

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Year R	Nursery rhymes	Nativity	Space	Dinosaurs	Castles and caves	Minibeasts
	Begin to discriminate between noise and music.	Begin to find a singing voice and engage in simple songs with limited pitch range, intervals and rhythms.	Listen attentively, move to and talk about music, expressing feelings and responses	Vary tempo and dynamics by imitating the leader when singing, chanting and playing	Explore different kinds of music from across the globe, including traditional and folk music from Britain.	Play classroom instruments with increasing control and awareness of others.
	Develop good behaviours for listening in musical activities.	Sing with others watching.	Treat instruments with care.	Show understanding of fast/slow and loud/quiet through following verbal instructions and responding appropriately to music, e.g. through movement.	Noticing changes and patterns in a piece of music.	Draw pictures in response to music
	Begin join in with familiar songs and actions from memory.	Know when and where to look for musical direction.	Take turns to play instruments.			Select symbols to represent sounds.
	Recognise and play simple word rhythms, e.g. clap their name	Start and stop by following non-verbal instructions.	Start and stop with control when playing.			
	Become familiar with the term ‘pulse’.	Move appropriately in response to music.	Play instruments in different ways to create different sounds.	Begin to develop a vocabulary to describe sounds and playing methods e.g. shake, clang, tap.		
	Begin to imitate leader by joining in showing the pulse and playing simple rhythms using body percussion when singing and chanting rhymes		Draw pictures in response to music.			
			Select symbols to represent sounds.	Begin to select sounds for different purposes, e.g. musical storytelling.		

Year 1		Nativity Memorise songs and actions. Move in time with music. Sing songs with greater accuracy and harmony. Sing songs with an accompaniment. Follow a leader when singing. Begin to follow a range of musical directions Demonstrate self-control in maintaining silence where		Animals Focus well when listening to short musical pieces. Listen to and identify sounds and ideas. Copy rhythms using clapping and untuned instruments. Identify specific rhythms such as ‘Don’t Clap This One Back’. Create rhythmic phrases to words Play untuned percussion instruments with increasing accuracy and correct technique. Clap to the beat of		
---------------	--	---	--	--	--	--

		required. Perform in front of others		a piece of music staying in time. Clap a rhythm in time to a beat.		
Year 2		The Great Fire Of London Sing with attention to phrasing and dynamics Breathe in the correct place when singing. Sing from memory. Experiment with pitch. Listen to changes in pitch and identify whether the sound is lower or higher.				African Explorers Lead a simple call and response song. Play unturned and tuned percussion instruments with increasing accuracy and correct technique. Play instruments with accuracy and control Use instruments to reflect a topic or use sound affects to add to a story. Recognise and repeat

		Explore beat and tempo Explore pitch (high and low sounds) Identify specific sections/sounds/instruments when listening to music. Express musical preferences, thoughts and feelings. Use instruments to reflect a topic or use sound effects to add to a story and to a desired sound effect. Invent symbols to represent sounds. Follow a range of musical directions with accuracy and control – knowing when to have empty hands and when to be ready with an instrument Perform with awareness of				simple rhythmic patterns. Join in with the pulse independently. Understand the difference between ‘pulse’ and ‘rhythm’ Be able to copy rhythms that are clapped, use body percussion or tuned or untuned instruments. Recognise changes in tempo in music . Create rhythmic phrases to words and play or sing these from memory. Select sounds for a desired sound effect Explore thin and thicker effects Use a range of tempo
--	--	---	--	--	--	--

		audience expectation				variations for effect Explore using and changing the dynamics. Listen to recorded music from other cultures e.g. African music. Describe the music talking about the instruments heard, mood it creates, rhythms, pitch. Create musical pieces with structure including repetition.
--	--	----------------------	--	--	--	---

Year 3	Recorder (using charanga as a guide) Understand the term ‘structure’ Use simple standard structures in music, eg ABA Play a simple 3-note melody. Begin to play a wind instrument. E.g. recorder. Learn basic skills including how to hold the instrument correctly, how to blow with good technique, how to			Vikings Identify the character in a piece of music. Begin to remember instrumental parts and patterns. Express musical preferences, thoughts and feelings. Sing with expression and attention to the lyrics Sing in unison with an accurate pitch. Sing from memory Sing as an ensemble in time following a leader. Copy back patterns and create their own on tuned/ untuned percussion. Recall/repeat short rhythmic and melodic patterns. Understand the terms ‘pulse’ and ‘rhythm’. Create repeating patterns.
----------------------	---	--	--	---

	play 3-5 notes. Play a simple song from memory Recognise crotchets, minims and quavers and clap 4 beat rhythms written down using these. Recognise and name simple note durations. Recognise and perform simple notated rhythms Demonstrate willingness and ability to play as part of a team Understand the role of the conductor and sing/play a conducted			Play all percussion with correct technique and clear sound. Recall/repeat short rhythmic and melodic patterns. Choose sounds and textures with increasing care to create desired effect Understand and use the word tempo.
--	---	--	--	--

	pulse Perform confidently in front of others and consider what makes a good performance beyond just making music			
Year 4			`First Access Remember and play/sing short	Performance/Play Sing songs unaccompanied and in

			rhythms and melodies. Begin to use specific vocabulary when describing music and expressing opinions. Understand the importance of musical counting. Experience other notation appropriate to instruments learnt, eg. ukulele chord diagrams Begin to understand the terms 'solo' and 'unison' Begin to learn some simple Italian words for tempo, eg. forte,	tune. Sing songs with good breath control, phrasing and diction. Perform with an awareness of the meaning of the words.
--	--	--	---	--

			largo. Demonstrate a range of correct basic techniques in learning an instrument eg. how to hold, make good sound and alter pitch and dynamics Demonstrate patience and commitment towards quality learning Perform songs with attention to musical directions e.g. tempo, dynamics, phrasing, articulation Understand the term 'unison' and be able to listen to other ensemble members	
--	--	--	---	--

					whilst playing in order to achieve it Be able to and follow non-verbal musical direction with control and precision	
Year 5		Stomp To compose rhythms that fit together well as part of a junk percussion piece. To compose in a given structure (ternary form) Copy back patterns and create their own on tuned/ untuned percussion. To play a variety of rhythms from notation			BSO Project Listen out for particular things when listening to music. Comment on composers with specific vocabulary. Identify the structure of music e.g. ABA, verse and chorus, question and answer. Describe music using words such as duration, timbre, pitch beat, tempo, and texture. Recognise family	

		Compose using dynamics and texture for expressive effect. Be able to maintain a part accurately and musically when other parts are also being played Be able to contribute to a polished performance Demonstrate good teamwork			groups within an orchestra. Express and justify ideas and opinions about music heard or performed. Identify different timbres and instruments heard within music. Listen to and identify different genres. Sing and follow a melody. Sing and clap to match a tempo.	
--	--	--	--	--	--	--

					Understand and use some simple techniques to improve singing (mouth shape and breathing).	
Year 6		WW2 Describe and give opinions of the music heard with confident use of an extended range of musical terminology. Listen to music of differing genres (eg jazz, classical, blues) and compare and contrast the different styles. Show thoughtfulness in selecting sounds			School Musical Performing to an audience. Perform alone or in group demonstrating a variety of techniques (expression, breath control, phrasing, diction, dynamics, facial expressions). Perform with an awareness of audience, venue and occasion. Sing in harmony (not a counter melody)	

		and structures to convey an idea. Use musical elements (pitch, texture, dynamics, temp, timbre) for expressive effect while composing. Use and follow graphic score when composing.		
--	--	--	--	--