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| Performing | | | Listening and evaluating | | Improvising and composing | | Creating sound | | Notation |
| **KEY STAGE ONE** | | | | | | | | | |
|  | **Autumn 1** | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | **Summer 2** |
| **EYFS** | **Exploring sound**   * To understand that instruments   can be played loudly or softly.   * To know that music often has more than one instrument being played at a time.   **Listening and evaluating**  **Creating sound, Improvising and composing** | **Celebration music**   * To recognise that different sounds can be long or short. * To recognise music that is ‘fast’ or ‘slow’.   **Listening and evaluating** | | **Music and movement**   * To know that the beat is the steady pulse of a song. * To recognise music that is ‘fast’ or ‘slow.’ * To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.   **Performing**  **Listening and evaluating** | | **Musical stories**   * To understand what 'high' and 'low' notes are.   **Performing**  **Listening and evaluating**  **Improvising and composing**  **Creating sound** | | **Transport**   * To know that the beat is the steady pulse of a song.   **Performing**  **Listening and evaluating**  **Creating sound** | **Big band**   * To know that an orchestra is a big group of people playing a variety of instruments together. * To know that music often has more than one instrument being played at a time.   **Performing**  **Improvising and composing**  **Creating sound** |
| **Year 1** | **Keeping the pulse (My favourite things)**   * To keep the pulse together through music and movement, by exploring their favourite things.   **Performing**  **Listening and evaluating**  **Creating sound**  **Notation** | **Tempo (Snail and mouse)**   * To use bodies and instruments to listen and respond to pieces of music with fast and slow speeds. * To learn and perform a rhyme and a song focussing on fast and slow.   **Performing**  **Listening and evaluating**  **Creating sound**  **Notation** | | **Dynamics (Seaside)**   * To make links between music, sounds and environments and use percussion, vocal and body sounds to represent the seaside.   **Listening and evaluating**  **Improvising and composing** | | **Sound patterns (Fairytales)**   * To use fairytales to introduce children to the concept of sound patterns (rhythms). * To explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairytale.   **Listening and evaluating**  **Creating sound** | | **Pitch (Superheroes)**   * To learn how to identify high and low notes and to compose a simple tune to represent a superhero.   **Performing**  **Listening and evaluating**  **Improvising and composing** | **Musical symbols (Under the sea)**   * To combine all the musical concepts learned throughout Year 1 for an underwater-themed performance incorporating instrumental, vocal and body sounds.   **Performing**  **Listening and evaluating**  **Improvising and composing** |
| **Year 2** | **Call and response (Animals)**   * To use instruments to represent animals, copying rhythms and creating call and response rhythms.   **Performing**  **Listening and evaluating**  **Improvising and composing**  **Creating sound** | **Instruments (Musical storytelling)**   * To learn how events, actions and feelings within stories can be represented by pitch, dynamics and tempo.   **Listening and evaluating**  **Improvising and composing** | | **Contrasting dynamics (Space)**   * To help children with developing knowledge and understanding of dynamics using instruments; learning to compose and play rhythms to represent planets.   **Listening and evaluating**  **Improvising and composing** | | **Singing (On the island)**   * To learn folk songs and create sounds to represent three contrasting landscapes: seaside, countryside and city.   **Listening and evaluating**  **Improvising and composing**  **Creating sound** | | **Structure (Myths and legends)**   * To help the children develop an understanding of structure by exploring and ordering rhythms.   **Performing**  **Improvising and composing**  **Notation** | **Pitch (Musical me)**   * To explore the song ‘Once a Man Fell in a Well’, playing it using tuned percussion and reading simple symbols representing pitch.   **Performing**  **Creating sound**  **Notation** |

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| Performing | Listening and evaluating | Improvising and composing | Notation |

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| **KEY STAGE TWO** | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 3** | **Ballads**   * To know that a ballad tells a story through song and in a ballad, a 'stanza' is a verse.   **Performing**  **Listening and evaluating** | **Creating compositions in response to animation (Mountains)**   * To understand that the timbre of instruments played affect the mood and style of a piece of music   **Listening and evaluating**  **Improvising and composing** | **Developing singing technique (The Vikings)**   * To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. * To know that different notes have different durations, and that crotchets are worth one whole beat.   **Performing**  **Improvising and composing**  **Notation** | **Pentatonic melodies and composition**   * To understand that a pentatonic melody uses only the five notes C D E G A.   **Listening and evaluating**  **Improvising and composing Notation** | **Jazz**   * To understand that 'syncopation' means a rhythm that is played off the natural beat. * To know that Ragtime is piano music that uses syncopation and a fast tempo.   **Performing**  **Listening and evaluating**  **Improvising and composing**  **Notation** | **Traditional instruments and improvisation (India)**   * To know that many types of music from around the world consist of more than one layer of sound.   **Listening and evaluating**  **Notation** |
| **Year 4** | **Body and tunes percussion (Rainforests)**   * To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music. * To know that a 'loop' in music is a repeated melody or rhythm.   **Performing**  **Listening and evaluating**  **Improvising and composing** | **Rock and Roll**   * To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. * To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline is common in rock and roll.   **Performing**  **Listening and evaluating** | **Changes in pitch, tempo and dynamics (Rivers)**   * To understand that harmony means playing two notes at the same time, which usually sound good together. * An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.   **Performing**  **Listening and evaluating**  **Improvising and composing Notation** | **Haiku music and performance (Hanami)**   * To know that a glissando in music means a sliding effect played on instruments or made by your voice. * To know that grouping instruments according to their timbre can create contrasting ‘textures’ in music.   **Performing**  **Improvising and composing**  **Notation** | **Samba and carnival sounds and instruments**   * 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.   **Performing**  **Improvising and composing** | **Adapting and transporting motifs (Romans)**   * To know that 'transposing' a melody means changing its key, making it higher or lower pitched. * To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.   **Performing**  **Listening and evaluating**  **Improvising and composing Notation** |
| **Year 4** | Accent weekly brass sessions (separate overview plan available) | | | | | |
| **Year 5** | **Composition notation (Ancient Egypt)**   * To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad. * To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.   **Performing**  **Improvising and composing**  **Notation** | **Blues**   * To understand that a chord is the layering of several pitches played at the same time. * To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down.   **Performing**  **Listening and evaluating**  **Improvising and composing** | **South and West Africa**   * To understand that major chords create a bright, happy sound. * To know that poly-rhythms means many rhythms played at once.   **Performing**  **Listening and evaluating**  **Improvising and composing** | **Composition to represent the festival of colour (Holi festival)**   * To understand that varying effects can be created using only your voice. * To understand that human voices have their own individual timbre.   **Performing**  **Listening and evaluating** | **Looping and remixing**   * To know that a loop is a repeated rhythm or melody, and is another word for ostinato.   **Listening and evaluating**  **Improvising and composing** | **Musical theatre**   * To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.   **Performing**  **Listening and evaluating**  **Improvising and composing** |
| **Year 5** | Accent weekly clarinet sessions (separate overview plan available)  Accent weekly brass replay sessions | | | | | |
| **Year 6** | **Dynamics, pitch and tempo (Fingal’s Cave)**   * To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. * To know that timbre can also be thought of as 'tone colour' and can be described in many ways.   **Performing**  **Improvising and composing** | **Songs of WW2**   * To know that the Solfa syllables represent the pitches in an octave. * To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.   **Performing**  **Listening and evaluating** | **Film music**   * To understand that 'major' key signatures use note pitches that sound cheerful and upbeat and 'minor' key signatures use note pitches that can suggest sadness and tension. * 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'.   **Performing**  **Listening and evaluating**  **Notation** | **Theme and Variations (Pop Art)**   * To know that a 'theme' is a main melody in a piece of music. * To know that 'variations' in music are when a main melody is changed in some way throughout the piece.   **Listening and evaluating**  **Improvising and composing** | **Baroque**   * To know that a ‘polyphonic’ texture means lots of individual melodies layered together, like in a canon.   **Listening and evaluating**  **Improvising and composing** | **Composing and performing a Leavers’ Song**   * To know that a melody can be adapted by changing its dynamics, pitch or tempo.   **Performing**  **Improvising and composing**  **Notation** |
| Year 6 | Accent weekly clarinet replay sessions  Accent weekly brass replay sessions | | | | | |