

	Year 1
<u>Autumn 1</u>	<u>No Place Like BBC Ten Pieces</u> Explore using the voice to create different sounds. E.g. whispering, chanting, singing, High/low sounds Loud/quiet sounds Fast/slow sounds
<u>Autumn 2</u>	<u>Vocal – finding your singing voice</u> Sing simple call and response songs. Begin to pitch-match.
<u>Spring1</u>	<u>Playing in time</u> Begin to mark a pulse and move rhythmically.
<u>Spring 2</u>	<u>Pitched Percussion – high and low</u> Explore how sounds can be changed.
<u>Summer 1</u>	<u>Weather – graphic scores</u> Explore and create sounds using the voice, instruments or found sounds in response to a stimulus.
<u>Summer 2</u>	<u>Traditional Tales – exploring sounds</u> Improvise (make up) simple sounds with my voice and instruments.

	Year 2
<u>Autumn 1</u>	<u>Short Ride in a Fast Machine BBC Ten Pieces</u> Demonstrate an understanding of the difference between pulse and rhythm.
<u>Autumn 2</u>	<u>Vocal – Singing Together</u> Sing songs with a wider pitch range.
<u>Spring1</u>	<u>Pitched Percussion – exploring interrelated dimensions</u> Play fast/slow, loud/quiet, high/low and change the type of sound when playing instruments.
<u>Spring 2</u>	<u>Peter & The Wolf</u> Listen with concentration to a variety of live and recorded music from different cultures, traditions and historical periods and express an opinion about the music.
<u>Summer 1</u>	<u>Vocal – call & response</u> Explore using the voice to create different sounds and experiment with ways of changing them.
<u>Summer 2</u>	<u>Pitched Percussion - melody (pentatonic)</u> Play an instrument in a group, showing some awareness of other performers.

	Year 3
<u>Autumn 1</u>	<u>Little Train of Caipira BBC Ten Pieces</u> Play simple repeating rhythms on percussion instruments.
<u>Autumn 2</u>	<u>Vocal – rounds & partner songs 1</u> Sing a wider range of songs with expression and a sense of melodic shape.
<u>Spring1</u>	<u>Winter – BBC Ten Pieces</u> Begin to recognise different instrument families
<u>Spring 2</u>	<u>Vocal - African</u> Sing mostly in tune, showing greater awareness of pitch matching.
<u>Summer 1</u>	<u>Recorders – intro</u> Play fast/slow, loud/quiet, high/low and change the type of sound when I play instruments with increasing control and accuracy.
<u>Summer 2</u>	<u>Recorders - melody</u> Play simple melodic patterns on tuned instruments.

	Year 4
<u>Autumn 1</u>	<u>Recorders – ensemble playing</u> Maintain a simple melody part independently, keeping in time with the pulse.
<u>Autumn 2</u>	<u>Vocal – rounds & partner songs 2</u> Sing increasingly complex songs: rounds, partner songs, songs with verse/chorus.
<u>Spring1</u>	<u>Recorders/pitched instruments – Classroom Jazz Charanga (5 note Swing)</u> Improvise rhythmic and melodic phrases using the voice and instruments.
<u>Spring 2</u>	<u>Hall of the Mountain King BBC Ten Pieces</u> Listen with concentration to a variety of live and recorded music from different cultures, traditions, and historical periods music, recognising how changes in the interrelated dimensions of music create different moods and effects.
<u>Summer 1</u>	<u>Vocal - gospel</u> Sing in tune with expression and clear diction, maintaining a wider pitch range with a good sense of melodic shape.
<u>Summer 2</u>	<u>Florence Price</u> <u>Symphony on E Minor BBC Ten Pieces</u> Create and develop musical ideas within given structures.

	<u>Year 5</u>
<u>Autumn 1</u>	<u>Connect It BBC Ten Pieces</u> Improvise longer rhythmic and melodic phrases using the interrelated dimensions of music.
<u>Autumn 2</u>	<u>Vocal – 2-part songs</u> Sing a wide variety of songs: unison, partner, canon, songs with 2 or more parts.
<u>Spring1</u>	<u>Create and Sing - Opera</u> Sing expressively , showing an awareness of style, controlling tempo and dynamics .
<u>Spring 2</u>	<u>Mars – Holst BBC Ten Pieces</u> Compose music for a range of purposes using the interrelated dimensions with understanding and control to achieve intended effects.
<u>Summer 1</u>	<u>Ukulele unit - intro</u> Play melodic and rhythmic parts as part of an ensemble, keeping in time with other players.
<u>Summer 2</u>	<u>Ukulele unit - basics</u> Play in solo and ensemble contexts with fluency and expression.

	<u>Year 6</u>
<u>Autumn 1</u>	<u>Ukulele unit - intro</u> Play melodic and rhythmic parts as part of an ensemble, keeping in time with other players.
<u>Autumn 2</u>	<u>Ukulele unit – Blues & improvising</u> Improvise longer melodic and rhythmic phrases using the interrelated dimensions of music with confidence and control.
<u>Spring1</u>	<u>Film Music</u> Listen with attention to detail to a wide range of music from different traditions, genres, styles and periods, describing and evaluating musical features using appropriate musical vocabulary.
<u>Spring 2</u>	<u>Character Music</u> Compose music using a range of devices and/or for different purposes demonstrating an increased understanding of how the interrelated dimensions of music have been used to achieve intended effects.
<u>Summer 1</u>	<u>Mambo (Rhythm & Pulse) BBC Ten Pieces</u> Maintain an independent part in a group (or as a soloist) with increased control, fluency and expression, showing awareness of other performers.
<u>Summer 2</u>	<u>Vocal – Musical Theatre</u> Sing with confidence and expression, showing a clear sense of style, confidently controlling dynamics, tempo, and other expressive features of the music.