore pulse and rhythm.</li> <li>perform as a class ensemble.</li> </ul>	<p>Superheros</p> <ul style="list-style-type: none"> <li>compose, perform and notate a sequence of sounds to create descriptive music.</li> <li>compose a piece of music inspired by words.</li> <li>create a soundscape.</li> <li>perform music as a class.</li> <li>compose music based on a theme.</li> <li>compose and perform music based on a theme.</li> </ul>	<p>Dinosaurs</p> <ul style="list-style-type: none"> <li>move to the pulse thinking about dynamics.</li> <li>compose a piece of music with different timbres.</li> <li>explore and understand how pitch can change.</li> <li>gain an understanding of tempo.</li> <li>follow a graphic score.</li> <li>compose and perform music using a graphic score.</li> </ul>	<p>Carnival of the Animals</p> <ul style="list-style-type: none"> <li>identify how music can represent moods or characters.</li> <li>identify changes in the music representing the mood or character.</li> <li>create a soundscape - tempo.</li> <li>recognise changes in pitch and play a rhythmic ostinato.</li> <li>play different notes on an instrument– pitch</li> <li>use and identify musical elements to convey animals.</li> </ul>	<p>Fantasy and Adventure</p> <ul style="list-style-type: none"> <li>listen to music and make comparisons.</li> <li>create and perform from written symbols with an awareness of pitch.</li> <li>add accompanying sounds to a melody.</li> <li>respond to music showing an awareness of pitch, dynamics and tempo.</li> <li>explore stick notation compose and perform a piece of music that tells a story.</li> </ul>	<p>At the Seaside</p> <ul style="list-style-type: none"> <li>compose a sequence of sounds to create music.</li> <li>follow a visual score.</li> <li>choose symbols to compose and perform a score.</li> <li>play keeping a steady pulse.</li> <li>use symbols to compose, record and perform sounds on a score.</li> <li>use symbols to structure and perform a score keeping a steady pulse.</li> </ul>
2	<p>Folksongs</p> <ul style="list-style-type: none"> <li>identify the pulse, playing on beat 1 to accompany singing.</li> <li>embed pulse and explore key features of folk songs.</li> <li>understand how texture can be created when singing in a round.</li> <li>use texture and dynamics in a class performance.</li> <li>understand the difference between pulse and rhythm.</li> </ul>	<p>Jupiter</p> <ul style="list-style-type: none"> <li>perform a fanfare inspired by the music of Richard Strauss.</li> <li>create a class performance inspired by the music of Gustav Holst.</li> <li>create a group performance inspired by the music of Gustav Holst.</li> <li>refine, rehearse and perform our Jupiter piece as a group.</li> </ul>	<p>Toys</p> <ul style="list-style-type: none"> <li>explore pulse through listening and performing.</li> <li>recognise the relationship between dot notation and movement of pitch.</li> <li>use dot notation to compose a simple melody.</li> <li>perform from dot notation as a pair.</li> <li>perform as a class following dot notation.</li> <li>improvise a rhythm within a performance.</li> </ul>	<p>Four Seasons</p> <ul style="list-style-type: none"> <li>identify contrasts in dynamics, tempo and beat groupings.</li> <li>listen, sing and perform with an awareness of dynamics.</li> <li>create music with contrasts for effect.</li> <li>perform as a class ensemble with an awareness of pulse and pitch.</li> <li>create and perform rhythm patterns and melodies.</li> </ul>	<p>Great Fire of London</p> <ul style="list-style-type: none"> <li>explore dynamics through listening and performing.</li> <li>explore dynamics through composition and performance.</li> <li>perform with a steady pulse with a partner.</li> <li>identify beat groupings.</li> <li>create and perform rhythms using notation.</li> <li>perform a rhythm using notation as part</li> </ul>	<p>Oceans</p> <ul style="list-style-type: none"> <li>understand the difference between a verse and a chorus</li> <li>sing as part of an ensemble.</li> <li>sing and perform rhythmic patterns on instruments to show a mood or character.</li> <li>recognise and perform rhythmic patterns using notation.</li> <li>sing and perform rhythmic patterns on instruments using notation.</li> </ul>



	<ul style="list-style-type: none"> <li>read and respond to notated rhythm patterns.</li> </ul>	<ul style="list-style-type: none"> <li>recognise changes in tempo and perform in time with the pulse.</li> <li>create a school anthem inspired by the music of Gustav Holst.</li> </ul>		<ul style="list-style-type: none"> <li>create, perform and notate a melody independently within a group performance.</li> </ul>	of a whole class ensemble.	<ul style="list-style-type: none"> <li>read, perform and notate rhythmic patterns.</li> <li>compose and perform rhythmic patterns on instruments using notation.</li> </ul>
3	<p>Greek Myths</p> <ul style="list-style-type: none"> <li>sing, dance and play with an awareness of the pulse.</li> <li>improvise and perform simple melodies, maintaining a strong sense of pulse.</li> <li>explore, select and combine sounds as a whole class.</li> <li>explore, select and combine sounds as a group.</li> <li>rehearse and refine compositions for a final performance.</li> <li>evaluate my own music and music from another era.</li> </ul>	<p>Stone Age</p> <ul style="list-style-type: none"> <li>read, perform and write 1 beat and ½ beat notes.</li> <li>read and perform rhythms in time with the pulse.</li> <li>read, perform and write rhythm notation using ½ beat, 1 beat, 2 beat and 4 beat notes.</li> <li>notate and perform rhythms including a rest.</li> <li>compose and perform rhythm notation as an ensemble.</li> <li>perform as an ensemble and provide feedback to others.</li> </ul>	<p>Castles</p> <ul style="list-style-type: none"> <li>perform as an ensemble, maintaining a rhythmic pattern.</li> <li>compose a rhythmic performance as a group ensemble.</li> <li>compose and perform a rhythm for a musical theatre performance.</li> <li>learn the feudal song and perform as a class ensemble.</li> <li>build performance skills through vocal and instrumental improvisation.</li> <li>play and sing an improvisation within a class performance.</li> </ul>	<p>In the Garden</p> <ul style="list-style-type: none"> <li>read and perform notation and understand the difference between pulse and rhythm.</li> <li>read, write and perform rhythmic notation.</li> <li>compose and notate a rhythm using one, two and half beat notes.</li> <li>explore pitch using graphic and western notation.</li> <li>compose, notate and perform a melody.</li> <li>perform a solo as part of a class ensemble.</li> </ul>	<p>Volcanoes</p> <ul style="list-style-type: none"> <li>learn how changes in tempo, dynamics and texture can create effects in music.</li> <li>develop a graphic score considering dynamics, tempo and texture.</li> <li>use the inter-related dimensions to create effect.</li> <li>read, record and perform ideas using graphic notation.</li> <li>select and combine skills learned to create a piece of music.</li> <li>perform as a group and reflect on our own and other's performances.</li> </ul>	<p>Mayans</p> <ul style="list-style-type: none"> <li>explore how the inter-related dimensions of music can be combined to create an effect.</li> <li>create a performance inspired by Mayan wind instruments.</li> <li>compose and perform using the inter-related dimensions of music to reflect the rainforest.</li> <li>compose a piece of music to reflect a Mayan god.</li> <li>add rhythm to our Mayan god music.</li> <li>perform and evaluate using the inter-related dimensions of music.</li> </ul>
4	<p>Ancient China</p> <ul style="list-style-type: none"> <li>explore harmonious sounds and pitch notation.</li> <li>explore pitch, harmonious notes and scales.</li> <li>sing and play a melody using the pentatonic scale.</li> </ul>	<p>Jazz</p> <ul style="list-style-type: none"> <li>explore vocal improvisation within the context of scattng and jazz music.</li> <li>perform a rhythmic pattern with a secure sense of pulse using body percussion.</li> <li>create a simple improvisation to a</li> </ul>	<p>Samba</p> <ul style="list-style-type: none"> <li>introduce samba music through listening, appraising and singing.</li> <li>create and perform rhythms using call and response.</li> <li>refine, perform and appraise the samba introductions.</li> </ul>	<p>Words, words, words</p> <ul style="list-style-type: none"> <li>explore the language of music through the inter-related dimensions.</li> <li>use the inter-related dimensions to translate the language of words into the language of music.</li> <li>begin to interpret music notation with</li> </ul>	<p>Minimalism</p> <ul style="list-style-type: none"> <li>perform a rhythmic piece using minimalist techniques.</li> <li>understand and use features of minimalist music to compose a short melodic piece.</li> <li>compose and perform pieces using minimalist techniques.</li> </ul>	<p>Rivers</p> <ul style="list-style-type: none"> <li>explore pitch using graphic notation.</li> <li>compose and perform melodies using graphic notation.</li> <li>perform pentatonic melodies using grid notation.</li> <li>compose and notate pentatonic melodies.</li> </ul>



	<ul style="list-style-type: none"> <li>improvise, read and write melodies using the pentatonic scale.</li> <li>choose and combine notes from the pentatonic scale to create a piece of music.</li> <li>refine and perform compositions.</li> </ul>	<p>known rhythm using the pentatonic scale.</p> <ul style="list-style-type: none"> <li>compose and notate a melody using the pentatonic scale.</li> <li>compose a piece of music using key features of jazz.</li> <li>compose and perform using key features of jazz music and express evaluative opinions.</li> </ul>	<ul style="list-style-type: none"> <li>learn and perform the rhythms of a Brazilian samba groove as a whole class ensemble.</li> <li>perform a solo in an ensemble.</li> <li>create a suitable ending for a samba piece and perform in carnival style.</li> </ul>	<p>consideration of dynamics.</p> <ul style="list-style-type: none"> <li>create a symphonic poem and broaden knowledge of the inter-related dimension of tempo.</li> <li>create a symphonic poem using knowledge of the inter-related dimensions of music.</li> <li>perform and evaluate a final piece using knowledge of the inter-related dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>develop knowledge of minimalist music through singing, listening and performing.</li> <li>explore structure and texture to create a group piece.</li> <li>explore how minimalist techniques have influenced other styles of music.</li> </ul>	<ul style="list-style-type: none"> <li>compose a song in the style of a barcarolle.</li> <li>develop, refine, rehearse, and perform a barcarolle.</li> </ul>
5	<p>Africa</p> <ul style="list-style-type: none"> <li>copy and improvise rhythms through musical games and song.</li> <li>perform an independent part within a whole class ensemble.</li> <li>apply and use key features of African music to create rhythmic compositions.</li> <li>develop a piece of music considering the structure.</li> <li>refine and perform our composition and critically appraise it.</li> <li>perform a group composition with confidence, using the</li> </ul>	<p>Vikings</p> <ul style="list-style-type: none"> <li>explore and organise rhythms using voice and instruments.</li> <li>organise rhythms into beats and notate them using 1, ½ and 2 beat notes.</li> <li>perform simple rhythms from music notation.</li> <li>compose and combine rhythms creatively to convey an intended effect.</li> <li>select and combine musical ideas to create an interesting and satisfying structure.</li> <li>perform Viking compositions and offer feedback on both recorded music</li> </ul>	<p>Planets</p> <ul style="list-style-type: none"> <li>listen and appraise music exploring the sounds used to capture characteristics of different planets.</li> <li>create a motif considering the inter-related dimensions of music.</li> <li>use chords to accompany motifs and record these using western notation.</li> <li>use ABA structure to organise music and create a satisfying listening experience.</li> <li>work collaboratively to record a score and refine performances.</li> <li>share, listen to and appraise the</li> </ul>	<p>Rock and Roll</p> <ul style="list-style-type: none"> <li>sing as part of an ensemble.</li> <li>sing as part of an ensemble in a two part harmony.</li> <li>To know what a chord is and be able to play a chord pattern on tuned percussion.</li> <li>improvise a melody line within a call and response structure.</li> <li>read and perform pitch notation to a steady beat.</li> <li>perform an independent part within an ensemble.</li> </ul>	<p>Melodies of Divinity</p> <ul style="list-style-type: none"> <li>improvise over a drone with a sense of shape and character.</li> <li>improvise freely over a drone developing a sense of melody and rhythm.</li> <li>compose and notate a melody with consideration of the style and features of Indian classical music.</li> <li>compose and perform a rhythm with consideration of the features of a tal.</li> <li>understand the structure of a raga and compose and notate a short melody.</li> <li>structure and perform a final piece.</li> </ul>	<p>Animal Kingdom</p> <ul style="list-style-type: none"> <li>explore the relationship between pitches to create harmonies.</li> <li>understand how chords are formed and to play as an ensemble.</li> <li>explore using chords to create effects.</li> <li>explore how chords can be adapted to achieve intended effects.</li> <li>compose music using harmony, intervals and chords to create an intended effect.</li> <li>rehearse, refine and perform our composition.</li> </ul>



	key features of African music.	and the music of my peers.	performances of my peers.			
6	<p>Electricity</p> <ul style="list-style-type: none"> <li>• explore rhythmic notation and find the beats of the pulse in different time signatures.</li> <li>• read and perform rhythmic notation.</li> <li>• extend knowledge of time signatures and rhythmic notation.</li> <li>• create and notate using a variety of different length notes and rests.</li> <li>• refine and rehearse rhythm grid compositions.</li> <li>• perform and appraise notated rhythm pieces.</li> </ul>	<p>Arctic</p> <ul style="list-style-type: none"> <li>• explore and create a programmatic Arctic soundscape.</li> <li>• explore a programmatic toolbox and learn how to record ideas using graphic notation.</li> <li>• explore the contrasts between dissonance and consonance and apply it to composition work.</li> <li>• explore contrasting sounds and build ideas inspired by a Baroque piece of music.</li> <li>• organise music using a ternary form structure.</li> <li>• share, listen to and appraise the performances of others.</li> </ul>	<p>WW2</p> <ul style="list-style-type: none"> <li>• identify what makes a successful melody.</li> <li>• explore melodic structure and sing melody and counter melody in an ensemble.</li> <li>• arrange, notate and perform a well-structured melody.</li> <li>• compose and perform a catchy melody and lyrics for a D-day song.</li> <li>• accompany a melody selecting the most appropriate chords.</li> <li>• refine and perform as an ensemble with appropriate expression, chordal and rhythmic accompaniment.</li> </ul>	<p>Celebrations</p> <ul style="list-style-type: none"> <li>• perform a part within a class ensemble and improvise an extended melodic phrase using the pentatonic scale.</li> <li>• explore how music can be structured using a reel.</li> <li>• perform the chaal rhythm and break within a class ensemble.</li> <li>• perform a syncopated rhythm within a class polyrhythmic ensemble.</li> <li>• choose features from a style of music to compose a piece for a celebration.</li> <li>• refine and perform a piece of music for a celebration using features from the style of music.</li> </ul>	<p>Reggae</p> <ul style="list-style-type: none"> <li>• learn about the origins and features of reggae and sing a song in this style.</li> <li>• identify the common features of reggae and introduce the drum groove.</li> <li>• develop an understanding of the common features of reggae with a focus on chords.</li> <li>• develop an understanding of the common features of Reggae with a focus on the chords and bass line.</li> <li>• develop performing chords and bass lines in small groups.</li> <li>• compose a melody made of pairs of phrases to fit over a chord structure and bass line.</li> </ul>	<p>End of Year Assembly Practice</p> <ul style="list-style-type: none"> <li>• Perform as part of an ensemble</li> <li>• Explore harmonies</li> <li>• Refine group singing, thinking about dynamics, tempo and pitch.</li> </ul>



