|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **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. |
| **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. |
| **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. |
| **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. |
| **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.   **Music to film**   * Explore knowledge of musical components by creating music/sound effects to accompany a short film clip. | **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. |
| **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. |
| **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. |