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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 |