

Table 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<ul style="list-style-type: none"> • Listening and responding to music (NC p13,14). • Notating vocal and percussive call and response activities including common rhythm patterns in 4/4 and 3/4. • Composing soundscapes for a story (city, space or beach. NC p14). Create graphic notation to represent sound. • Singing techniques - warming up and following simple conductor signals (stop/start together, crescendo, tempo). 	<ul style="list-style-type: none"> • Singing seasonal songs whilst practising vocal and conductor techniques. • Musicianship skills including clapping or tapping to the pulse/rhythm (NC p15). • Introduce percussion (or body percussion) to create simple repeated patterns. • Record simple rhythm and create repeated loops. 	<ul style="list-style-type: none"> • Listening to recorded film music and identifying themes. • Composing dance music beats with peers. Introduce structure - verse/chorus with changing rhythms for each section. • Add a simple singing chant to the rhythm (NC p14). • Apply Musicianship skills and techniques to the composed piece including performing the music acoustically. 	<ul style="list-style-type: none"> • Practising Musicianship skills in an ensemble (Samba or Taiko), using groups to play contrasting rhythm patterns. • Learn to play several parts to a piece of music. • Introduce singing or chanting to the ensemble pieces. 	<ul style="list-style-type: none"> • Listening to classical music that represents a story (e.g Hall of the Mountain King) and acting out the scenes. • Create a short representation of the story/music and perform to peers. • Singing in rounds and working towards performing 3 songs from memory. 	<ul style="list-style-type: none"> • Listening to and recording sounds from around the school or outside. Use the sounds to create loops and soundscapes. • Singing end of term songs and work towards a performance. • Progress Musicianship skills by complementing the singing repertoire.

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Year 2	<ul style="list-style-type: none"> • Listening and responding to popular music (NC p16,17). Learning words to a popular piece. • Singing in a modern popular style (pop, rock n roll). • Composing music in response to stimulus (NC p17). • Use pre-recorded stimulus and add electronic rhythms • Explore Musicianship and tempo, listening to tempo changes and responding. Identify beat groupings (NC p18) in familiar music. 	<ul style="list-style-type: none"> • Singing seasonal songs whilst practising vocal and conductor techniques including dynamics, tempo, crescendo, decrescendo (NC p16). • Musicianship skills including pitch games (NC p18). • Introduce scales on a digital device and explore melody. Try to discover the correct notes to popular melodies. 	<ul style="list-style-type: none"> • Listening to western classical (The Planets) and respond with Composing digital music to respond to moods, inspired by the chosen piece. • Create singing chants to beats made with technology and share with peers. 	<ul style="list-style-type: none"> • Practising Musicianship skills in an ensemble (Samba or Taiko), using groups to play contrasting rhythm patterns. Use stick notation to represent repeated rhythms within the arrangement. • Learn to play several parts to the piece of music. • Introduce singing or chanting to the piece where appropriate. 	<ul style="list-style-type: none"> • Listening to musical traditions and comparing the styles (could be done with anthems, popular pieces). • Create a short representation of the musical style and use digital device to record the results. • Singing in rounds and exploring diverse cultural pieces (NC p16). 	<ul style="list-style-type: none"> • Listening to and recording sounds from around the school or outside. Use the sounds to create loops and soundscapes. • Singing end of term songs and work towards a performance. • Progress Musicianship skills by complementing the singing repertoire.

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Year 3	<ul style="list-style-type: none"> • Listening and responding to Western Classical Music, with movement and story telling (Night on Bare Mountain, NC p23). • Singing repertoire with dynamics forte and piano (NC p22). Introduce actions songs and develop anticipation through conducting. • Compose music on tuned percussion/digital that includes a variety of rhythmic and pitch changes. • Performing popular, simple melodies on a digital instrument. • Use listening to copy and repeat simple three note phrases (NC p24). 	<ul style="list-style-type: none"> • Singing seasonal songs whilst practising vocal and conductor techniques. Introduce simple harmony and/or choir sections. • Develop a seasonal concert. • Improvise using simple call and response phrases (NC p24) and apply structure. 	<ul style="list-style-type: none"> • Listening to popular music genre (NC p23) and responding with simple recorded melodies • Compose digital music to respond to the genre of the chosen piece. • Create Singing repertoire in the style of the genre(s) studied. 	<ul style="list-style-type: none"> • Practising Performing skills in an ensemble (Samba or Taiko), by reading from the stave (NC p24). • Create word chants that apply to the rhythms rehearsed (samba/taiko rhythms). • Learn to play several parts to the piece of music. Attempt to conduct by memorising sections. • Introduce singing where appropriate. 	<ul style="list-style-type: none"> • Listening to more music genres and identifying genre from common themes • Create a short representation of a musical genre and use a digital device to record the results. • Develop Singing repertoire by introducing harmony (e.g. skye boat song NC p22). 	<ul style="list-style-type: none"> • Compose electronic music using digital instruments. Create rhythms that explore the indicative musical features (NC p20/21). • Develop created digital rhythms with structure and accompaniment. • Improvise melody using voice and digital instruments. Use the findings to compose a final piece.

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Year 4	<ul style="list-style-type: none"> • Listening and responding to Western Classical Music, with movement and story telling (NC p26). • Singing repertoire with dynamics forte and piano (NC p22). Introduce actions songs and develop anticipation through conducting. Explore 2/3/4 time. • Compose music on tuned percussion/digital that includes written Ostinato (leitmotif's). • Performing a piece in an ensemble with accompanying parts. • Play a piece as a duet. Use notation. 	<ul style="list-style-type: none"> • Singing seasonal songs whilst practising vocal and conductor techniques. Introduce harmony and choral sections. • Practice conducting to peers. • Develop a seasonal concert. • Improvise using simple call and response phrases (NC p24) and apply structure. 	<ul style="list-style-type: none"> • Listening to popular music genres (Funk, Disco?) (NC p26) and responding with recorded pieces. • Compose digital music to respond to the genre of the chosen piece using virtual & acoustic instruments. • Create Singing repertoire in the style of the genre(s) studied. 	<ul style="list-style-type: none"> • Practising Performing skills in an ensemble using tuned and non tuned instruments (Samba or Taiko, ukulele or mixed digital ensemble), by reading from the stave (NC p27). • Create lyrical melody that can sing along to the music. • Learn to play several parts to the piece of music. Attempt to conduct by memorising sections. • Introduce singing where appropriate. 	<ul style="list-style-type: none"> • Performing as an ensemble/band. Using tuned and non tuned percussion, develop repertoire from previous term. Learn dedicated parts in preparation for a concert. • Listening to more music genres and identifying genre from common themes • Develop Singing repertoire by introducing harmony (NC p25). 	<ul style="list-style-type: none"> • Improvise using digital and acoustic instruments - use a pentatonic scale. Create rhythms that explore the indicative musical features (NC p20/21). • Develop rhythms with structure and accompaniment. • Performing as an ensemble/band. Using tuned and non tuned percussion, perform the repertoire rehearsed. Play the dedicated parts from stave and/or memory.

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Year 5	<ul style="list-style-type: none"> • Listening and responding to musical traditions, India, Trinidad (NC p31). • Singing repertoire with three part rounds with structured verse, chorus (NC p29). Introduce actions songs and develop anticipation through conducting. • Compose songs using chords and understand the relationship to the key • Performing a piece in an ensemble with accompanying parts. 	<ul style="list-style-type: none"> • Singing seasonal songs whilst practising vocal and conductor techniques. Develop harmony and choral sections. • Practice conducting to peers. • Develop a seasonal concert. • Improvise freely over drones using digital instruments and tuned percussion. 	<ul style="list-style-type: none"> • Listening to English folk music and exploring associated traditions (NC p30). Discover common chord progressions associated with folk. • Compose chords progressions and respond to the genre using • Singing lyrics and chord based songs. 	<ul style="list-style-type: none"> • Practising Performing skills in an ensemble and independently using chords and melodies (keyboard, virtual keys) (NC p32). • Using notation/tab, learn well known songs on the chosen instrument • Learn to play several parts to a piece of music. • Introduce singing where appropriate. 	<ul style="list-style-type: none"> • Performing as an ensemble/band. Using chosen instruments (digital, electronic or acoustic), develop repertoire from previous term. Learn dedicated parts in preparation for a concert. • Listening to more music genres and identifying genre from common themes • Develop Singing repertoire in readiness for performance (NC p29). 	<ul style="list-style-type: none"> • Improvise using digital and acoustic instruments - use major and minor scale and explore the differences. Create rhythms that explore the indicative musical features (NC p20/21). • Performing as an ensemble/band. chosen instruments (digital, electronic or acoustic), perform the repertoire rehearsed. Play the dedicated parts from stave and memory.

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Year 6	<ul style="list-style-type: none"> • Listening and responding to musical traditions, England, Brazil (NC p35). • Singing repertoire with three and four part rounds. Introduce syncopation (NC p33). • Compose phrases using scales and use rhythms explored from musical traditions. • Improvise using a variety of scales and understand key changes • Learning to 'Performing' a solo and ensemble piece with a chosen instrument (digital, electronic, tuned percussion). Build repertoire for transition project • Reading from notation relevant to level (NC p36). 	<ul style="list-style-type: none"> • Singing a range of seasonal songs whilst practising vocal and conductor techniques. Develop harmony and choral sections. Involve soloists and duets. • Practice conducting to peers. • Develop a seasonal concert which involves solos, duets and peer conducting. • Improvise freely over a chord sequence using major and minor keys. 	<ul style="list-style-type: none"> • Listening to Popular music and exploring the cultural background to each genre (NC p34). Discover common chord progressions associated with folk. • Compose chords progressions with several additional parts (bass, percussion, keys, brass) • Singing lyrics and chord based songs. 	<ul style="list-style-type: none"> • Practising Performing skills in an ensemble and independently using chords and melodies from notation (keyboard, virtual keys) (NC p32). • Using notation/tab, learn well known songs on the chosen instrument • Learn to play several parts to a piece of music and perform alongside peers • Introduce singing where appropriate. 	<ul style="list-style-type: none"> • Performing as an ensemble/band. Using chosen instruments (digital, electronic or acoustic), develop the repertoire from previous term in readiness for end of school term concert and transition project. • Listening to NC suggested music genres and identifying genre from common themes • Develop Singing repertoire in readiness for performance (NC p33). 	<ul style="list-style-type: none"> • Performing as a soloist, and in an ensemble/band using chosen instruments (digital, electronic or acoustic). Perform the repertoire rehearsed in an end of term concert. Play the dedicated parts from stave and memory. • Singing repertoire in readiness for performance (NC p33). • Provide final Transition Project results (NC p98).