|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn1 Singing | Autumn 2 Music notation and rhythm games | Spring 1 The Planets | Spring 2 Seasons/weather | Summer 1 Timbre | Summer 2 African music |
| Musicianship | To walk, move or clap a steady beat with others.  To perform word pattern chants.  To understand the difference between high and low pitch. | To walk, move or clap a steady beat with others.  To use body percussion and classroom percussion instruments to perform and replicate rhythms accurately.  To be able to perform short rhythms using stick notation and word patterns for crotchets, quavers and semiquavers. | To respond to the pulse in recorded music through movement.  To repeat short copycat rhythms accurately.  To compare high and low sounds. | To perform and create rhythm patterns using word-patterns chants and stick notation.  To keep a steady pulse while singing.  To change tempo of the pulse with the music. | To use body percussion and classroom percussion to keep a steady beat.  To sing familiar songs in both low and high voices and talk about the difference in sound.  To explore percussion sounds to enhance story telling. | To perform and repeat ostinato while keeping time with a steady beat.  To be able to pick out two different tempos in music. |
| Singing and performing | To sing simple chants, songs and rhymes from memory as a group in unison. | To sing simple chants, songs and rhymes from memory as a group in unison.  To be able to create loud, quiet, fast and slow sounds using body percussion and percussion instruments. | To sing songs in unison accurately. | To sing songs from memory, responding to simple visual directions and counting in. | To sing songs from memory, responding to simple visual directions and counting in. | To sing a range of call and response songs, controlling vocal pitch with accuracy. |
| Composing | To improvise short body percussion actions within a song. | To improvise simple rhythm patterns. | To create musical sound effects and short sequences of sounds. | To create musical sound effects and short sequences of sounds to represent different weather and seasons. | To understand the difference between a rhythm pattern and a pitch pattern, and to invent, retain and perform these patterns. | To improvise short rhythmic and sung patterns. |
| Listening | To identify changes in pitch when listening.  To be able to copy short sung phrases aurally. | To replicate basic rhythms aurally. | To identify musical features when listening to music. | To listen to a range of music inspired by the weather and seasons. | To understand the meaning of timbre, and begin to identify different instrument sounds in music. | To identify some of the features of African music through listening. |