

CYCLE 1 Music						
	Year 1	Year 2	Year 3	Year 4	<u>Year 5</u>	<u>Year 6</u>
Autumn 1	Skills Use voices expressively  Activities Perform greatest showman songs	Skills Use voices expressively  Activities Perform greatest showman songs	Skills Describing music  Activities Listening to and evaluating music from different parts of the world.	Skills Describing music  Activities Listening to and evaluating music from different parts of the world.	Skills Performance and composition.  Activities Performing Egyptian songs. Composing Egyptian songs.	Skills Performance and composition.  Activities Performing Egyptian songs. Composing Egyptian songs.
Autumn 2	Skills Play tuned and untuned instruments musically Listen with concentration Use voices expressively  Activities Perform nativity songs Practise different rhythms	Skills Play tuned and untuned instruments musically Listen with concentration Use voices expressively  Activities Perform nativity songs Practise different rhythms	Skills Performing music (vocal)  Activities Viking saga songs (with variety of styles and skills)	Skills Performing music (vocal)  Activities Viking saga songs (with variety of styles and skills)	Skills Listen to and reflect on music. Create and perform Choose appropriate instruments.  Activities Mambo — listening, create image. Perform a rhythmic pattern to a pulse. Play a Mambo pulse using percussion instruments.	Skills Listen to and reflect on music. Create and perform Choose appropriate instruments.  Activities Mambo — listening, create image. Perform a rhythmic pattern to a pulse. Play a Mambo pulse using percussion instruments.
Spring 1	N/A	N/A	Skills Composing and transcribing music  Activities Creating music using voices, untuned and tuned instruments to represent rainforest. Transcribing	Skills Composing and transcribing music  Activities Creating music using voices, untuned and tuned instruments to represent rainforest. Transcribing	Skills Appreciation of music Performance  Activities Songs include: - Everything stops for tea - We'll meet again - Run, Rabbit, Run Music from War of the	Skills Appreciation of music Performance  Activities Songs include: - Everything stops for tea - We'll meet again - Run, Rabbit, Run Music from War of the



			using graphic scores /	using graphic scores /	worlds	worlds
			simple notation.	simple notation.		
	Skills	Skills	<u>Skills</u>	<u>Skills</u>	Skills	Skills
	Play tuned and untuned	Play tuned and untuned	Performing music	Performing music	Listen to music with focus	Listen to music with focus
	instruments musically	instruments musically	(instrumental)	(instrumental)	Performance and	Performance and
	,	,	(**************************************	(	composition	composition
	Activities	Activities	<u>Activities</u>	<u>Activities</u>	Developing techniques of	Developing techniques of
Spring 2	Create music through art	Create music through art	Learning about different	Learning about different	performance	performance
Spiiig 2			instruments and	instruments and	·	·
			performing on them	performing on them	<u>Activities</u>	Activities_
			(Music Express). Using	(Music Express). Using	Music express unit – Solar	Music express unit – Solar
			instruments to create	instruments to create	system (6 week)	system (6 week)
			particular sounds related	particular sounds related		
			to local industry.	to local industry.		
	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>
	Explore beat using	Explore beat using	Describing music	Describing music	Create and compose a	Create and compose a
	movement, body	movement, body			piece of music	piece of music
	percussion and	percussion and	<u>Activities</u>	<u>Activities</u>	Use instruments for effect.	Use instruments for effect.
Summer 1	instruments.	instruments.	Listening to and evaluating	Listening to and evaluating		
			music from different time	music from different time	<u>Activities</u>	<u>Activities</u>
	Activities:	Activities:	periods (particularly that	periods (particularly that	Music from the 'Wizard of	Music from the 'Wizard of
	Music express unit:	Music express unit:	of the Titanic).	of the Titanic).	Oz'	Oz'
	Machines	Machines			Create sound effects for a	Create sound effects for a
	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	N/A	scene / event in the story.	scene / event in the story.
	Listen to high quality live	Listen to high quality live	Performing music			
	music	music	(instrumental)			
	Experiment, create,	Experiment, create,				
	select and combine	select and combine	<u>Activities</u>			
Summer 2	sounds	sounds	African djembe drumming			
			whole class lessons.			
	Activities	Activities				
	Sounds of the sea	Sounds of the sea				
	How music can evoke	How music can evoke				
	emotions	emotions				



CYCLE 2						
	Year 1	Year 2	Year 3	Year 4	<u>Year 5</u>	Year 6
Autumn 1	Skills Listen with concentration  Activities Listen and identify instruments	Skills Listen with concentration  Activities Listen and identify instruments	Skills Describing music  Activities Listening to and describing film music (links to dance in PE)	Skills Describing music  Activities Listening to and describing film music (links to dance in PE)	Skills Appreciate and understand music from different traditions. Improvise and compose music for a range of purposes using the interrelated dimensions of music. Use and understand staff and other musical notations  Activities Listen to music from Japan. Compose some Japanese music. Use notation signs and symbols.	Skills Appreciate and understand music from different traditions. Improvise and compose music for a range of purposes using the interrelated dimensions of music. Use and understand staff and other musical notations  Activities Listen to music from Japan. Compose some Japanese music. Use notation signs and symbols.



	Skills	Skills	<u>Skills</u>	<u>Skills</u>	Skills	Skills
	Play tuned and untuned	Play tuned and untuned	Performing music (vocal)	Performing music (vocal)	Appreciate and	Appreciate and
	instruments musically	instruments musically	· c. · c. · · · · · · · · · · · · · · ·		understand a wide range	understand a wide range
	Listen with concentration	Listen with concentration	<u>Activities</u>	<u>Activities</u>	of high quality live and	of high quality live and
	Use voices expressively	Use voices expressively	Children learn and	Children learn and	recorded music.	recorded music.
	,	, , , , , , , , , , , , , , , , , , , ,	perform a range of songs	perform a range of songs	Play and perform in solo	Play and perform in solo
	Activities	Activities	about WW1 and also from	about WW1 and also from	and ensemble contexts,	and ensemble contexts,
	Perform nativity songs	Perform nativity songs	the period (Archie	the period (Archie	using their voices and	using their voices and
	Practise different rhythms	Practise different rhythms	Dobson's War).	Dobson's War).	playing musical	playing musical
	· ·	,			instruments with	instruments with
Autumn 2					increasing accuracy,	increasing accuracy,
					fluency, control and	fluency, control and
					expression.	expression.
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					<u>Activities</u>	Activities_
					Comparing different eras.	Comparing different eras.
					Use keyboards (at the	Use keyboards (at the
					high school) to compose	high school) to compose
					and play an 80s electric	and play an 80s electric
					tune.	tune.
	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>
	Use their voice	Use their voice	Describing music	Describing music	Listen with attention and	Listen with attention and
	expressively	expressively			detail and recall sounds	detail and recall sounds
			<u>Activities</u>	<u>Activities</u>	with increasing aural	with increasing aural
	<u>Activities</u>	<u>Activities</u>	Listening to and evaluating	Listening to and evaluating	memory.	memory.
	Listen to and sing music	Listen to and sing music	music from the Victorian	music from the Victorian	Appreciate and	Appreciate and
	from around the world	from around the world	period (range of genres,	period (range of genres,	understand music	understand music
Spring 1			including late classical/	including late classical/		
			romantic).	romantic).	<u>Activities</u>	<u>Activities</u>
					Listen to a selection of	Listen to a selection of
					'river' music.	'river' music.
					Use specific instruments	Use specific instruments
					to recall sounds and create	to recall sounds and create
					own 'river' song.	own 'river' song.
					Discuss dynamics, tempo	Discuss dynamics, tempo
					and mood.	and mood.



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	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>
	Exploring timbre and	Exploring timbre and	Composing and	Composing and	Develop an understanding	Develop an understanding
	texture to understand how	texture to understand how	transcribing music	transcribing music	of the history of music.	of the history of music.
	sounds can be descriptive	sounds can be descriptive				
	Matching sounds to	Matching sounds to	<u>Activities</u>	<u>Activities</u>	<u>Activities</u>	<u>Activities</u>
Spring 2	images	images	Creating music using	Creating music using	Look at the main types of	Look at the main types of
			voices, untuned and tuned	voices, untuned and tuned	music historically from	music historically from
	<u>Activities</u>	<u>Activities</u>	instruments to accompany	instruments to accompany	1300s to modern day.	1300s to modern day.
	Music express unit: Our	Music express unit: Our	puppet performances.	puppet performances.	Create a timeline.	Create a timeline.
	Land	Land	Transcribing using graphic	Transcribing using graphic		
			scores / simple notation.	scores / simple notation.		
	N/A	N/A	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>
			Performing music	Performing music	Develop an understanding	Develop an understanding
			(instrumental)	(instrumental)	of the history of music.	of the history of music.
					Look at music from great	Look at music from great
			<u>Activities</u>	<u>Activities</u>	composers and musicians.	composers and musicians.
Summer 1			Learning about different	Learning about different		
			instruments and	instruments and	<u>Activities</u>	<u>Activities</u>
			performing on them	performing on them	Study a famous composer	Study a famous composer
			(Music Express). Using	(Music Express). Using	and a more recent	and a more recent
			instruments to create	instruments to create	musician.	musician.
			particular sounds related	particular sounds related		
			to local industry.	to local industry.		
	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	N/A		
Summer 2	Use their voice	Use their voice	Performing music			
	expressively	expressively	(instrumental)			
	Play tuned and untuned	Play tuned and untuned				
	instruments musically	instruments musically	<u>Activities</u>			
			African djembe drumming			
	<u>Activities</u>	<u>Activities</u>	whole class lessons.			
	Ugly Bug Ball-sing the song	Ugly Bug Ball-sing the song				
	and add instruments.	and add instruments.				