|  | **Autumn** | | **Spring** | | | **Summer** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **EYFS** | During the Early Years Foundation Stage children will take part in daily singing and rhyme sessions. These will provide opportunities for children to sing, innovate and perform a range of rhymes and songs. Within these sessions, children will be introduced to different inter-related dimensions of music e.g. dynamics and tempo. They will have the opportunity to play a variety of percussion instruments and or body percussion to create their own musical beats. They will also have the opportunity to listen and express their feelings and responses. | | | | | | | | |
| **Year 1**  **Key Genre**  **Classical** | **Musical Vocabulary**  How do we describe and understand the language of music? | | **Classical Music, Dynamics and Tempo**  What makes classical music so unique, and how do dynamics and tempo add emotion to it? | | | **Vocal and Body Sounds**  How can our voices and bodies be instruments of musical expression? | | | |
| **Year 2**  **Key Genre**  **Jazz** | **Orchestral Instruments**  What role do orchestral instruments play in creating music, and how do they contribute to different styles and emotions? | | **Jazz**  What defines Jazz music, and how does it capture the spirit of improvisation and individual expression? | | | **Dynamics, Timbre, Tempo and Motifs**  How do dynamics, timbre, tempo, and motifs work together to shape musical narratives and express emotions? | | **On this Island**  How do British songs and sounds reflect the history and diversity of the British Isles? | |
| **Year 3**  **Key Genre**  **Ballads** | **BMS Instrumental Lessons**  How can we explore music particularly with regard to playing a group piece confidently and applying basic technique and note reading on their chosen instrument? | | **Ballads**  How do ballads through the ages tell stories and express emotions? | | | **Musical Me**  How does music reflect and express our individual identities, and how can we use music to share our personal stories and emotions? | | | |
| **Year 4**  **Key Genre**  **Rock and Roll** | **Body and Tuned percussion**  How can we explore rhythm and melody using our bodies and tuned percussion instruments? | | **Rock and Roll**  What defines the genre of rock and roll, and how has it evolved over time? | | | **Changes in pitch, tempo and dynamics**  How can music reflect the characteristics and journey of rivers? How do changes in pitch, tempo and dynamics contribute to musical storytelling? | | | |
| **Year 5**  **Key Genres**  **A Capella/Vocal and Blues** | **South and West Africa**  How does the music of South and West Africa reflect the cultures, traditions and histories of these regions? | | **Blues**  What are the origins, themes and influences of the Blues genre? How has it shaped modern music? | | | **Developing singing techniques**  How can we use vocal techniques and music to explore the stories and history of the Vikings? | | | |
| **Year 6**  **Key Genre**  **Musical Theatre** | **Advanced Rhythms**  How can complex rhythms transform music and enhance our understanding of musical expression? | | **Musical Theatre**  What role does musical theatre play in storytelling and how does it combine elements of music, drama and choreography? | | | **Theme & Variation**  How can musicians creatively use theme and variation to develop unique musical compositions? | | | |