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|  | **Autumn** | **Spring** | **Summer** |
| **Reception** |
|  | **Find the beat*** Identify, move, clap, and play to the beat.

**Rhythms*** Copy simple rhythms through call and response.
* Sing a range of well-known nursery songs.
 | **Improvise** * Create rhythms on classroom instruments.

**Improvise*** Create rhythms on classroom instruments using one note.
 | **Improvise*** Create rhythms on classroom instruments using two notes.

**Graphic score*** Make long/short, high/low, fast/slow sounds on classroom instruments.
* Create a visual representation of sound.
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| **Year 1** |
|  | **Compose** * Walk, move, clap, and play a steady beat.
* Compose using simplified music notation.

**Improvise** * Create improvised question and answer phrases on classroom instruments.
* Compare high and low sounds through listening and singing.
 | **Music history** * Listen, review, and evaluate music from a range of historical periods, cultures, and traditions.

**Compose/Improv** * Create improvised question and answer phrases on classroom instruments using at least 2 notes.
 | **Compose/Improv** * Explore ways to represent sound with symbol, understanding the difference between a melody and an accompaniment.

**Reading rhythms** * Begin to understand basic rhythm notation.
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| **Year 2** |
|  | **Rhythm notation** * Compose a four-beat rhythm using and understanding the difference between crotchets, paired quavers, and crotchet rest.

**Improvisation** * Improvise simple question and answer phrases creating a musical conversation.
 | **Composing** * Compose, using known rhythmic notation and notes known on instrument.

**Compose/Improv** * Sing with increased control and accuracy of pitch.
* Compose short rhythmic phrases.
 | **Chords** * Identify the difference in sound between major and minor.

**Perform** * Perform together, following instructions that combine the musical elements.
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| **Year 3** |
|  | **Improvisation** * Develop skills on a new instrument in a class carousel of Trumpet/ Ukulele and recorder.

**Reading notation** * Introduce the stave, lines, and spaces.
* Notate a composition on the stave within a range of two notes.
 | **Improvisation** * Carousel; developing skills on new instrument through improvisation.

**Layering/Ostinato** * Understand and perform layered, rhythmic ostinato patterns.
 | **Reggae Music** * Final carousel; developing skills on new instrument through improvisation.

**Latin Music** * Compose a four-bar rhythmic phrase using crotchets, paired quavers, minims, semibreves, and rests.
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| **Year 4** |
|  | **Latin music** * Play and perform melodies using stave notation and a small note range as part of a group.

**Techno music** * Perform in two or more parts from simple stave notation.
 | **Music to film** * Explore knowledge of musical components by creating music/sound effects to accompany a short film clip.

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 | **Music of the far East** * Compose short, pentatonic phrases, notation on a stave.

**Medieval Music** * Follow and perform a simple score to a steady beat, maintaining individual part accurately, achieving a sense of ensemble.
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| **Year 5** |
|  | **The orchestra** * Explore instrument families and their place in the orchestra. Develop and understanding of time signatures through conducting.

**Film Music** * Explore and understand a wide dynamic range.
 | **The Blues** * Understand how chords are formed, creating an accompaniment to their piece.

**Jazz** * Develop the skill of playing by ear through improvising, developing a sense of shape and character and exploring a wider dynamic range.

  | **Swing** * Compose a melody using known note values, introducing semiquavers.

**Funk** * Read and perform melodies using pitch notation within an octave range.
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| **Year 6** |
|  | **Ostinato*** Compose and notate a rhythmic and melodic ostinato.

**Scales** * Explore scales, arpeggios and chords.
* Sing as part of a choir with a sense of ensemble and performance.
 | **Trailblazers** * Read and perform from rhythm notation in up to four parts, identifying note names, expanding on known rhythm notation.

**Samba Music** * Further develop an understanding of syncopated rhythms.
 | **Hip-hop/Folk*** Explore hip-hop composing new lyrics to a known song.
* Explore folk songs through composition.

**Transition project** * Plan, compose, and notate an 8 or 16 beat melody in ternary form.
* Accompany composition with chords.
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