

	Autumn 1st Half	Autumn 2nd Half	Spring 1st Half	Spring 2nd Half	Summer 1st Half	Summer 2nd Half
Reception	Nursery songs and rhymes	Number songs Concert preparation	Exploring sounds (timbre)	Exploring pulse (rhythm)	Music from stories – Bear Hunt	Musical Journeys
Learning Outcomes	To sing with increasing confidence To retain and use a broad vocabulary To participate in music and enjoy performing Learn Christmas concert songs and perform confidently		To learn names of untuned percussion To recognise their individual sound characteristics	To be able to play the pulse (beat) of a tune. To recognise fast and slow To be able to echo a rhythm	To learn the Bear Hunt rhyme To add own ideas To use instruments to represent ideas	To learn musical journey songs To create new journeys To use instruments to represent ideas
Skills	Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. Finding a voice other than a speaking voice	Being imaginative: They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. Singing within own vocal range	Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. Playing with the pulse Playing instruments within recognisable song / rhyme sections Vocabulary Shaker, Wood Block, Tambourine, Triangle, Bells		Being imaginative: They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories. Loud Quiet Fast Slow Long Short High Low	
Year 1	Action songs and singing games	Themed music – Autumn Concert preparation	Music from stories - 3 Little Pigs	Music from stories – Jack and the Beanstalk	Musical Sandwiches	Music from stories - Seaside
Learning Outcomes	To sing confidently singing games familiar and new To use singing games learnt in music during their own playtime	To sing confidently Autumn and harvest songs To create class Autumn sound pictures To choose instruments to represent pictures Learn Christmas concert songs and perform confidently	Learn 3 little pigs songs (building, running, wolf chant) Select instruments and create building music Record ideas in pictures as a graphic score	Learn Jack and the Beanstalk songs (giant’s chant, harp song) Select instruments and create growing music and giant’s music Record ideas as pictures in a graphic score with dynamics	Learn sandwich song Vocally improvise sandwich fillings Record individual sandwiches as a word score Select instruments and add as symbols to the score Perform own sandwich and others	Learn seaside songs Create pictures showing different seaside features Select instruments and rhythms to represent pictures Record as symbols on graphic score
Skills	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Adding language / progressive songs Traditional songs / rhymes Tempo (fast, slow) Pitch (high low)	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Echoing songs with increasing accuracy Singing accurately within own vocal range Pitch (high low)	Play tuned and untuned instruments musically. Recognising rhythmic / melodic patterns – linked to words Improvising simple rhythms and tunes	Listen with concentration and understanding to a range of high-quality live and recorded music. Recognising duration – long / short Dynamics (loud quiet)	Experiment with, create, select, and combine sounds using the interrelated dimensions of music. Recreating rhythmic / melodic patterns – linked to words Improvising simple rhythms and tunes	Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select, and combine sounds using the interrelated dimensions of music. Creating specific sounds – timbre / dynamics Timbre (quality of sound)

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Year 2	Action songs and singing games	Traditional playground songs and rhymes Concert preparation	Music from stories – The Pied Piper	Musical Puppets	Music from pictures – Old MacDonald	Sound Scapes– Summer Time
Learning Outcomes	Sing confidently play ground games familiar and new Improvise language both singing and speaking	Lead pupils (class, small groups) in call and response songs Select and play percussion instruments using accurate tempo, pulse, and rhythm Record ideas as a graphic score Learn Christmas concert songs and perform confidently	Learn Pied Piper songs Create sewing music Record ideas as a graphic score which can be read by another pupil	Learn to recognise rhythmic notation Learn crotchet (ta – Oscar) quavers (tee tee – Henrietta) crotchet rest (ssh – Sheila) minim (ta-aa – Joe) Read rhythms maintaining a steady pulse	Create new MacDonald verses Record as a word score Add accurate rhythmic notation to score Add dynamics (loud, soft) to score Perform own score and others	Learn summer songs Create own Summer pictures (graphics) Select instruments for each graphic Record music in rhythmic notation Perform own scores and others
Skills	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Adding language / progressive songs Pitch (high low) Improvise simple tunes	Play tuned and untuned instruments musically. Traditional songs / rhymes Tempo (fast, slow) Dynamics (loud, soft)	Experiment with, create, select, and combine sounds using the interrelated dimensions of music. Singing accurately within own vocal range Recognising rhythmic / melodic patterns – linked to words Texture (thick, thin)	Listen with concentration and understanding to a range of high-quality live and recorded music. Rhythm Patterns – name patterns Duration (long, short)	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Experiment with, create, select, and combine sounds using the interrelated dimensions of music. Recognising rhythmic / melodic patterns – linked to words	Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Listen with concentration and understanding to a range of high-quality live and recorded music. Timbre (quality of sound) Dynamics (loud quiet) Tempo (long short)

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Year 3	Sound Scapes – Weather	Traditional children’s vocal street games Concert preparation	Music from China	Improvising – pentatonic (5 note patterns)	Introducing Recorders Marches	
Learning Outcomes	Learn Thunderstorm song Identify storm musical structure using dynamics Create thunderstorm using vocal and body percussion Record storm as a graphic score adding selected instruments and dynamics (crescendo, decrescendo)	Learn international street games Improvise sections vocally Improvise sections using tuned percussion Learn Christmas concert songs and perform confidently	Learn boat / dragon song in English Learn song section in Cantonese Learn instrumental accompaniment – tuned and untuned percussion Listen to traditional Chinese flute music and learn about the instrument	Understand pentatonic music uses a scale (set) of 5 notes only Improvise using pentatonic CDE GA scale Compose and accurately record pentatonic tune	Know how to hold a descant recorder Use appropriate air flow! (no squeaking) Learn fingering for notes CBA (G)	Recognise a march style Maintain an accurate rhythm on the beat and half bar Improvise a 1 bar (4 beat) tune Accurately record march tune and rhythms using rhythmic notation
Skills	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression. Extending vocal range (from major 3 rd to perfect 5 th) Dynamics – forte (loud) piano (quiet) crescendo (gradually getting louder) Duration (long, short)	Improvise and compose music for a range of purposes using the interrelated dimensions of music. Develop an understanding of the history of music. Singing in sections Singing main part Improvise rhythmic patterns and melodies Pitch	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Playing with increasing accuracy Pitch	Improvise and compose music for a range of purposes using the interrelated dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Playing with increasing accuracy Pentatonic – (5 note scales) Improvise rhythmic patterns and melodies	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression. Use and understand staff and other musical notations. Rhythm terms – Ta, Tee Tee, Syncopatata Improvising rhythmic patterns and melodies Dynamics (loud, soft) Duration (long, short)	

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Year 4	Traditional folk music from India - Talas and Ragas Recorders – next step (continuous throughout year)	Call and response songs Concert preparation	Rhythms - marches	Bohemia to the Balkans	Samba	Unsquare Dance (improvisation)
Learning Outcomes	Listen to and recognise traditional Indian folk music Learn Adi Taal (rhythmic pattern) Learn that a raga is a note set which has it's own distinct identity Learn to play and sing a raga Learn hands song and perform with Adi taal, raga, and drone	Lead whole class call and response songs Vocally improvise with an extended vocal range Improvise using different note sets and rhythmic patterns Learn Christmas concert songs and perform confidently	Create a 2 bar rhythm in 4/4 Improvise using own rhythm with notes CDE,FG Compose a binary form march A B Theme A using C DE Theme B using FG	Learn about location of the Baltic states Learn Czech folk songs Learn to play 5 & 7 beat patterns Create own 7 beat tune	Learn about origins of Samba Learn 3 samba rhythms (surdo, agogo, chohilo) Perform samba rhythms vocally Perform samba rhythms instrumentally Lead samba with call Perform samba as a class and as small groups	Learn 5 beat ostinato (rhythm) Sing and play tuned ostinato Improvise tune over ostinato Record Listen to recordings and discuss / modify
Skills	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Recognising patterns – linked to symbols Maintaining a pattern – ostinato Texture (thick, thin) Structure (sequencing ideas)	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression. Improvise and compose music for a range of purposes using the interrelated dimensions of music. Singing partner songs Singing rounds Extending vocal range (from major 3 rd to perfect 5 th) Improvise rhythms and melodies	Improvise and compose music for a range of purposes using the interrelated dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Playing with increasing accuracy Recognising patterns – linked to symbols Improvise rhythms and melodies Structure (sequencing ideas)	Listen with attention to detail and recall sounds with increasing aural memory. Develop an understanding of the history of music. Metre Rhythm terms Singing and maintaining accurate pitch Duration (long, short) Tempo (fast, slow)	Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Recognising patterns – linked to symbols Maintaining a pattern – ostinato Texture (thick, thin) Structure (sequencing ideas)	Improvise and compose music for a range of purposes using the interrelated dimensions of music. Use and understand staff and other musical notations. Metre Pentatonic – (5 note scales) Improvise rhythms and melodies Pitch (high, low)

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Year 5	Call and response games – vocal improvising Recorders – level 2 (continuous throughout year)	Victorian Music Hall Concert preparation	Sea Shanties	Music of the Spheres	Music from the South Pacific	African rhythms – Improvising melodies
Learning Outcomes	Lead whole class call and response songs Vocally improvise with an extended vocal range Improvise using different note sets and rhythmic patterns	Learn about Victorian music halls Sing and perform traditional music hall songs and stories (My old man, Albert and the lion) Create own music hall performance including songs, jokes, and a master of ceremonies Learn Christmas concert songs and perform confidently	Understand that a sea shanty is a working song Sing traditional sea shanties Play tuned accompaniment Compose own sea shanty lyrics and accompaniment Record	Listen to sections of Holst’s Planet Suite and identify instruments and musical themes (war, joy, peace) Create word scores for one theme using both real and imaginary vocabulary (thinking carefully about dynamics and tempo) Create class theme using sections of Holst’s rhythms (5 beat Mars ostinato) Create music for a new planet Record	Learn Samoan canoe chant Add own actions and dynamics Create own canoe chant Notate rhythmically Perform and record	Play centre and edge tones accurately Learn and play rhythm sets Lead class and group ensemble Use rhythm sets to create class composition
Skills	Improvise and compose music for a range of purposes using the interrelated dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Changing melody / improvising melodies Singing counter melodies Pitch (tones) Duration (dividing beats)	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression. Develop an understanding of the history of music. Singing with dynamics / interpretation Leading accurately and confidently Pitch (tones) Structure (sequencing ideas)	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music. Creating and remembering own pattern Recreating patterns – linked to symbols	Improvise and compose music for a range of purposes using the interrelated dimensions of music. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Vocabulary Presto (fast) Allegro (quite fast) Moderato (walking pace) Andante (slowish) Major, Minor Keys (happy/sad)	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Use and understand staff and other musical notations. Recording own pattern using symbols Timbre (sound characteristics) Texture (thick, thin)	Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Recreating patterns – linked to symbols Creating and remembering own pattern Leading accurately and confidently Duration (dividing beats) Timbre (sound characteristics)

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Year 6	Market Cries Call and response vocal improvising Recorders – level 3 (continuous throughout year)	Composing Christmas carols Concert preparation	12 Bar Blues (vocal and instrumental composition)		World music - America	End of Year Assembly preparation
Learning Outcomes	Create own slogans for products include rhythms and dynamics Learn a set of traditional kitchen cries Read as notation Create a set of market cries for an ancient Greek market Notate rhythmically	Play the melody of a traditional Christmas carol Create own carol lyrics using either a Christmas or a winter theme Compose a melody using tuned percussion (Dorian mode – DEFGABb) Perform instrumentally and vocally Learn Christmas concert songs and perform confidently	Learn about 12 bar blues Be able to recognise swing style Improvise using D blues scale (DEF GABbC) Be able to recognise changes in harmonic accompaniment Improvise for 4 bars (16 beats) Notate ideas and modify		Learn a 4/4 rock rhythm Input rock drum rhythm using O Generator software Learn a bass riff Input bass line using O Generator software Learn a 2 / 3 chord sequence Input chord sequence using O Generator software	Sing confidently and with a wide vocal range Perform in the Leavers' Assembly with confidence and joy
Skills	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression. Use and understand staff and other musical notations. Develop an understanding of the history of music. Changing melody / improvising melodies Leading accurately and confidently Duration (dividing beats) Dynamics - Crescendo, Decrescendo (gradually getting louder, softer)	Improvise and compose music for a range of purposes using the interrelated dimensions of music. Use and understand staff and other musical notations. Develop an understanding of the history of music. Singing with dynamics / interpretation Improvise melodies Recording own pattern using symbols Pitch (tones)	Improvise and compose music for a range of purposes using the interrelated dimensions of music. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music. Improvising with dynamics / interpretation Harmony (notes that sound good with other notes) Chords (3 note groups) Blues scale Structure (sequencing ideas) Pitch (tones, semi-tones)		Improvise and compose music for a range of purposes using the interrelated dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Recording own pattern using symbols Chords Texture (thick, thin)	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression. Listen with attention to detail and recall sounds with increasing aural memory. Leading accurately and confidently Performing with dynamics / interpretation