

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Duration						
1	Ourselves Exploring Sounds Number Exploring Beat	Animals Exploring Pitch Weather Exploring Sounds	Machines Exploring Beat Seasons Exploring Pitch	Our School Exploring Sounds Pattern Exploring Beat	Storytime Exploring Sounds Our Bodies Exploring Beat	Travel Exploring Performance Water Exploring Pitch
2	Our Land Exploring Sounds Our Bodies Exploring Beat	Ourselves Exploring Sounds Toys Exploring Beat	Animals Exploring Pitch Number Exploring Beat	Storytime Exploring Sounds Seasons Exploring Pitch	Weather Exploring Sounds Pattern Exploring Beat	Water Exploring Pitch Travel Exploring Performance
3	In the Past Exploring Pitch Communication Exploring Pitch	Sounds Exploring Sounds Poetry Exploring Performance	Environment Exploring Composition Building Exploring Beat	China Exploring Pitch Time Exploring Beat	Human Body Exploring Structure Singing French Exploring Pitch	Ancient Worlds Exploring Structure Food and Drink Exploring Performance
4	Ancient Worlds Exploring Structure Singing Spanish Exploring Pitch	Poetry Exploring Performance Environment Exploring Composition	Sounds Exploring Sounds Recycling Exploring Structure	Communication Exploring Composition Time Exploring Beat	Building Exploring beat Around the World Exploring Pitch	In the Past Exploring Notation Food and Drink Exploring Performance
5	Our Community Exploring Performance	Keeping Healthy Exploring Beat	Solar System Exploring Listening	Life Cycles Exploring Structure	At the Movies Exploring Composition	Celebration Exploring Performance
6	World Unite Exploring step dance and performance	Journeys Exploring song cycles	Growth Exploring Street Dance	Roots Exploring Mini Musical Performance	Class Awards Exploring Performance	Moving On Exploring Performance



	Composers/music	To perform	To compose	To transcribe	To describe music
Year 1		<p>Take part in singing, accurately following the melody.</p> <p>Follow instructions on how and when to sing or play an instrument.</p> <p>Imitate changes in pitch.</p>	<p>Create a sequence of long and short sounds.</p> <p>Clap rhythms.</p>	<p>Use symbols to represent a composition and use them to help with a performance.</p>	<p>Identify the beat of a tune</p> <p>Recognise changes in timbre, dynamics and pitch.</p>
Year 2	<p>Handel - Music for the Royal Fireworks</p> <p>Last Night of the Proms</p> <p>Beethoven - 6th Symphony, 4th Movement</p> <p>Traditional Aboriginal Music</p>	<p>Take part in singing, accurately following the melody.</p> <p>Follow instructions on how and when to sing or play an instrument.</p> <p>Make and control long and short sounds, using voice and instruments.</p>	<p>Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>Choose sounds to create an effect.</p> <p>Sequence sounds to create an overall effect.</p> <p>Create short musical patterns.</p> <p>Create short, rhythmic phrases.</p>	<p>Use symbols to represent a composition and use them to help with a performance.</p>	<p>Identify the beat of a tune</p> <p>Recognise changes in timbre, dynamics and pitch.</p>

	Composers/music	To perform	To compose	To transcribe	To describe music
Year 3	Traditional Egyptian Music Neanderthal bone flute music Vivaldi - Spring	Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly.	Compose and perform melodic songs. Use sound to create abstract effects. Create repeated patterns with a range of instruments. Create accompaniments for tunes.	Devise non- standard symbols to indicate when to play and rest. Recognise the notes EGBDF and FACE on the musical stave.	Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. Evaluate music using musical vocabulary to identify areas of likes and dislikes.
Year 4	Tudor music and instruments Saint Saens - Carnival of the Animals	Show control of voice. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others.	Use drones as accompaniments. Choose, order, combine and control sounds to create an effect. Use digital technologies to compose pieces of music.	Recognise the notes EGBDF and FACE on the musical stave. Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.	Evaluate music using musical vocabulary to identify areas of likes and dislikes. Understand layers of sounds and discuss their effect on mood and feelings.

	Composers/music	To perform	To compose	To transcribe	To describe music
Year 5	<p>Music Hall Songs</p> <p>Handel - Water Music</p> <p>Vangelis - Chariots of Fire</p>	<p>Sing or play from memory with confidence.</p> <p>Perform solos or as part of an ensemble.</p> <p>Sing or play expressively and in tune.</p> <p>Hold a part within a round.</p>	<p>Create songs with verses and a chorus.</p> <p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Combine a variety of musical devices, including melody, rhythm and chords.</p>	<p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Read and create notes on a musical staff.</p>	<p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: Pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context.</p>
Year 6	<p>Music from Central America</p> <p>Benjamin Britten- Young Person's Guide to the Orchestra</p> <p>Music and Songs from WW2</p>	<p>Sing a harmony part confidently and accurately.</p> <p>Sustain a drone or melodic ostinato to accompany singing.</p> <p>Perform with controlled breathing and skilful playing.</p>	<p>Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>Use drones and melodic ostinato (based on the pentatonic scale).</p> <p>Convey the relationship between the lyrics and the melody.</p> <p>Use digital technologies to compose, edit and refine pieces of music.</p>	<p>Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</p> <p>Understand and use the # (sharp) and flat symbols.</p> <p>Use and understand simple time signatures.</p>	<p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including: Pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context.</p> <p>Describe how lyrics often reflect cultural context of music and have social meaning.</p>