

	Autumn term	Spring term		Summer term
EYFS	<b>Expressive Arts and Design (Being Imaginative and Expressive)</b>			
	<b>Exploring Sound (Forest Schools)</b>	<b>Celebration Music (Festivals)</b>	<b>Music &amp; Movement (Dance – PE)</b>	<b>Musical Stories (Traditional Stories - Literacy)</b>
	Pitch, Dynamics, Tempo	Pulse	Pitch, Tempo	Pitch, Dynamics, Tempo
	<p>Explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments, identify sounds in the environment and differentiate between them.</p> <ul style="list-style-type: none"> <li>Explore using voice</li> <li>Explore using body parts</li> <li>Explore using instruments</li> <li>Explore environmental sounds</li> <li>Explore nature sounds</li> </ul>	<p>Learn about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas.</p> <ul style="list-style-type: none"> <li>Learn about the festival of Diwali</li> <li>Learn music and dances from the festival of Hanukkah</li> <li>Learn about the festival of Kwankaa</li> <li>Learn traditional Christmas carols</li> <li>Create and perform a Christmas song</li> </ul>	<p>Come up with simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music.</p> <ul style="list-style-type: none"> <li>Learn action songs</li> <li>Find a beat through body movement</li> <li>Explore tempo in music</li> <li>Explore tempo and pitch through dance</li> <li>Perform a music and movement performance</li> </ul>	<p>Learn traditional children's tales and songs. Moving to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece; understanding that music and instruments can be used to convey moods or represent characters; playing an instrument as part of a group story.</p> <ul style="list-style-type: none"> <li>Move to music- Teddy bears picnic</li> <li>Story tell using actions- The sleeping princess</li> <li>Use instruments to play a section of the story 'We're Going on a Bear Hunt'.</li> <li>Write, compose a musical story</li> <li>Perform their musical story</li> </ul>
				<p>Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.</p> <ul style="list-style-type: none"> <li>What makes a musical instrument- make an instrument</li> <li>Introduce an orchestra</li> <li>Follow a beat</li> <li>Experiment with tuned and untuned instruments</li> <li>Big band performance</li> </ul>
Year 1 Objectives	<b>Pulse and Rhythm (All about me)</b>	<b>Musical Vocabulary (Under the sea)</b>		<b>Pitch &amp; Tempo (Superheroes)</b>
	Pulse, Duration	Pulse, Pitch, Dynamics, Tempo, Timbre, Texture, Structure		Pitch, Tempo, Notation
	<ul style="list-style-type: none"> <li>Use voice and hands to make music.</li> <li>Clap and play in time to the music.</li> <li>Play simple rhythms on an instrument.</li> <li>Listen to and repeat short rhythmic patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Learn the musical vocabulary pulse and tempo.</li> <li>Explain what dynamics and timbre are.</li> <li>Explain what pitch and rhythm are.</li> <li>Explain what texture and structure are.</li> </ul>		<ul style="list-style-type: none"> <li>Understand the concept of pitch.</li> <li>Create a pattern using two pitches.</li> <li>Understand the concept of tempo.</li> <li>Create a superhero theme tune.</li> </ul>
				<b>Timbre &amp; Rhythmic Patterns (Fairytales - Literacy)</b>
				Pulse, Timbre
				<ul style="list-style-type: none"> <li>Use voices expressively to speak and chant.</li> <li>Select suitable instrumental sounds to represent a character.</li> <li>Compose and play a rhythm.</li> <li>Recognise how timbre is used to represent characters in a piece of music.</li> <li>Keep the pulse using untuned instruments.</li> </ul>

	<ul style="list-style-type: none"> <li>Understand the difference between pulse and rhythm.</li> </ul>		<ul style="list-style-type: none"> <li>Perform confidently as part of a group.</li> </ul>	
Year 1 Curriculum links	<p><b>PE</b> – Dance – perform dances using simple movement patterns.</p> <p><b>English:</b> Spell by segmenting spoken word into phonemes and graphemes.</p> <p><b>Maths:</b> Place Value</p>	<p><b>PE</b> – Dance – perform dances using simple movement patterns.</p> <p><b>Geography:</b> Use voices expressively to sing songs.</p>	<p><b>English:</b> Spoken language- Active participation in conversations.</p>	<p><b>English:</b> Develop pleasure of reading by recognising and joining in with predictable phrases. Becoming very familiar with key stories and fairy stories.</p>
Year 2 Objectives	<p><b>African Call &amp; Response Song (Animals)</b></p>	<p><b>Musical Me</b></p>	<p><b>Myths &amp; Legends</b></p>	<p><b>Orchestral Instruments (Traditional stories)</b></p>
	<p>Dynamics, Timbre, Structure, Notation</p>	<p>Pulse, Dynamics, Timbre, Notation</p>	<p>Pitch, Dynamics, Tempo, Timbre, Texture, Notation</p>	<p>Dynamics, Tempo, Timbre</p>
	<ul style="list-style-type: none"> <li>Create short sequences of sound.</li> <li>Copy a short rhythm.</li> <li>Learn a traditional song from Ghana.</li> <li>Create rhythms based on call and response.</li> <li>Add dynamics to a structure of rhythms.</li> </ul>	<ul style="list-style-type: none"> <li>Sing and play an instrument at the same time.</li> <li>Choose and play appropriate dynamics and timbres for a piece of music.</li> <li>Use musical notation to play melodies.</li> <li>Use letter notation to write own melody.</li> <li>Use timbre and dynamics in musical composition.</li> </ul>	<ul style="list-style-type: none"> <li>Create a rhythm.</li> <li>Show structure on a graphic score.</li> <li>Write a graphic score to show texture.</li> <li>Compose a piece of music with a given structure.</li> <li>Perform a group composition.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and analyse an orchestral version of a traditional story.</li> <li>Listen to and analyse a film musical version of a traditional story.</li> <li>Select appropriate sounds to match events, characters and feelings in a story.</li> <li>Write a play script and select appropriate musical sounds to accompany it.</li> <li>Perform a story script with accompanying music.</li> </ul>
Year 2 Curriculum links	<p><b>Geography:</b> Africa (Aut 1)</p> <p><b>Computing:</b> Creating Media – Digital Music</p>	<p><b>Computing:</b> Creating Media – Digital Music</p>	<p><b>Computing:</b> Creating Media – Digital Music</p>	<p><b>Writing:</b> Traditional tales (Aut 1)</p> <p><b>Art:</b> Drawing (Aut 1)</p> <p><b>DT:</b> Baby Bear’s Chair (Aut 2)</p> <p><b>Computing:</b> Creating Media – Digital Music</p>
Year 3 Objectives	<p><b>Developing Singing Technique (Vikings)</b></p>	<p><b>Pentatonic Melodies &amp; Composition (Chinese New Year)</b></p>	<p><b>Traditional Instruments &amp; Improvisation (India)</b></p>	
	<p>Pulse, Duration, Dynamics, Tempo, Notation</p>	<p>Duration, Dynamics, Tempo, Timbre, Notation</p>	<p>Pitch, Tempo, Dynamics, Notation</p>	
	<ul style="list-style-type: none"> <li>Sing in time with others.</li> <li>Recognise simple rhythmic notation by ear and by sight.</li> <li>Use simple rhythmic notation to compose a Viking battle song.</li> <li>Perform music with confidence and discipline.</li> </ul>	<ul style="list-style-type: none"> <li>Learn about the music used to celebrate the Chinese New Year festival.</li> <li>Play a pentatonic melody.</li> </ul>	<ul style="list-style-type: none"> <li>Explain an opinion of Indian music.</li> <li>Improvise using given notes.</li> <li>Create a piece of music using a drone, rag and tal.</li> <li>Perform a piece of music using musical notation.</li> </ul>	
			<p><b>Ballads</b></p>	
			<p>Dynamics, Structure</p>	
			<ul style="list-style-type: none"> <li>Sing a ballad and explain what it is.</li> <li>Perform a ballad with an understanding of style.</li> </ul>	

		<ul style="list-style-type: none"> <li>Write and perform a pentatonic melody.</li> <li>Perform a group composition.</li> <li>Perform a piece of music as a group.</li> </ul>		<ul style="list-style-type: none"> <li>Know that ballads tell a story.</li> <li>Write lyrics for a ballad.</li> <li>Perform in a group.</li> </ul>	
Year 3 Curriculum links	English: Performance poetry (Aut 2)	Computing: Programming – Sequencing Sounds	RE: Santana Dharma (Summer) Computing: Programming – Sequencing Sounds	English: Acrostic poetry (Spr 2)	
Year 4 Objectives	<b>Body &amp; Tuned Percussion (Rainforests)</b>	<b>Samba &amp; Carnival Sounds &amp; Instruments</b>		<b>Adapting &amp; Transposing Motifs (Romans)</b>	<b>Changes in Pitch, Tempo &amp; Dynamics (Rivers)</b>
	Pitch, Dynamics, Tempo, Texture	Pulse, Dynamics, Texture, Structure		Pulse, Pitch, Tempo, Notation	Pitch, Dynamics, Tempo, Texture, Notation
	<ul style="list-style-type: none"> <li>Identify structure and texture in music.</li> <li>Use body percussion.</li> <li>Create musical rhythms using body percussion.</li> <li>Create simple tunes.</li> <li>Build and improve a composition.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise and identify the main features of samba music.</li> <li>Understand and play syncopated rhythms.</li> <li>Play syncopated rhythms as part of a group.</li> <li>Compose a basic rhythmic break.</li> <li>Perform rhythmic breaks within the samba piece.</li> </ul>		<ul style="list-style-type: none"> <li>Sing in tune and in time.</li> <li>Know what a musical motif is.</li> <li>Compose and notate a motif.</li> <li>Develop and transpose a musical motif.</li> <li>Combine and perform different versions of a musical motif.</li> </ul>	<ul style="list-style-type: none"> <li>Sing in two parts using expression and dynamics.</li> <li>Recognise key elements of music.</li> <li>Perform a vocal ostinato.</li> <li>Create and perform an ostinato.</li> <li>Improve and perform a piece of music based around ostinatos.</li> </ul>
Year 4 Curriculum links	Reading Comprehension: Animals in the Rainforest (Aut 2) Science: Sound	Reading Comprehension: South America (Spr 2) Science: Sound		History: Romans (Yr 3) Science: Sound	Science: Sound (Sum 1) Geography: Rivers (Sum 2) Science: Sound
Year 5 Objectives	<b>Composition Notation (Ancient Egypt)</b>	<b>Blues</b>	<b>Composition to Represent the Festival of Colour (Holi festival)</b>	<b>Traditional Songs (South and West Africa)</b>	
	Pitch, Tempo, Notation	Pitch, Notation	Pitch, Tempo, Timbre, Texture	Pulse, Dynamics, Tempo	
	<ul style="list-style-type: none"> <li>Sing with accuracy, fluency, control and expression.</li> <li>Explore and use different forms of notation.</li> <li>Understand note length.</li> <li>Read simple pitch notation.</li> <li>Use hieroglyphs and stave notation to write a piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>Know the key features of Blues music.</li> <li>Play the first line of the 12 bar Blues.</li> <li>Be able to play the 12 bar Blues.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that music can be represented with colours.</li> <li>Represent a piece of music as a graphic score.</li> </ul>	<ul style="list-style-type: none"> <li>Sing a traditional African song unaccompanied.</li> <li>Use tuned percussion to play a chord progression.</li> <li>Use vocals or tuned percussion to perform a piece of music as an ensemble.</li> <li>Play call and response rhythms using percussion instruments.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Play the Blues scale.</li> <li>• Improvise with notes from the Blues scale.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a vocal composition based on a picture.</li> <li>• Create a piece of music inspired by a single colour.</li> <li>• Work as a group to perform a piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Create an eight beat break to play within a performance.</li> </ul>
Year 5 Curriculum links	<p><b>Reading Comprehension:</b> Valley of the Kings An Egyptian Treasure Learning a Musical Instrument The Adventurers and the Cursed Castle (Aut)</p>	PSHE: Health and wellbeing	RE: Hinduism – Beliefs and moral values	
Year 6 Objectives	<b>Keyboard Tuition</b>	<b>Keyboard Tuition</b>		<b>Keyboard Tuition</b>
	Notation	Notation		Notation
	Using fingers (1,2,3,4 & 5) correctly & read simple notation including quavers, crotchets, minims, semi-breves & rests	Both hands positioned around middle c working symmetrically. Simple tunes for single hands reading around middle c (one note apart), staccato, right & left alternately in same piece.		Introduce both hands together symmetrically, note jumping further apart, double notes on one hand, both hands not symmetrically
Year 6 Curriculum links		<p><b>Maths:</b> Symmetry</p>		

**Strands of music:**

- Performing
- Listening
- Composing
- History of Music

**Inter-related dimensions of music:**

- Pulse** – keeping a steady beat like a ticking clock
- Pitch** – how high or low a note is
- Duration** – how long a note, section or entire piece of work lasts
- Dynamics** – describes how loud or quiet a piece of music
- Tempo** – the speed of music
- Timbre** – what makes a particular musical instrument or human voice have a different sound from another

**Texture** – the layers of sound within music

**Structure** – the arrangement of music, eg verse, chorus

**Notation** – a series of symbols and markings that inform musicians how to perform a composition

### Development of Musical Dimensions

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Pitch</b>	High & low notes	Pitch means high and low notes	Ranges of pitch in melodies & instruments	Group of pitches is called a 'key' & pentatonic melodies.	Bass lines (lowest pitch), glissando (sliding effect), transposing (changing key).	Minor key (sad), major chords (happy) & bent notes (varying in pitch).	Major (happy) & minor (sad) key signatures & adapting pitch in melodies.
<b>Duration</b>	Long & short sounds	Pattern of long & short notes	Duration means length of note, phrase or piece.	Notes are worth different durations & crotchets are 1 beat.	Notes played at correct duration & correct speed.	Repeating symbols on a graphic score.	Rests in written music helps play rhythms
<b>Dynamics</b>	Instruments can be played loud or soft	How mood is affected by loud and soft.	Change the effect a sound has on the audience.	Crescendo (sound getting gradually louder).	Changing the dynamics can change the texture.	Varying effects can be made using only your voice.	Melodies can be adapted by changing dynamics.
<b>Tempo</b>	Matching a pulse of fast and slow music to body movement.	Know that pulse is a steady beat and that tempo is speed.	Tempo can be changed to achieve a different effect.	Develop techniques to stay in time whilst singing.	Playing in time, together and at the same speed.	Varying effects can be created using only voice.	Melodies can be adapted by changing tempo.
<b>Timbre</b>	Instruments can sound like a particular character.	A voice can create different timbres to tell a story.	Using instruments to create 'real life' sounds.	The way instruments are played affect the mood and style.	Grouping instruments by timbre creates contrasting textures.	Human voices have individual timbres that can be adapted	Timbre can be known as tone colour.
<b>Texture</b>	Music has more than one sound playing at a time.	Music has layers called 'texture'.	Graphic score can show a picture of texture in music.	Music around the word consists of more than one layer.	Harmony is playing two different notes at same time.	Layering of chords & poly-rhythms.	Counter melodies use different rhythms & complementary notes.
<b>Structure</b>	Recognise a chorus.	Pieces of music have more than one section.	Organisation of sounds - chorus, verse, pattern.	Music from different places often have different structures.	Ostinatos (repeating pattern) & motifs used in music.	Loops (repeated rhythms) & specific sequences of music.	Chord progression, theme (main melodies) & variations.
<b>Notation</b>	Signals tell us where and when to start/stop.	Music can be represented by pictures/symbols.	Notation means writing music for someone to play it.	How note symbols look and their position to play.	Performance directions added to notation.	Know that spaces and lines on staff notation represent pitch.	Difference between graphic & staff notation.