

TERM	F1	F2	Year 1	Year 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Advent 1</b>	<b>Exploring instruments 1</b> Explore a range of sound-makers and instruments and play them in different ways.  Enjoy and take part in songs and nursery rhymes	<b>Find the beat</b> Identify, move, clap, and play to the beat.	<b>Introduce basic Notation</b> Walk, move, clap, and play a steady beat. Compose using simplified music notation.	<b>Rhythm notation</b> Compose a four-beat rhythm using and understanding the difference between crotchets, paired quavers, and crotchet rest.	<b>Call and Response</b> Develop skills on a new instrument in a class carousel of Trumpet/ Ukulele and recorder.	<b>Introducing Dynamics</b> Play and perform melodies using stave notation and a small note range as part of a group with dynamics.	<b>Orchestra &amp; Conducting</b> Explore instrument families and their place in the orchestra. Develop and understanding of time signatures through conducting.	<b>Ostinato</b> Compose and notate a rhythmic and melodic ostinato.
<b>Advent 2</b>	<b>Exploring instruments 2</b> Explore how to play a range of sound-makers and instruments and experiment with ways of playing them  Join in actions and sing some words in a few familiar songs	<b>Rhythms</b> Copy simple rhythms through call and response. Sing a range of well-known nursery songs.	<b>Improvise</b> Create improvised question and answer phrases on classroom instruments. Compare high and low sounds through listening and singing.	<b>Call and Response</b> Improvise simple question and answer phrases creating a musical conversation.	<b>Stave notation</b> Introduce the stave, lines, and spaces. Notate a composition on the stave within a range of two notes.	<b>Reading Notation</b> Perform in two or more parts from simple stave notation.	<b>Dynamics</b> Explore and understand a wide dynamic range.	<b>Scales</b> Explore scales and chords. Sing as part of a choir with a sense of ensemble and performance.

<b>Lent 1</b>	<b>Exploring sounds</b> Explore how sounds can be changed (high/low).  Sing many words in familiar rhymes and songs.	<b>Introduce Untuned Instruments</b> Create rhythms on classroom instruments.	<b>Music history</b> Listen, review, and evaluate music from a range of historical periods, cultures, and traditions.	<b>Composing</b> Compose, using known rhythmic notation and notes known on instrument.	<b>Reading Notation</b> Carousel; developing skills on new instrument through improvisation.	<b>Graphic Score</b> Explore knowledge of musical components by creating music/sound effects in a Graphical Composition.	<b>Writing a Song</b> Understand how chords are formed, creating an accompaniment to their piece.	<b>Play in an Ensemble</b> Read and perform from rhythm notation in up to four parts, identifying note names, expanding on known rhythm notation.
<b>Lent 2</b>	<b>Rhythms with words</b> Tap out simple repeated rhythms using body percussion/instruments (alongside words).  Sing many words in familiar rhymes and songs	<b>Improvise</b> Create rhythms on classroom instruments using one note.	<b>Call and Response</b> Create improvised question and answer phrases on classroom instruments using at least 2 notes.	<b>Improvising</b> Sing with increased control and accuracy of pitch. Compose short rhythmic phrases.	<b>Layering</b> Understand and perform layered, rhythmic ostinato patterns.	<b>Layering</b> Understand and perform layered, melodic ostinatos patterns.	<b>Reading Notation</b> Develop the skill of playing by ear through improvising, developing a sense of shape and character and exploring a wider dynamic range.	<b>Technology</b> Use technology to create and record musical ideas, building to a composition.
<b>Pentecost 1</b>	<b>Steady Beat</b> Play a given instrument to a steady beat.  Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	<b>Compose</b> Create rhythms on classroom instruments using two notes.	<b>Compose</b> Explore ways to represent sound with symbol, understanding the difference between a melody and an accompaniment.	<b>Chords &amp; Harmony</b> Identify the difference in sound between major and minor.	<b>Composing</b> Final carousel; developing skills on new instrument through improvisation.	<b>Pentatonic</b> Compose short, pentatonic phrases, notation on a stave.	<b>Improvisation</b> Improvise and play a melody, introducing semiquavers.	<b>Rhythm</b> Explore samba music, and the use of syncopation. Play together as a Carnival Band.

<b>Pentecost 2</b>	<b>Repeated Rhythms</b> Tap out simple repeated rhythms using body percussion/instruments  Remember and sing entire songs.	<b>Graphic score</b> Make long/short, high/low, fast/slow sounds on classroom instruments. Create a visual representation of sound.	<b>Reading rhythms</b> Begin to understand basic rhythm notation.	<b>Perform</b> Perform together, following instructions that combine the musical elements.	<b>Improvising</b> Compose a four-bar rhythmic phrase using crotchets, paired quavers, minims, semibreves, and rests.	<b>Improvisation</b> Follow and perform a simple score to a steady beat, maintaining individual part accurately, achieving a sense of ensemble.	<b>Perform</b> Read and perform melodies using pitch notation within an octave range.	<b>TDRIPS</b> Plan, compose, and notate an 8 or 16 beat melody in ternary form. Accompany composition with chords.
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