



| | Autumn | | Spring | Summer | |
|------------------|---|----------------------|-------------------------------------|---|-------------------|
| Nursery | Kodaly | Christmas Production | Kodaly Instrument focus: Claves | | |
| Reception | Kodaly | Christmas Production | Kodaly Instrument focus: Djembes | | |
| Year 1 | Stories through music (Sleeping Beauty) | Christmas Production | Boomwhackers | Stories through music (Peter and the Wolf). | Summer Production |
| Year 2 | The Orchestra | Christmas Production | Glockenspiel | Eurovision | Summer Production |
| Year 3 | Queen | Christmas Production | Ukulele | Motown | Summer Production |
| Year 4 | The Beatles | Christmas Production | Recorder | The Decades (50s - Present) | Summer Production |
| Year 5 | Sampling | Christmas Production | PCornets | | |
| Year 6 | Music and Film | Christmas Production | School of Rock Project | New Orleans | Summer Production |

Nursery

Kodaly Instrument focus: Claves

Performing:

- Copying and counting syllables in words.
- Play with increasing attention to the sounds they are creating.

Listening and appraising:

- Listen with increased attention to sounds.
- Respond to what they have heard.

Performing:

- Remember and sing entire songs.
- Sing the pitch.
- Sing a larger repertoire of songs.

Listening and appraising:

- To express a point of view about a song they have listened to.

Reception

Kodaly Instrument focus: Djembes

Performing:

- Move in time to the music.
- Repeat rhythmic patterns back.

Composing:

- Adding rhythms and beat to known nursery rhymes/ poems and songs.

Listening and appraising:

- Know when to listen carefully to the music.
- Pay attention to the sounds and notice any changes.

Performing:

- Use new vocabulary in different contexts.
- Learn rhymes, poems and songs.
- Learn new vocabulary.

Composing:

- Think of their own words to fit into a song.

Listening and appraising:

- Know when to listen carefully to the music.
- Pay attention to the sounds and notice any changes.

Year 1

Stories through music

Performing:

- Using their voices to expressively speak and chant.
- Take part in singing songs.
- Copy sounds

Composing:

- Use their voice to create different sounds.

Listening and appraising:

- Respond to different moods in music saying how music makes them feel.
- Choose sounds to illustrate different moods.
- Recognise repeating patterns / ideas when listening to music.
- Recognise the difference between basic elements (fast/slow/high/low/loud/quiet).

Boomwhackers

Performing:

- Perform short rhythmic patterns.
- Copy sounds.

Composing:

- Play an instrument creating different sounds.
- Create a sequence of sounds.
- Notate their sounds using pictures / symbols / colours.

Listening and appraising:

- Respond to different moods in music saying how music makes them feel.
- Recognise repeating patterns / ideas when listening to music.
- Follow instructions about performing - when to play.
- Recognise the difference between basic elements (fast/slow/high/low/loud/quiet).

Glockenspiel

Performing:

- Perform with others- songs / simple rhythmic patterns on an instrument.
- Keep a steady pulse when performing simple patterns.
- Perform keeping the beat whilst showing simple changes in tempo.
- Perform patterns in different tempos.

Composing:

- Make connections between notations and musical sounds.
- Use symbols to represent sound.
- Order sounds into a structure (beginning,middle,end)
- Use a simple structure when composing (e.g. ternary).
- To use long/ short sounds when composing.
- Create music from different starting points.

Listening and Appraising:

- Improve their own work.
- Follow instructions about performing - when to play, be louder etc.

Eurovision

Performing:

- Follow a melody accurately when singing.
- Copy changes in pitch.

Listening and Appraising:

- Follow instructions about performing- when to sing / breathe / be louder etc.

The Orchestra

Listening and Appraising:

- Recognise repeating patterns / ideas when listening to music.
- Listen and recognise particular elements of music (timbre/ pitch/dynamics).

Year 3

| Queen | Ukulele | Motown |
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| <p>Performing:</p> <ul style="list-style-type: none"> ● Sing in tune with expression. ● Show control of the voice when singing. <p>Composing:</p> <ul style="list-style-type: none"> ● Compose repeating patterns on a range of instruments. <p>Listening and appraising:</p> <ul style="list-style-type: none"> ● Use musical vocabulary to describe a piece of music discussing their likes / dislikes. ● Recognise changes in music. | <p>Performing:</p> <ul style="list-style-type: none"> ● Play clear notes on an instrument. ● Perform a piece using minims, crotchets and semibreves. <p>Composing:</p> <ul style="list-style-type: none"> ● Use different elements in their work. ● Choose and combine different sounds to create an intended effect. ● Show an awareness of time signatures. ● Recognise minim, crotched, semibreve and their values. <p>Listening and appraising:</p> <ul style="list-style-type: none"> ● Show awareness of the time signatures of a piece of music. ● Recognise the work of at least one famous composer showing awareness of when it was written. | <p>Performing:</p> <ul style="list-style-type: none"> ● Sing in tune with expression. ● Show control of the voice when singing. ● Work with a partner to perform a piece using more than one instrument. <p>Composing:</p> <ul style="list-style-type: none"> ● Create accompaniments to a melody (e.g. drones). <p>Listening and appraising:</p> <ul style="list-style-type: none"> ● Use musical vocabulary to describe a piece of music discussing their likes/dislikes. ● Improve their work stating how it has been improved. ● Recognise changes in music. |

Year 4

| Recorder | The Beatles | The Decades |
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| <p>Performing:</p> <ul style="list-style-type: none"> Rhythmically perform a simple part, including rests. Maintain a part in a group showing awareness of others. They can perform using simple harmonic ideas. <p>Listening and appraising:</p> <ul style="list-style-type: none"> Describe how specific musical elements, if changed can effect the overall sound of a piece of music. | <p>Performing:</p> <ul style="list-style-type: none"> Memorise songs and perform with accuracy (pitch). <p>Composing:</p> <ul style="list-style-type: none"> Use basic rhythmic notation to transcribe ideas. Compose a short song (lyrics and melody) and perform. <p>Listening and appraising:</p> <ul style="list-style-type: none"> Explain how silence can affect a musical piece or idea. Describe how specific musical elements, if changed can effect the overall sound of a piece of music. | <p>Performing:</p> <ul style="list-style-type: none"> They can perform using simple harmonic ideas. <p>Composing:</p> <ul style="list-style-type: none"> Use basic rhythmic notation to transcribe ideas. Notate composition ideas using basic notation (notes on the staff) and use to record performance. Create more than one musical idea to be performed simultaneously. <p>Listening and appraising:</p> <ul style="list-style-type: none"> Identify, using musical vocabulary, the different purposes of music. Begin to recognise the differences of eras in music. |

Year 5

PCornets and Sampling

Performing:

- Play using correct phrasing showing understanding of how to add expression.
- Hold their own part in a group- improvising melody, rhythm, playing a harmony part, drones, ostinato etc.
- Perform music using a variety of structural forms.
- Perform by ear and using simple notation.
- Perform / improvise an idea that builds up layers of sounds to produce simple chords.

Composing:

- Create a song showing an understanding of the link between lyrics and melody.
- Compose a piece of music from given criteria using a variety of music devices e.g. rhythm, chords, melody, tempo, timbre and structure.
- Compose using chords and record ideas using notation including time signatures and #/b

Listening and appraising:

- Improve their own work and suggest improvements to the work of others.
- Use standard musical notation to record their ideas.
- Evaluate their work, using appropriate musical vocabulary stating what was successful/ unsuccessful and why.

Year 6

New Orleans

Performing:

- Confidently sing a harmony part with accuracy.

Composing:

- Combine several musical devices when composing.

Listening and appraising:

- Improve their work.

School of Rock

Performing:

- Perform a piece of music which has at least 2 or more parts of showing understanding of how the parts fit together.
- Perform a solo or solo part in an ensemble.
- Provide rhythmic support in a performance from notation.

Composing:

- Use relevant notations for you composition work.
- Combine several musical devices when composing.
- Use a variety of notes, including chromatic ideas to build up ideas.

Listening and appraising:

- Improve their work.

Music and film

Composing:

- Use digital technologies to aid with the creation and recording of ideas.

Listening and appraising:

- Identify different musical devices in a variety of music genres and show some awareness of the influence and place music has had in society over time.