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|  | Term 1 | | | | Term 2 | | | | Term 3 | | |
| Reception | Find the pulse   * Use percussion instruments to play the pulse. * Tap the rhythm of words while singing | | Celebration!   * Sing songs with accurate melodic shape * Listen to music from many cultures | | Instrument Families   * Experiment with producing sound * Follow a range of performance directions | | Music in the World   * Respond to music from many cultures * Learn to follow the melodic pattern of new songs | | Carnival of the Animals   * Think abstractly about music and relate it to a range of animals * Create an improvised soundscape of a zoo using graphic score | | |
| Play | Sing | Sing | Listen | Compose | Play | Listen | Sing | Listen | Compose |
| Year 1 | 3 Little Pigs   * Control the tempo and dynamics of instruments * Choose sounds to tell a story | | Winter Songs   * Sing winter songs, focusing on pulse * Listen to winter music from many cultures | | Chinese New Year   * Improvise music on a xylophone using a pentatonic scale * Respond to music through movement | | Rhythm and Pulse   * Use body perc. to show pulse and basic rhythm * Explore sounds to create a | | Pirates and Sea Monsters   * Sing a folk song with attention to creating a dramatic effect * Compose a soundscape, choosing symbols to represent the sounds | |
| Compose | Play | Sing | Listen | Play | Listen | Play | Compose | Sing | Compose |
| Year 2 | Hansel and Gretel   * Learn how music can be used to express mood. * Sing 2 songs from an opera with correct posture and pitching | | | | Myths and Legends   * Compose music to story, using a graphic score to notate. * Learn to control a range of percussion inst. and follow a score | | | | West African Music   * Call & response individually in singing games * Respond to African music using musical terminology | |
| Listen | | Sing | | Play | | Compose | | Listen | Sing |

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|  | Term 1 | | Term 2 | | Term 3 | |
| Year 3 | Basic Rhythm and Xylophone   * Learn to read basic rhythm and play it on a xylophone. * Learn to sing ‘Winter is coming’ | | Film Music   * Listen to a range of film music and identify the features * Compose a piece of film-inspired music for a character | | Storm   * Learn to sing ‘Storm’ by James Desjardins * Compose a body percussion storm effect | |
| Play | Sing | Compose | Listen | Sing | Compose |
| Year 4 | Samba   * Learn to read basic rhythm and play as an ensemble * Listen to a range of samba music and compare it to other genres | | The Vikings   * Learn to sing ‘Dragon Ship’ in 2 parts * Identify musical techniques used in Viking-inspired music | | Rock and Roll   * Learn to play walking bass on the ukulele * Compose and improvise over a walking bass | |
| Play | Listen | Sing | Listen | Play | Compose |
| Year 5 | Anthems   * Compose an anthem representing their school * Perform their anthem in smaller groups | | Looping and remixing   * Learn to play a longer piece of music on the xylophone * Compose a remix of the piece with a clear structure | | Sea Shanties   * Listen to a range of sea shanties and identify their features, considering their purpose. * Sing in more than one part | |
| Compose | Sing | Play | Compose | Sing | Listen |
| Year 6 | Pop Art   * Compose a theme and variation on Drunken Sailor * Listen to a range of variations, learning about the orchestra | | Ukulele   * Learn to hold the ukulele and play basic chords * Sing a range of songs, focusing on posture and breathing | | Junk Percussion   * Make instruments from recycling and use them to perform songs * Explain their opinions about a music using accurate terminology | |
| Listen | Compose | Play | Sing | Play | Listen |