

	Autumn Term	Spring Term	Summer Term
Pre-School	Christmas Performance Music Express activities and introduction to songs and music Sing nursery rhymes and familiar songs of choice	Music Express activities and introduction to songs and music Exploring a variety of musical instruments. Play musical instruments Sing nursery rhymes and familiar songs of choice	Music Express activities. Developing beat/ tempo and pitch Sing nursery rhymes and familiar songs of choice
Learning Focus	<p>Children begin to create rhythmic sounds and movement</p> <p>Sing some familiar songs, pop songs, songs from TV programmes or nursery rhymes</p> <p>Children enjoy joining in with moving, dancing and ring games</p> <p>Children listen to simple songs and are beginning to join in with them</p>	<p>Name 3 common instruments</p> <p>Sing some familiar songs, pop songs, songs from TV programmes or nursery rhymes</p> <p>Children enjoy joining in with moving, dancing and ring games</p> <p>Children join in with simple songs</p> <p>Children move when listening to songs or music or when playing instruments</p>	<p>Sing some familiar songs, pop songs, songs from TV programmes or nursery rhymes</p> <p>Children enjoy joining in with moving, dancing and ring games</p> <p>Children can make up their own songs/narratives during play</p>
	Autumn Term	Spring Term	Summer Term
Reception	Celebration Music Christmas Performance	Exploring Sounds	Musical Stories
Learning Focus	<p>Communication and Language -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs.</p> <p>Understanding the World -Recognise that people have different beliefs and celebrate special times in different way.</p> <p>Expressive Arts and Design -Listen attentively, move to and talk about music, expressing their feelings and responses. -Watch and talk about dance and performance art, expressing their feelings and responses. -Sing in a group or on</p>	<p>Communication and Language -Understand how to listen carefully and why listening is important. -Listen to and talk about stories to build familiarity and understanding.</p> <p>-ELG: Listening, Attention and Understanding> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Understanding the World -Explore the natural world around them</p>	<p>Communication and Language -Learn new vocabulary. -Listen to and talk about stories to build familiarity and understanding. -Retell the story, once they have developed a deep familiarity and understanding. - Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs</p> <p>Expressive Arts and Design -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Create collaboratively sharing ideas, resources and skills. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups.</p>

	<p>their own, increasingly matching the pitch and following the melody. -Explore and engage in music making and dance, performing solo or in groups.</p> <p>-ELG: Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs.</p> <p>-ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.</p>	Expressive Arts and Design -Listen attentively, move to and talk about music, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups.	-ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.
Personalisation and Subject Links		Computing and the use of iPads to record and play back.	Computing and the use of iPads to record and play back.
Key Vocabulary	listen respond explore create sing share perform pulse, pitch rhythm	listen respond explore create sing share perform pulse, pitch rhythm	listen respond explore create sing share perform pulse, pitch rhythm
Instruments	Tambourines and cymbals Classroom items to be used as drums Sleigh bells	A selection of different percussion instruments	A selection of percussion instruments
Oak YR1 NC	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the inter related dimensions of music.</p>		
	<p>Classical Music, Dynamics and Tempo- Animals- To understand that sounds can be adapted to change their mood, eg through dynamics or tempo.</p> <p>To know that sounds can help tell a story.</p> <p>To know that tempo is the speed of the music.</p> <p>To know that dynamics means how loud or soft a sound is.</p> <p>Christmas Performance</p>	<p>Musical Vocabulary- Under the Sea-</p> <p>To understand that pitch means how high or low a note sounds.</p> <p>To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch.</p> <p>To know that music has layers called 'texture'.</p>	<p>Timbre & Rhythmic Patterns- Fairytales</p> <p>To know that an instrument or rhythm pattern can represent a character in a story.</p> <p>To know that my voice can create different timbres to help tell a story.</p> <p>To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.</p>
Personalisation and Subject Links	Science & Geography- animal groups and animals living in different continents- hot and cold climates.		English links to reading/ sharing a variety of fairy tales as a class.

	<i>Key Stage 1 Nativity/ Musical Celebration- performing- singing, instrumental additions.</i>		
Key Vocabulary	chant round dynamics tempo rhythm	Pulse dynamics timbre pitch rhythm tempo	Timbre pulse rhythm
Instruments	Tambourine, claves, maracas, drum, Glockenspiel, chime bars, Xylophone	Glockenspiel, chime bars, bells, trinagle	Listen to a range of classical instruments demonstrating different timbre.
Elm YR1 NC	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the inter related dimensions of music.</p>		
	<p>Pulse & Rhythm- All about Me – To know that rhythm means a pattern of long and short notes.</p> <p>To know that pulse is the regular beat that goes through music.</p> <p>To understand that the pulse of music can get faster or slower.</p> <p>To know that a piece of music can have more than one section, eg a verse and a chorus.</p> <p>Christmas Performance</p>	<p>Pitch & Tempo- Super Heroes- To understand that tempo can be used to represent mood or help tell a story.</p> <p>To understand that 'tuned' instruments play more than one pitch of notes.</p> <p>To know that following a leader when we perform helps everyone play together accurately.</p>	<p>Vocal & Body Sounds - By the Sea- To know that dynamics can change how someone listening feels about music.</p> <p>To know that your voice can be used as a musical instrument.</p> <p>To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees.</p> <p>To understand that music can be represented by pictures or symbols.</p>
Personalisation and Subject Links			
Key Vocabulary	In time pulse rhythm	Accelerando compose glockenspiel chime bars xylophone tambourine claves drum	Pitch timbre vocal sounds dynamics tempo graphic score
Instruments	drum, claves, woodblock, tambourine, bells, maracas	Tambourine, claves, maracas, drum, Glockenspiel, chime bars, Xylophone	Tambourine, claves, maracas, drum, Glockenspiel, chime bars, Xylophone
Year 2 NC	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the inter related dimensions of music.</p>		
	Orchestral Instruments- Traditional Western Stories	<p>African Call & Response Song Animals- To know that dynamics can change the effect a sound has on the audience.</p>	Instrument Tuition – recorder Use Charanga and follow the recorder music world course

	<p>To know that musical instruments can be used to create 'real life' sound effects</p> <p>To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece.</p> <p>To know that stringed instruments, like violins, make a sound when their strings vibrate.</p> <p>To know that a brass instrument is played by vibrating your lips against the mouthpiece.</p> <p>To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</p> <p>Christmas Performance</p>	<p>To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</p> <p>To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.</p> <p>To understand that the tempo of a musical phrase can be changed to achieve a different effect.</p> <p>To understand that an instrument can be matched to an animal noise based on its timbre.</p>	<p>By the end of the one-term course the children will:</p> <ul style="list-style-type: none"> • play and sing a range of pieces from memory and from simple notation • be able to play up to three notes with a good sound • sit or stand with the correct posture • listen to themselves and others, and make improvements • copy back and improvise simple phrases • have a basic understanding of, and able to apply, the building blocks of music – pulse/beat, rhythm, pitch, tempo and dynamics • create and perform their own rhythmic patterns • compose, notate and perform short melodies • recognise a range of orchestral instruments • have grown in confidence and want to celebrate their musical success with a performance
Personalisation and Subject Links			
Key Vocabulary	Inspiration motif soundscape dynamics, sound effects, tempo, timbre, vocals	Structure notation dynamics tempo timbre rhythm call and response	composer composition dynamics motif soundscape timbre tempo
Instruments	strings, woodwind, brass, percussion,	Djembe drums bongo drums, maracas	strings, woodwind, brass, percussion,
Year 3 NC	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notation.</p> <p>Appreciate and understand a range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop and understanding of the history of music.</p>		

	<p>Creating Compositions in Response to an Animation- Mountains</p> <p>To understand that the timbre of instruments played affect the mood and style of a piece of music.</p> <p>To know that an ensemble is a group of musicians who perform together.</p> <p>To know that to perform well, it is important to listen to the other members of your ensemble.</p>	<p>Pentatonic Melodies and Composition- Chinese New Year</p> <p>To know that the word 'crescendo' means a sound getting gradually louder.</p> <p>To know that some traditional music around the world is based on five notes called a 'pentatonic' scale.</p> <p>To understand that a pentatonic melody uses only the five notes C D E G A.</p>	<p>Instrument Tuition – pBuzz</p> <p>Use Charanga and follow pBuzz music world course</p> <p>By the end of the one-term course the children will:</p> <ul style="list-style-type: none"> • play and sing a range of pieces from memory and from simple notation • be able to play up to five notes with a good sound • sit or stand with the correct posture • listen to themselves and others, and make improvements • copy back and improvise simple phrases • have a basic understanding of the building blocks of music – pulse/beat, rhythm, pitch, tempo and dynamics • have grown in confidence and want to celebrate their musical success with a performance
Personalisation and Subject Links			
Key Vocabulary	Compose composition notation graphic score ensemble melody soundscape rhythm	Crescendo pentatonic notation stave letter notation	Bollywood notation graphic score stave letter notation tal rag drone improvising
Instruments	tuned and un-tuned instruments	tuned and un-tuned percussion	hand drums of a variety of sizes.
Year 4 NC	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop and understanding of the history of music. (*South America only)</p>		

	Lancashire Music Service – WCIT Brass Band	Samba and Carnival Sounds and Instruments- South America To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms. To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these. To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.	Body and Tuned Percussion- Rain Forests To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To know that a 'loop' in music is a repeated melody or rhythm. To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.
Personalisation and Subject Links			Geography
Key Vocabulary	col legno pizzicato haiku staccato glissando improvising melody inspiration	Rhythm syncopation off-beat break	Appraising melody rhythm contrast layers transition
Instruments	Tuned and un-tuned instruments <ul style="list-style-type: none"> • Invite children to play Guitars, Keyboard, Drums anything learn in extra music sessions. 	Un- tuned percussion instruments	Tuned percussion instruments
Year 5 NC	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 inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notation. (*Blues only) Appreciate and understand a range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop and understanding of the history of music.		
	Blues- To understand that a chord is the layering of several pitches played at the same time. To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.	Compositions for the festival of colour – Holi To know that a vocal composition is a piece of music created only using voices. To understand that varying effects can be created using only your voice, for	Instrument Tuition – Ukulele Use Charanga ukulele course To hold and play the Ukulele in the correct way. To sing a simple song. To strum open string patterns rhythmically and in time. To pluck open strings patterns. To play chords C and F.

	<p>To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.</p> <p>To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down.</p> <p>To understand that a chord is the layering of several pitches played at the same time.</p>	<p>example by changing the pitch, dynamic or tempo of the sound made.</p> <p>To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</p> <p>To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</p>	<p>To change between chords C and F in time with a song.</p> <p>To play a clean chord of G7.</p> <p>To change between the chords C and G7 in time with the song.</p> <p>To improvise a variety of rhythmic strumming patterns.</p> <p>To change between two chords in time with the song.</p> <p>To sing and play at the same time.</p> <p>To play the chord of G.</p> <p>To change between the chords C, F and G in time with the song.</p> <p>To identify which song will be best for me to play.</p>
Personalisation and Subject Links			
Key Vocabulary	12-bar blues chord scale ascending scale descending scale blues scale improvisation bent notes bar quaver	Chord chord progression major chords minor chords break call and response A-capella soloist duo syncopation polyrhythms ostinato metronome	Composer librettist lyricist director musical director choreographer designer performers character song action song transition score script
Instruments	Keyboard or chromatic glockenspiel	Percussion instruments Djembes (traditional African drums) and/or any other drums you have access to	Tuned and untuned instruments Pupils' own instruments
Year 6 NC	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notation.</p> <p>Appreciate and understand a range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop and understanding of the history of music.</p>		
	Instrument Tuition – Ukulele Use Charanga ukulele course (just for the academic year 24-25 while	Film Music/Music Tech	Composing and Performing a Leavers Song

	<p>we introduce the instrument to both Year 5 & Year 6.</p> <p>To hold and play the Ukulele in the correct way. To sing a simple song.</p> <p>To strum open string patterns rhythmically and in time.</p> <p>To pluck open strings patterns.</p> <p>To play chords C and F.</p> <p>To change between chords C and F in time with a song.</p> <p>To play a clean chord of G7.</p> <p>To change between the chords C and G7 in time with the song.</p> <p>To improvise a variety of rhythmic strumming patterns.</p> <p>To change between two chords in time with the song.</p> <p>To sing and play at the same time.</p> <p>To play the chord of G.</p> <p>To change between the chords C, F and G in time with the song.</p> <p>To identify which song will be best for me to play.</p>	<p>To know that a film soundtrack includes the background music and any songs in a film.</p> <p>To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.</p> <p>To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.</p> <p>To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.</p> <p>They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p>	<p>To know that a chord progression is a sequence of chords that repeats throughout a song.</p> <p>To know that a melody can be adapted by changing its dynamics, pitch or tempo.</p> <p>To know that chord progressions are represented in music by Roman numerals.</p> <p>Y6 Production</p>
Personalisation and Subject Links			
Key Vocabulary	expression dynamics melody melody line counter melody pitch score graphic score		Lyrics tempo arrangement chords chord progression melody dynamics verse- chorus structure rhyming pattern backing track
Instruments			Tuned percussion instruments Pupils' own instruments brought in from home