

CYCLE 1						Music
	Year 1	Year 2	Year 3	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Autumn 1	Circus Skills To Describe Music: Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch. Recognise different Activities Perform greatest showman songs and learning different musical instruments that are used for these songs. Music Express: Patterns Skills: Beat Activities: Using simple notations, the children play, create and combine minibeast rhythms using body percussion and instruments. Key Vocabulary Sing, melody, play, instrument, dynamics, pitch	Circus Skills To Describe Music: Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch. Recognise different Activities Perform greatest showman songs and learning different musical instruments that are used for these songs. Music Express: Patterns Skills: Beat Activities: Using simple notations, the children play, create and combine minibeast rhythms using body percussion and instruments. Key Vocabulary Sing, melody, play, instrument, voice, make / control long and short sounds, dynamics, pitch	Let's Fly Away Skills Listen to and evaluate music Activities Listening to and evaluating music from different parts of the world. Key Vocabulary Duration, timbre, pitch, beat, tempo, texture, silence	Let's Fly Away Skills Listen to and evaluate music Activities Listening to and evaluating music from different parts of the world. Key Vocabulary Duration, timbre, pitch, beat, tempo, texture, silence, mood, feeling	Ancient Greeks Skills Performing music (vocal) History Activities Performing as an ensemble. Singing a round. Researching ancient music. Key Vocabulary Sing, melody, voice, make / control long and short sounds, rhythm, pitch, in tune, parts, control, awareness, solo, ensemble, round, expressively	Ancient Greeks Skills Performing music (vocal) History of music Activities Performing as an ensemble. Singing a round. Researching ancient music. Key Vocabulary Sing, melody, voice, make / control long and short sounds, rhythm, pitch, in tune, parts, control, awareness, solo, ensemble, round, expressively, harmony, drone, ostinato, accompaniment



	Art / Music focus (based	Art / Music focus (based	Stone Age to Iron Age	Stone Age to Iron Age	Shakespeare	Shakespeare
	on theatre visit / nativity)	on theatre visit / nativity)	Skills	Skills	Skills	Skills
	To Perform:	To Perform:	Listen to and evaluate	Listen to and evaluate	Listen to and reflect on	Listen to and evaluate
	Take part in singing,	Take part in singing,	music	music	music.	music.
	accurately following the	accurately following the	Composing and	Composing and	Create and perform	Create and perform
	melody.	melody.	transcribing	transcribing	Choose appropriate	Choose appropriate
	Follow instructions on	Follow instructions on	Cranscribing	transcribing	instruments.	instruments.
	how and when to sing or	how and when to sing or	<u>Activities</u>	Activities	moti differits.	motiuments.
	play an instrument.	play an instrument.	Listen to 'Peter and the	Listen to 'Peter and the	Activities	Activities
	Make and control long and	Make and control long and	Wolf' – identify motifs and	Wolf' – identify motifs and	Mambo – listening, create	Mambo – listening, create
	short sounds, using voice	short sounds, using voice	instruments	instruments	image.	image.
	and instruments.	and instruments.	Compose motifs for Ug	Compose motifs for Ug	Perform a rhythmic	Perform a rhythmic
	Imitate changes in pitch.	Imitate changes in pitch.	and family using	and family using	pattern to a pulse.	pattern to a pulse.
		and the second s	glockenspiels	glockenspiels	Play a Mambo pulse using	Play a Mambo pulse using
	Activities	Activities	Breamphain	Bremensprene	percussion instruments.	percussion instruments.
	Perform nativity songs	Perform nativity songs	Key Vocabulary	Key Vocabulary		p
	Practise different	Practise different	Compose, create effects,	Compose, create effects,	Key Vocabulary	Key Vocabulary
Autumn 2	rhythms	rhythms	repeated patterns, graphic	repeated patterns, graphic	Pulse, rhythm, pitch,	Pulse, rhythm, pitch,
	•	,	score, accompaniment,	score, accompaniment,	dynamics, tempo, timbre,	dynamics, tempo, timbre,
	Music Express: Seasons	Music Express: Toys	drone	drone	texture, lyrics, melody, sense	texture, lyrics, melody, sense
	Skills: Pitch	Skills: Beat and tempo			of occasion, expressive, solo,	of occasion, expressive, solo,
					rounds, harmonies, accompaniments	rounds, harmonies, accompaniments, drones,
	Activities: The children	Activities: The children			accompaniments	cyclic patterns, combination
	develop further their	move and play to a steady			Make / control long and short	of musical elements, cultural
	vocabulary and	beat and to sound			sounds, rhythm, pitch, in	context, lyrics and social
	understanding of pitch	sequences. They learn to			tune, parts, control,	meaning
	movements, exploring	control changing tempo as			awareness, solo, ensemble,	
	pitch through singing,	they take a scooter ride.			expressively	Sing, melody, voice, make /
	tuned percussion and					control long and short sounds, rhythm, pitch, in
	listening games.	Key Vocabulary				tune, parts, control,
		Sing, melody, play,				awareness, solo, ensemble,
	Key Vocabulary	instrument, voice, make /				round, expressively,
	Sing, melody, play,	control long and short				harmony, drone, ostinato,
	instrument, pitch	sounds, pitch				accompaniment



Spring 1	Great Fire of London Skills Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (duration, dynamics and pitch) Choose sounds to create an effect Sequence sounds to create an overall effect. Create short, musical patterns and rhythmic phrases. Activities To use the song 'London's Burning' to be able to create a new composition with body percussion and simple instruments. Music Express: Water Skills: Pitch and compositions Activities: The children sing and play a variety of pitch shapes, using movement and ready from scores. They create a class	Great Fire of London Skills Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (duration, dynamics and pitch) Choose sounds to create an effect Sequence sounds to create an overall effect. Create short, musical patterns and rhythmic phrases. Activities To use the song 'London's Burning' to be able to create a new composition with body percussion and simple instruments. Music Express: Water Skills: Pitch and compositions Activities: The children sing and play a variety of pitch shapes, using movement and ready from scores. They create a class	Rainforest Skills Composing and transcribing music Activities Creating music using voices, untuned and tuned instruments to represent rainforest. Transcribing using graphic scores / simple notation. Paper Groove – Music Express Key Vocabulary Compose, create effects, repeated patterns, graphic score	Rainforest Skills Composing and transcribing music Activities Creating music using voices, untuned and tuned instruments to represent rainforest. Transcribing using graphic scores / simple notation. Paper Groove – Music Express Key Vocabulary Compose, create effects, repeated patterns, graphic score, accompaniment, drone	Wild Weather Skills Identify instruments of the orchestra. Listen to and reflect on music Activities Using websites etc to identify instruments of the orchestra. Storm (Benjamin Britten) - listening, create image, identify musical features, reflect and evaluate Key Vocabulary Pitch, dynamics, tempo, timbre, texture, lyrics, melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments	Wild Weather Skills Identify instruments of the orchestra. Listen to and evaluate music Activities Using websites etc to identify instruments of the orchestra. Storm (Benjamin Britten) - listening, create image, identify musical features, reflect and evaluate Key Vocabulary Pitch, dynamics, tempo, timbre, texture, lyrics, melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context, lyrics and social meaning
	sing and play a variety of pitch shapes, using movement and ready from	sing and play a variety of pitch shapes, using movement and ready from				



	Beat, dynamics, pitch United Kingdom	Key Vocabulary Beat, timbre, dynamics, pitch United Kingdom			To Infinity and Beyond -	To Infinity and Beyond -
	Music Express: Weather Skills: Exploring Sounds. Activities: The children use voices, movement and instruments to explore different ways that music can be used to describe the weather.	Music Express: Our Land Skills: Exploring Sounds Activities: The children explore timbre and texture as they explore descriptive sounds. They listen to, and perform, music inspired by myths.	Egypt Skills Performing music (instrumental) Activities Performing Egyptian songs. Composing Egyptian songs. Amazing Egyptians –	Egypt Skills Performing music (instrumental) Activities Performing Egyptian songs. Composing Egyptian songs. Amazing Egyptians –	Space Skills Vocal / Instrumental performance Composition Transcription Activities Music express unit – Solar system:	Space Skills Vocal / Instrumental performance Composition Transcription Activities Music express unit – Solar system:
Spring 2	Key Vocabulary melody, play, instrument names, beat	Key Vocabulary melody, play, instrument names, beat, make / control long and short sounds	Music Express Key Vocabulary Melody, play, instrument, make / control long and short sounds, rhythm, pitch, in tune, parts, tuned, untuned	Music Express Key Vocabulary Melody, make / control long and short sounds, rhythm, pitch, in tune, parts, control, awareness, tuned, untuned, notes	Vocal performance Use of percussion to Compose and perform piece of music Transcribe using graphic score Key Vocabulary Sing, melody, voice, make / control long and short sounds, rhythm, pitch, in tune, parts, control, awareness, solo, ensemble, round, expressively Compose, create effects, repeated patterns, graphic score, accompaniment, drone, verse, chorus, rhythmic pattern, melody, rhythm, chords, stave, note	Vocal performance Use of percussion to Compose and perform piece of music Transcribe using graphic score Key Vocabulary Sing, melody, voice, make / control long and short sounds, rhythm, pitch, in tune, parts, control, awareness, solo, ensemble, round, expressively, harmony, drone, ostinato, accompaniment Compose, create effects, repeated patterns, graphic score, accompaniment, drone, verse, chorus,



						pentatonic scale stave, note names, minim, crotchet, semibreve, rest, treble and bass clef, sharp, flat, time signature
Summer 1	Real Life Superheroes Skills To Transcribe: Use symbols to represent a composition and use them to help with a performance. Activities To use different occupations of people for inspiration of transcribing. Use of different body percussion pictures to help come up with their own simple rhythms for the different occupations. Music Express: Ourselves Skills: Exploring Sounds. Activities: The children explore ways of using their voices expressively. They develop skills of singing while performing actions and create an expressive story. Key Vocabulary	Real Life Superheroes Skills To Transcribe: Use symbols to represent a composition and use them to help with a performance. Activities To use different occupations of people for inspiration of transcribing. Use of different body percussion pictures to help come up with their own simple rhythms for the different occupations. Music Express: Weather Skills: Exploring Sounds Activities: The children have opportunities to create descriptive sounds and word rhythms with raps and songs about weather. They create a descriptive class composition using voices and instruments.	Chocolate Skills Describing music Performing music (Instrumental) Activities Listening to and describing film music (links to dance in PE) Recorders (Year 3) Key Vocabulary Duration, timbre, pitch, beat, tempo, texture, silence	Chocolate Skills Describing music Performing music (Instrumental) Activities Listening to and describing film music (links to dance in PE) Djembe drumming (Year 4) Key Vocabulary Duration, timbre, pitch, beat, tempo, texture, silence, mood, feeling	WW1 (whole term) Skills Performance (Both vocal and instrumental year 5, Vocal year 6) Activities Children learn and perform a range of songs about WW1 and also from the period (Archie Dobson's War). Learn to play recorders (Year 5) Perform as an ensemble – singing (Year 6) Key Vocabulary Sing, melody, voice, make / control long and short sounds, rhythm, pitch, in tune, parts, control, awareness, solo, ensemble, round, expressively	WW1 (whole term) Skills Performance (Both vocal and instrumental year 5, Vocal year 6) Activities Children learn and perform a range of songs about WW1 and also from the period (Archie Dobson's War). Learn to play recorders (Year 5) Perform as an ensemble – singing (Year 6) Key Vocabulary Sing, melody, voice, make / control long and short sounds, rhythm, pitch, in tune, parts, control, awareness, solo, ensemble, round, expressively, harmony, drone, ostinato, accompaniment



	Melody, play, instrument names, beat	Key Vocabulary Melody, play, instrument names, voice, make / control long and short sounds, rhythm, beat			
	Megastructures	Megastructures	Pots and Canals	Pots and Canals	
	Music Express: Machines	Music Express: Number	Skills	<u>Skills</u>	
	<u>Skills:</u> Beat	Skills: Beat	Performing music	Performing music	
	A 11 11 THE THE TOTAL THE	A 41 21 TH 1 1 1 1	(instrumental) and	(instrumental) and	
	Activities: The children	Activities: The children	composition	composition	
	explore beat through movement, body	explore steady beat and	Activities	Activities	
	percussion and	rhythm patterns. They play beats and patterns	Learning about different	Learning about different	
	instruments. They	from Renaissance Italy to	instruments and	instruments and	
	combine steady beat with	West Africa and create	performing on them	performing on them	
	word rhythms and explore	their own body	(Music Express). Using	(Music Express). Using	
Summer 2	changes in tempo.	percussion, voices and	instruments to create	instruments to create	
		instruments.	particular sounds related	particular sounds related	
	Key Vocabulary		to local industry.	to local industry.	
	Melody, play, instrument	Key Vocabulary			
	names, beat	Melody, play, instrument	<u>Key Vocabulary</u>	Key Vocabulary	
		names, voice, make /	Melody, play, instrument,	Melody, play, instrument,	
		control long and short	make / control long and	make / control long and	
		sounds, rhythm, beat	short sounds, rhythm,	short sounds, rhythm,	
			pitch, in tune, parts,	pitch, in tune, parts,	
			tuned, untuned, pulse,	tuned, untuned, pulse,	
			ostinato, rhythm, beat	ostinato, rhythm, beat	



CYCLE 2						Music
	Year 1	Year 2	Year 3	Year 4	<u>Year 5</u>	<u>Year 6</u>
	Castles and Dragons	Castles and Dragons	Romans	Romans	WW2 - Autumn 1 and 2	WW2 - Autumn 1 and 2
	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>
	To Transcribe:	To Transcribe:	Performing music (vocal)	Performing music (vocal)	Listen to and reflect on	Listen to and evaluate
	Use symbols to represent	Use symbols to represent			music	music
	a composition and use	a composition and use	<u>Activities</u>	<u>Activities</u>	Performance (instruments	Performance (instruments
	them to help with a	them to help with a	Children learn and	Children learn and	/ vocal)	/ vocal)
	performance.	performance.	perform 'Just like a	perform 'Just like a	Reading notation	Reading notation
			Roman' – Music Express	Roman' – Music Express		
	<u>Activities</u>	<u>Activities</u>			<u>Activities</u>	<u>Activities</u>
	To use flash cards with	To use flash cards with	Key Vocabulary	Key Vocabulary	Listening to and evaluating	Listening to and evaluating
	different medieval era	different medieval era	Sing, melody, voice, make	Sing, melody, voice, make	popular songs from WW2	popular songs from WW2
	(kings, queens, dragon,	(kings, queens, dragon,	/ control long and short	/ control long and short	period including:	period including:
	etc) and then using these	etc) and then using these	sounds, rhythm, pitch, in	sounds, rhythm, pitch, in	- In the Mood	- In the Mood
Autumn 1	to come up with their own	to come up with their own	tune, parts	tune, parts, control,	- White Cliffs of Dover	- White Cliffs of Dover
	rhythm and sounds.	rhythm and sounds.		awareness	- Run, Rabbit, Run	- Run, Rabbit, Run
					Reading notation to	Reading notation to
		Music Express: Storytime			perform song on	perform song on
	Music Express: Storytime				glockenspiels with	glockenspiels with
		Skills: Exploring Sounds			additional percussion /	additional percussion /
	Skills: Exploring Sounds				singing	singing
		Activities: The children are			Continued practice	Continued practice
	Activities: The children are	introduced to famous			reading notation and	reading notation and
	introduced to famous	pieces to stimulate			performing on	performing on
	pieces to stimulate	composition. The children			glockenspiels with	glockenspiels with
	composition. The children	interpret a storyboard			Christmas songs	Christmas songs
	interpret a storyboard	with sound effects and				
	with sound effects and	develop their own ideas			Key Vocabulary	Key Vocabulary



						,
	develop their own ideas	using voices and			Pitch, dynamics, tempo,	Pitch, dynamics, tempo,
	using voices and	percussion.			timbre, texture, lyrics,	timbre, texture, lyrics,
	percussion.				melody, sense of occasion,	melody, sense of occasion,
		Key Vocabulary			expressive, solo, rounds,	expressive, solo, rounds,
	Key Vocabulary	Beat, timbre, dynamics,			harmonies, accompaniments,	harmonies, accompaniments,
	Beat	pitch			drones, cyclic patterns, combination of musical	drones, cyclic patterns, combination of musical
	Art / Music focus (based	Art / Music focus (based	Volcanoes	Volcanoes	elements, cultural context,	elements, cultural context,
	on theatre visit / nativity)	on theatre visit / nativity)	Skills	Skills	lyrics and social meaning	lyrics and social meaning
	Skills	Skills	Performing music	Performing music	Make / control long and short	Make / control long and short
	To Perform:	To Perform:	(instrumental)	(instrumental)	sounds, rhythm, pitch, in	sounds, rhythm, pitch, in
	Take part in singing,	Take part in singing,	(modiumental)	(modi amendal)	tune, parts, control,	tune, parts, control,
	accurately following the	accurately following the	Activities	Activities	awareness, solo, ensemble,	awareness, solo, ensemble,
	melody.	melody.	Learning about different	Learning about different	expressively	expressively, harmony,
	Follow instructions on	Follow instructions on	instruments and	instruments and		drone, ostinato,
	how and when to sing or	how and when to sing or	performing on them	performing on them		accompaniment
	play an instrument.	play an instrument.	(Music Express). Using	(Music Express). Using		
	Make and control long and	Make and control long and	instruments to create	instruments to create		
	short sounds, using voice	short sounds, using voice	particular sounds related	particular sounds related		
	and instruments.	and instruments.	to local industry.	to local industry.		
	Imitate changes in pitch.	Imitate changes in pitch.	to local illuusti y.	to local illustry.		
	initiate changes in pitch.	initiate changes in pitch.	Key Vocabulary	Key Vocabulary		
	Activities	Activities	Melody, play, instrument,	Melody, play, instrument,		
Autumn 2	Activities Perform nativity songs	Activities Perform nativity songs	make / control long and	make / control long and		
	Practise different	Practise different	short sounds, rhythm,			
				short sounds, rhythm,		
	rhythms	rhythms	pitch, in tune, parts	pitch, in tune, parts,		
	Danie Frances November	Barrio Francisco Concesso		tuned, untuned, notes		
	Music Express: Number	Music Express: Seasons				
	Skill: Beat	Skills: Pitch				
	A saintial and The analytic loss of	A said data sa Theoretical said				
	Activities: The children	Activities: The children				
	develop a sense of steady	develop understanding of				
	beat through using	pitch through movement,				
	movement, body	songs and listening games.				
	percussion and	They become familiar with				
	instruments.	pitch shapes and perform				
	W. W. d. L.	them in a variety of				
	Key Vocabulary	musical arrangements.				
	Sing, melody, pitch,					



	dynamics, make / control	Key Vocabulary				
	long and short sounds	Sing, melody, voice, make				
		/ control long and short				
		sounds, duration, pitch,				
		dynamics				
	World Kitchen	World Kitchen	<u>Vikings</u>	Vikings and Anglo Saxons	Rivers – Spring 1 and 2	Rivers – Spring 1 and 2
	Music Express: Our	Music Express: Our	<u>Skills</u>	<u>Skills</u>	Skills	<u>Skills</u>
	bodies	bodies	Performing music (vocal)	Performing music (vocal)	Listen to and evaluate	Listen to and evaluate
	Skills: Beat	Skills: Beat			music	music
			<u>Activities</u>	<u>Activities</u>	Compose music	Compose music
	Activities: The children	Activities: The children	Viking Saga songs – BBC	Viking Saga songs – BBC	Perform as an ensemble	Perform as an ensemble
	develop a sense of steady	develop a sense of steady	School Radio	School Radio		
	beat through using their	beat through using their			<u>Activities</u>	<u>Activities</u>
Spring 1	own bodies. They respond	own bodies. They respond	Key Vocabulary	Key Vocabulary	Listen to and evaluate	Listen to and evaluate
Spring 1	to music and play rhythm	to music and play rhythm	Sing, melody, voice, make	Sing, melody, voice, make	'Vltava' by Smetena	'Vltava' by Smetana
	patterns on body	patterns on body	/ control long and short	/ control long and short	(symphonic poem)	(symphonic poem)
	percussion and	percussion and	sounds, rhythm, pitch, in	sounds, rhythm, pitch, in	Create image of river	Create image of river
	instruments.	instruments.	tune, parts	tune, parts, control,	journey and show how	journey and show how
				awareness	composer has used music	composer has used music
	Key Vocabulary	Key Vocabulary			to describe this.	to describe this.
	Sing, melody, beat	Sing, melody, voice, make			Use percussion	Use percussion
		/ control long and short			instruments	instruments
		sounds, duration, pitch,			to create sounds to	to create sounds to
		dynamics, beat			accompany Ghanaian river	accompany Ghanaian river
	World Kitchen	World Kitchen	<u>Bollywood</u>	<u>India</u>	story (Music Express –	story (Music Express –
	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	<u>Skills</u>	Riverbank).	Riverbank).
	To Describe Music:	To Describe Music:	Performing (vocal /	Performing (vocal /	Perform the story as an	Perform the story as an
	Identify the beat of a	Identify the beat of a	instrumental)	instrumental)	ensemble.	ensemble.
	tune.	tune.				
	Recognise changes in	Recognise changes in	<u>Activities</u>	<u>Activities</u>	Key Vocabulary	Key Vocabulary
Spring 2	timbre, dynamics and	timbre, dynamics and	Listening and performing	Listening and performing	Pitch, dynamics, tempo,	Pitch, dynamics, tempo,
	pitch.	pitch.	bhangra rhythms	bhangra rhythms	timbre, texture, lyrics,	timbre, texture, lyrics,
			Music Express – Recycling	Music Express – Recycling	melody, sense of occasion, expressive, solo, rounds,	melody, sense of occasion, expressive, solo, rounds,
	<u>Activities</u>	<u>Activities</u>	Bhangra	Bhangra	harmonies, accompaniments,	harmonies, accompaniments,
	To look at different	To look at different			drones, cyclic patterns,	drones, cyclic patterns,
	cultures and countries	cultures and countries	Key Vocabulary	Key Vocabulary	combination of musical	combination of musical
	music and to be able to	music and to be able to	Sing, melody, voice, make	Sing, melody, voice, make	elements, cultural context,	elements, cultural context,
	describe the music and to	describe the music and to	/ control long and short	/ control long and short	lyrics and social meaning	lyrics and social meaning



	continue the beat of the	continue the beat of the	sounds, rhythm, pitch, in	sounds, rhythm, pitch, in	Make / control long and short	Make / control long and short
	songs.	songs.	tune	tune, parts, control,	sounds, rhythm, pitch, in	sounds, rhythm, pitch, in
	Music Express: Travel	Music Express: Travel		awareness	tune, parts, control, awareness, solo, ensemble, expressively	tune, parts, control, awareness, solo, ensemble, expressively, harmony,
	Skills: Performance	Skills: Performance				drone, ostinato, accompaniment
	Activities: The children					accompaniment
	develop their performance	Activities: The children				
	skills and learn songs	learn a Tanzanian game				
	about travel and transport	song and accompany a				
	from around the world.	traveling song using voices				
	Kara Va aa baalaara	and instruments. They				
	Key Vocabulary Timbre, texture	listen to an orchestral piece and improvise their				
	Timbre, texture	own descriptive "theme				
		park" music.				
		park masio.				
		Key Vocabulary				
		Timbre, texture				
	<u>Packmoor</u>	<u>Packmoor</u>	Victorians and Puppets	Victorians and Puppets	Kensuke's Kingdom	Kensuke's Kingdom
	Skills	Skills	(Summer 1 and 2)	(Summer 1 and 2)	(Summer 1 and 2)	(Summer 1 and 2)
	To Compose:	To Compose:	Skills	Licton to and ovaluate		
		To Compose:		Listen to and evaluate	Skills	Skills
	Create a sequence of long	Create a sequence of long	Listen to and evaluate	music	Composition	Composition
	Create a sequence of long and short sounds.	Create a sequence of long and short sounds.	Listen to and evaluate music	music Transcription	Composition Transcription with	Composition Transcription with
	Create a sequence of long and short sounds. Clap rhythms.	Create a sequence of long and short sounds. Clap rhythms.	Listen to and evaluate music Transcription	music Transcription Performance	Composition Transcription with notation	Composition Transcription with notation
	Create a sequence of long and short sounds. Clap rhythms. Create mixture of different	Create a sequence of long and short sounds. Clap rhythms. Create mixture of different	Listen to and evaluate music Transcription Performance	music Transcription	Composition Transcription with notation Performance	Composition Transcription with notation Performance
	Create a sequence of long and short sounds. Clap rhythms.	Create a sequence of long and short sounds. Clap rhythms.	Listen to and evaluate music Transcription	music Transcription Performance	Composition Transcription with notation	Composition Transcription with notation Performance (Instrumental year 5,
Summer 1	Create a sequence of long and short sounds. Clap rhythms. Create mixture of different sounds (Duration,	Create a sequence of long and short sounds. Clap rhythms. Create mixture of different sounds (Duration,	Listen to and evaluate music Transcription Performance	music Transcription Performance (instrumental)	Composition Transcription with notation Performance (Instrumental year 5,	Composition Transcription with notation Performance
Summer 1	Create a sequence of long and short sounds. Clap rhythms. Create mixture of different sounds (Duration, dynamics and pitch).	Create a sequence of long and short sounds. Clap rhythms. Create mixture of different sounds (Duration, dynamics and pitch).	Listen to and evaluate music Transcription Performance (instrumental)	music Transcription Performance (instrumental) Activities	Composition Transcription with notation Performance (Instrumental year 5, Vocal year 6) Activities	Composition Transcription with notation Performance (Instrumental year 5, Vocal year 6) Activities
Summer 1	Create a sequence of long and short sounds. Clap rhythms. Create mixture of different sounds (Duration, dynamics and pitch). Choose sounds to create an effect. Sequence sounds to create	Create a sequence of long and short sounds. Clap rhythms. Create mixture of different sounds (Duration, dynamics and pitch). Choose sounds to create an effect. Sequence sounds to create	Listen to and evaluate music Transcription Performance (instrumental) Activities Listening to and evaluating music from the Victorian	music Transcription Performance (instrumental) Activities Listening to and evaluating music from the Victorian period (range of genres,	Composition Transcription with notation Performance (Instrumental year 5, Vocal year 6)	Composition Transcription with notation Performance (Instrumental year 5, Vocal year 6)
Summer 1	Create a sequence of long and short sounds. Clap rhythms. Create mixture of different sounds (Duration, dynamics and pitch). Choose sounds to create an effect. Sequence sounds to create overall effect.	Create a sequence of long and short sounds. Clap rhythms. Create mixture of different sounds (Duration, dynamics and pitch). Choose sounds to create an effect. Sequence sounds to create overall effect.	Listen to and evaluate music Transcription Performance (instrumental) Activities Listening to and evaluating music from the Victorian period (range of genres,	music Transcription Performance (instrumental) Activities Listening to and evaluating music from the Victorian period (range of genres, including late classical /	Composition Transcription with notation Performance (Instrumental year 5, Vocal year 6) Activities Listen to music from Japan	Composition Transcription with notation Performance (Instrumental year 5, Vocal year 6) Activities Listen to music from Japan
Summer 1	Create a sequence of long and short sounds. Clap rhythms. Create mixture of different sounds (Duration, dynamics and pitch). Choose sounds to create an effect. Sequence sounds to create overall effect. Create short, musical	Create a sequence of long and short sounds. Clap rhythms. Create mixture of different sounds (Duration, dynamics and pitch). Choose sounds to create an effect. Sequence sounds to create overall effect. Create short, musical	Listen to and evaluate music Transcription Performance (instrumental) Activities Listening to and evaluating music from the Victorian period (range of genres, including late classical /	music Transcription Performance (instrumental) Activities Listening to and evaluating music from the Victorian period (range of genres, including late classical / romantic).	Composition Transcription with notation Performance (Instrumental year 5, Vocal year 6) Activities Listen to music from Japan Compose using pentatonic	Composition Transcription with notation Performance (Instrumental year 5, Vocal year 6) Activities Listen to music from Japan Compose using pentatonic
Summer 1	Create a sequence of long and short sounds. Clap rhythms. Create mixture of different sounds (Duration, dynamics and pitch). Choose sounds to create an effect. Sequence sounds to create overall effect. Create short, musical patterns and rhythmic	Create a sequence of long and short sounds. Clap rhythms. Create mixture of different sounds (Duration, dynamics and pitch). Choose sounds to create an effect. Sequence sounds to create overall effect. Create short, musical patterns and rhythmic	Listen to and evaluate music Transcription Performance (instrumental) Activities Listening to and evaluating music from the Victorian period (range of genres, including late classical / romantic).	music Transcription Performance (instrumental) Activities Listening to and evaluating music from the Victorian period (range of genres, including late classical / romantic). Learn about notation	Composition Transcription with notation Performance (Instrumental year 5, Vocal year 6) Activities Listen to music from Japan Compose using pentatonic scale	Composition Transcription with notation Performance (Instrumental year 5, Vocal year 6) Activities Listen to music from Japan Compose using pentatonic scale
Summer 1	Create a sequence of long and short sounds. Clap rhythms. Create mixture of different sounds (Duration, dynamics and pitch). Choose sounds to create an effect. Sequence sounds to create overall effect. Create short, musical	Create a sequence of long and short sounds. Clap rhythms. Create mixture of different sounds (Duration, dynamics and pitch). Choose sounds to create an effect. Sequence sounds to create overall effect. Create short, musical	Listen to and evaluate music Transcription Performance (instrumental) Activities Listening to and evaluating music from the Victorian period (range of genres, including late classical / romantic). Learn about notation	music Transcription Performance (instrumental) Activities Listening to and evaluating music from the Victorian period (range of genres, including late classical / romantic). Learn about notation (staff)	Composition Transcription with notation Performance (Instrumental year 5, Vocal year 6) Activities Listen to music from Japan Compose using pentatonic scale Transcribe using staff and	Composition Transcription with notation Performance (Instrumental year 5, Vocal year 6) Activities Listen to music from Japan Compose using pentatonic scale Transcribe using staff and
Summer 1	Create a sequence of long and short sounds. Clap rhythms. Create mixture of different sounds (Duration, dynamics and pitch). Choose sounds to create an effect. Sequence sounds to create overall effect. Create short, musical patterns and rhythmic phrases.	Create a sequence of long and short sounds. Clap rhythms. Create mixture of different sounds (Duration, dynamics and pitch). Choose sounds to create an effect. Sequence sounds to create overall effect. Create short, musical patterns and rhythmic phrases.	Listen to and evaluate music Transcription Performance (instrumental) Activities Listening to and evaluating music from the Victorian period (range of genres, including late classical / romantic). Learn about notation (staff)	music Transcription Performance (instrumental) Activities Listening to and evaluating music from the Victorian period (range of genres, including late classical / romantic). Learn about notation (staff) Year 4 – djembe	Composition Transcription with notation Performance (Instrumental year 5, Vocal year 6) Activities Listen to music from Japan Compose using pentatonic scale Transcribe using staff and notation	Composition Transcription with notation Performance (Instrumental year 5, Vocal year 6) Activities Listen to music from Japan Compose using pentatonic scale Transcribe using staff and notation
Summer 1	Create a sequence of long and short sounds. Clap rhythms. Create mixture of different sounds (Duration, dynamics and pitch). Choose sounds to create an effect. Sequence sounds to create overall effect. Create short, musical patterns and rhythmic	Create a sequence of long and short sounds. Clap rhythms. Create mixture of different sounds (Duration, dynamics and pitch). Choose sounds to create an effect. Sequence sounds to create overall effect. Create short, musical patterns and rhythmic	Listen to and evaluate music Transcription Performance (instrumental) Activities Listening to and evaluating music from the Victorian period (range of genres, including late classical / romantic). Learn about notation	music Transcription Performance (instrumental) Activities Listening to and evaluating music from the Victorian period (range of genres, including late classical / romantic). Learn about notation (staff)	Composition Transcription with notation Performance (Instrumental year 5, Vocal year 6) Activities Listen to music from Japan Compose using pentatonic scale Transcribe using staff and	Composition Transcription with notation Performance (Instrumental year 5, Vocal year 6) Activities Listen to music from Japan Compose using pentatonic scale Transcribe using staff and



	Skills: Exploring Sounds and Composition. Activities: The children explore sounds found in their school environment. They investigate ways to produce and record sounds, using IT to stimulate musical ideas related t geography. Key Vocabulary Melody, play, instrument names, voice, rhythm, beat	Activities: The children discover ways to use their voices to describe feelings and moods. They create and notate vocal sounds, building to a performance. Key Vocabulary Melody, play, instrument names, voice, rhythm, beat	Key Vocabulary Melody, play, instrument, make / control long and short sounds, rhythm, pitch, in tune, parts, tuned, untuned, notes	Key Vocabulary Melody, play, instrument, make / control long and short sounds, rhythm, pitch, in tune, parts, tuned, untuned, notes	Learn to play recorders (Year 5) Perform as an ensemble – singing (Year 6) Vocabulary Compose, create effects, repeated patterns, graphic score, accompaniment, drone, verse, chorus, rhythmic pattern, melody, rhythm, chords, ostinato, pentatonic scale stave, note names, minim, crotchet, semibreve, rest, treble and bass clef, sharp, flat, time signature	Learn to play recorders (Year 5) Perform as an ensemble – singing (Year 6) Vocabulary Compose, create effects, repeated patterns, graphic score, accompaniment, drone, verse, chorus, rhythmic pattern, melody, rhythm, chords, ostinato, pentatonic scale stave, note names, minim, crotchet, semibreve, rest, treble and bass clef, sharp, flat, time signature
Summer 2	Bug's Life To Perform: Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. Activities Ugly Bug Ball Song- sing the song and add instruments. Music Express: Animals Skills: Pitch	Bug's Life To Perform: Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. Activities Ugly Bug Ball Song- sing the song and add instruments. Music Express: Animals Skills: Pitch	Puppets Skills Composing and transcribing music Activities Creating music using voices, untuned and tuned instruments to accompany puppet performances. Transcribing using graphic scores / simple notation. Key Vocabulary Compose, create effects, repeated patterns, graphic score, accompaniment, drone	Puppets Skills Composing and transcribing music Activities Creating music using voices, untuned and tuned instruments to accompany puppet performances. Transcribing using graphic scores / simple notation. Key Vocabulary Compose, create effects, repeated patterns, graphic score, accompaniment, drone	Sing, melody, voice, make / control long and short sounds, rhythm, pitch, in tune, parts, control, awareness, solo, ensemble, round, expressively	Sing, melody, voice, make / control long and short sounds, rhythm, pitch, in tune, parts, control, awareness, solo, ensemble, round, expressively, harmony, drone, ostinato, accompaniment



Activities: The children link	Activities: The children link		
animal movement with	animal movement with		
pitch movement to help	pitch movement to help		
develop understanding	develop understanding		
and recognition of	and recognition of		
changing pitch. They	changing pitch. They		
interpret pitch line	interpret pitch line		
notation using voices and	notation using voices and		
tuned instruments.	tuned instruments.		
Key Vocabulary	Key Vocabulary		
Sing, melody, play,	Sing, melody, play,		
instrument	instrument, voice, make /		
	control long and short		
	sounds		