

TERM 1					
Improvise and Compose	Reception	Explore making sound with voices and percussion instruments; new words and actions, to create different feelings and moods.	Explore storytelling elements in the music and create a class story inspired by the piece.	Make up a simple accompaniment using percussion instruments.	Make up new lyrics and vocal sounds for different kinds of transport.
	Year 1	Create a dramatic group performance using kitchen-themed props.	Compose music to march to using tuned and untuned percussion.	Experiment with timbre to create aquarium-inspired music and draw the sounds using graphic symbols.	Explore using timbre, dynamics and pitch to tell a story.
	Year 2	Improvise rhythms along to a backing track using the note C or G.	Select instruments and compose music to reflect an animal's character.	Experiment with timbre to create aquarium inspired music and draw the sounds using graphic symbols.	Compose a sequence of sounds in response to a given stimulus.
	Year 3	Compose a pentatonic ostinato.	Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment.	Create clapping patterns using the durations crotchet, crotchet rest, pair of quavers.	Transfer clapping patterns to tuned instruments and as a group create a layered piece of music.
	Year 4	Improvise using the voice and instruments on the notes of the pentatonic scale.	Create atmospheric music for a scene with a given set of instruments.	Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment.	Compose and perform a whole-class 'rondo' with pupil composed melodic patterns. Comprising crotchet, quaver and minim durations.
	Year 5	Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids.	'Doodle' with sound, playing around with pitch and rhythm to create a strong hook.	Create fragments of songs that can develop into fully fledged songs.	Using the notes C-E-G (C major triad) compose a fanfare in memory of the men and women who were involved in WW1.
	Year 6	Compose a syncopated melody using the notes of the C major scale.	'Doodle' with sound, playing around with pitch and rhythm to create a strong hook.	Create fragments of songs that can develop into fully fledged songs.	Improvise extended melodies using the pentatonic scale.

TERM 2					
Improvise and Compose	Reception	Explore the range and capabilities of voices through vocal play.	Improvise music to accompany a story, considering how to match sound with story element i.e. timbre, high/low	Make up new lyrics and accompanying actions.	Improvise a vocal/physical soundscape about minibeasts.
	Year 1	Compose word patterns and melodies using mi-re-do (E-D-C).	Compose musical sound effects and short sequences of sounds in response to a stimulus.	Improvise question-and-answer conversations using percussion instruments.	Make up new lyrics and create short body percussion patterns to accompany the song.
	Year 2	Compose 4-beat patterns.	Structure short musical ideas to form a larger piece.	Compose musical sound effects in response to a stimulus and improvise question-and-answer conversations using percussion instruments.	Compose an accompaniment using tuned percussion (playing chords and creating sound effects).
	Year 3	Compose a 4-beat rhythm pattern to play during instrumental sections.	Invent a drone accompaniment for a song they are singing.	Improvise and explore a variety of ways in which words can be used to create music.	Create word rhythm patterns and longer sequences and explore ways to communicate atmosphere and effect.
	Year 4	Improvise ('doodle') with voices and instruments over the chords in a song.	Explore how timbre, dynamics and texture can be used for impact in a fanfare.	Compose a fanfare using a small set of notes, and short repeated rhythms.	Improvise and explore a variety of ways in which words can be used to create music and communicate atmosphere and effect.
	Year 5	Use major chords to create a drone accompaniment and improvise freely over a drone.	Compose groove based pieces demonstrating an understanding of drum grooves and bass lines, and how these fit together to create memorable and catchy riffs.	Work creatively in movement in small groups, learning to share and develop ideas.	Improvise rhythms using the chords D and G Major to create a bassline and chord accompaniment for the chorus or verse.
	Year 6	Compose an 8-bar piece on percussion, using given rhythms in 3-time with the option of adding chords F and C major.	Compose groove based pieces demonstrating an understanding of drum grooves and bass lines, and how these fit together to create memorable and catchy riffs.	Improvise over the chords C minor and G7.	

TERM 3					
Improvise and Compose	Reception	Develop a song by composing new words and adding movements and props.	Improvise music with different instruments, following a conductor and compose music based on characters and stories developed through listening to Beethoven's 5th symphony.	Compose a three-beat body percussion pattern and perform it to a steady beat.	Invent and perform actions for new verses.
	Year 1	Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation.	Attempt to record compositions with stick and other notations.	Create musical phrases from new word rhythms that children invent.	
	Year 2	Create action patterns in 2- and 3-time.	Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation.	Attempt to record compositions with stick and other notations.	Compose rhythm patterns to accompany the song.
	Year 3	Improvise ('doodle') on-the-spot phrases using A minor and C major triads	Invent simple patterns using rhythms and notes C-D-E.	Compose music structuring short ideas into a bigger piece.	Notate, read, and follow a score.
	Year 4	Compose a short piece using major and/or minor chords.	Invent simple patterns using rhythms and notes C-D-E, structuring short ideas into a bigger piece. Notate, read, and follow a 'score'.	Improvise using a pentatonic scale.	Create accompaniment patterns to a pentatonic song using graphic and staff notation to represent musical ideas.
	Year 5	Compose a kecak piece as part of a group.	Create a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics and tempo. Notate ideas to form a simple score to play from.	Compose a gentle melody inspired by lullabies in 3/4 time, using notes from a pentatonic scale and question-and-answer phrasing.	Create a soundscape for some of the creatures in the world.
	Year 6	Create a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics and tempo. Notate ideas to form a simple score to play from.	Create a rhythmic piece for drums and percussion instruments.	Compose a short song on the theme of leavers, using the same or similar chord sequence to Nobody knows (The Lumineers)	

TERM 1							
Sing and Play	Reception	Sing with a sense of pitch, following the shape of the melody with voices.	Mark the beat of the song with actions.	Use the voice to adopt different roles and characters.	Match the pitch of a four-note (la-so-mi-do) call-and-response song.	Sing a tune with 'stepping' and 'leaping' notes.	Play a steady beat on percussion instruments.
	Year 1	Sing a cumulative song from memory, remembering the order of the verses and play classroom instruments to mark the beat.	Copy a leader, show pitch shape with actions and sing using me-re-do.	Sing a unison song rhythmically and in tune.	Play percussion instruments expressively representing the character of their composition.	Change voice to suit different characters while performing appropriate actions.	Play contrasting accompaniments to reinforce the verse structure.
	Year 2	Play the song's melody on a tuned percussion instrument.	Sing with good diction to emphasise word play.	Sing a unison song rhythmically and in tune.	Play percussion instruments expressively representing the character of their composition.	Sing small intervals accurately and confidently, and vary dynamic contrast.	Play a piece following a graphic score.
	Year 3	Sing a call-and-response song in groups, holding long notes confidently.	Play melodic and rhythmic accompaniments to a song.	Sing by improvising simple melodies and rhythms.	Rap accurately and rhythmically with dynamic contrasts.	Perform crotchet and quaver actions (walk and jogging) on the beat and adapt these actions when the speed of the music changes.	
	Year 4	Sing in a gospel style with expression and dynamics.	Play rhythm patterns along with <i>This little light of mine</i> .	Sing part 1 of a partner song rhythmically.	Sing by improvising simple melodies and rhythms.	Sing with clear articulation, expression, and actions.	
	Year 5	Sing a sea shanty expressively, with accurate pitch and a strong beat.	Play bass notes, chords, or rhythms to accompany singing.	Sing with expression and an appreciation of the song's history and purpose, perform for an audience as part of Remembrance services, or a class history topic assembly.	Play the <i>Home fires fanfare</i> as a class from the score with expression.		
	Year 6	Sing a syncopated melody accurately and in tune.	Sing and play their own arrangement of a song together in time.	Sing accurately in two parts, with dynamic contrast and expression.	Play the melody, bass note, or chord for one verse of <i>Skye boat song</i> .		

TERM 2							
Sing and Play	Reception	Perform actions to music.	Adapt to the changing speed of a song, marking the beat with actions.	Play a rhythmic accompaniment on percussion instruments.	Sing and play a rising and falling melody, following the shape with voices and on tuned percussion.	Sing in call-and-response and change voices to make a buzzing sound.	Play an accompaniment using tuned and untuned percussion and recognise a change in tempo.
	Year 1	Chant together rhythmically, marking rests accurately.	Play a simple ostinato on untuned percussion.	Sing an echo song while tapping the beat, and clap the rhythm understanding there is one beat for each syllable.	Sing a simple singing game and play a partner clapping game while singing a song.	Create, interpret and perform simple graphic scores.	Sing familiar songs in low and high voices, recognising higher and lower.
	Year 2	Chant rhythmically and perform both unison and in a round.	Chant and play rhythms (using the durations of 'walk' (crotchet), 'jogging' (quavers) and 'shh' (crotchet rests) from stick notation.	Perform composed pieces for an audience.	Create, interpret and perform simple graphic scores.	Sing clearly articulated words, smoothly and together in time.	Match voices accurately in a singing game.
	Year 3	Sing the syncopated rhythms in <i>Latin dance</i> and recognise a verse, chorus structure.	Play a one note part contributing to the chords accompanying the verse.	Accompany themselves singing a call-and-response song with a drone.			
	Year 4	Sing swung rhythms lightly and accurately.	Learn an instrumental part and play as part of a whole-class performance.	Sing part 2 of a partner song rhythmically.	Adopt a rhythmic accompaniment while singing.		
	Year 5	Sing a song in two parts with expression and an understanding of its origins.	Perform in a vocal percussion style.	Play drum patterns, basslines and riffs on a variety of instruments as part of a group.	Sing a chorus in three parts, and sing following the score.	Play a melodic riff or melody of the chorus by ear.	
	Year 6	Sing a round accurately and in a legato style.	Perform in a vocal percussion style.	Play drum patterns, basslines and riffs on a variety of instruments as part of a group.	Sing in three parts with good ensemble and accurate pitching.	Play bass notes and chords to accompany improvised melodies on tuned percussion, ukulele, keyboard or Apps.	

TERM 3							
Sing and Play	Reception	Sing and play songs with a call-and-response structure and a stepping tune phrase (C-D-E). Play sea effects on tuned percussion instruments.	Play different instruments with control.	Sing a melody in waltz time and perform the actions.	Play a range of percussion instruments (replacing the action words with playing words).	Sing a song while performing a sequence of dance steps.	Play a two-note accompaniment, marking the pulse on tuned or untuned percussion.
	Year 1	Perform actions to music, reinforcing a sense of beat.	Sing and chant songs and rhymes expressively.	Sing a song that includes a time change from march to a jig.	Play untuned percussion instruments, and use movement, to mark the beat and recognise a change in metre.	Sing either part of a call-and-response song.	Play the response sections on tuned percussion using the correct mallet hold.
	Year 2	Mark the beat by tapping, clapping, and swinging to the music.	Sing and chant songs and rhymes expressively.	Learn an interlocking spoken part and perform a rock 'n' roll-style song confidently in two parts.	Play an introduction on tuned percussion.	Sing confidently in another language and play a cumulative game with spoken call-and-response sections.	Play an accompaniment on tuned percussion.
	Year 3	Create rhythmic accompaniments based around arpeggios and crotchet, quaver durations.	Sing a syncopated melody confidently and with a sense of style.	Perform call-and-response rhythms by ear using word rhythms and transfer rhythms to instruments.	Perform vocal percussion as part of a group.		
	Year 4	Sing with expression and a sense of the style of the song.	Play an instrumental as part of a whole-class performance.				
	Year 5	Chant a part within a kecak performance.	Sing a lullaby with expression, accuracy, and an understanding of the song's purpose.	Play an accompaniment using tuned percussion instruments to accompany singing.	Sing unaccompanied in two or three parts, with an understanding of the song's purpose.	Play a simple accompaniment on tuned instruments.	
	Year 6	Sing a melody with attention to phrasing.	Sing with expression and accuracy of rhythm and pitch.	Play chords to accompany the song.			

TERM 1							
Listen and Appraise	Reception	Identify and describe contrasts in tempo and dynamics.	Begin to use musical terms (louder/quieter, faster/slower, higher/lower).	Respond to music in a range of ways e.g. movement, mark making, writing.			
	Year 1	Listen and move in time to the song.	Respond to musical characteristics through movement.	Describe the features of a march using music vocabulary and recognise instruments in a marching band.	Listen to 'Aquarium', reflecting the character of the music through movement.	Identify a simple song structure and rhyme pattern.	
	Year 2	Listen to, recognise, and play echoing phrases by ear.	Listen and respond to music verbally or physically.	Identify different qualities of sound (timbre) i.e. smooth, scratchy, clicking, ringing, and how they are made.	Recognise and respond to changes of speed (tempo), volume (dynamics), and pitch (high/low) using music vocabulary, or movement.	Listen to Aquarium reflecting the character of the music through movement.	Listen to music in a minor key, recognising small steps in the music.
	Year 3	Listen and identify where notes in the melody of the song go down and up.	Begin to develop an understanding and appreciation of music from different musical traditions.	Identify differences in songs from around the world, i.e. instruments, beat, tempo and describe using musical vocabulary.	Understand that a folk song is music that belongs to the people of a particular place.	Identify how the pitch and melody of a song has been developed using symmetry.	
	Year 4	Listen and move in time to songs in a gospel style.	Recognise elements of the music that establishes the mood and character e.g. the rhythm.	Talk about the effect of particular instrument sounds (timbre).	Identify how the pitch and melody of a song has been developed using symmetry.	Move to music marking the beat with action durations for crotchets, quavers, minims.	
	Year 5	Talk about the purpose of sea shanties and describe some of the features using music vocabulary.	Recognise individual instruments and voices by ear.	Listen to gospel music identifying key features. Talk about the music using appropriate vocabulary.	Identify the structure of songs and analyse songs to appreciate the role of metaphor.	Understand techniques for creating a song and develop a greater understanding of the songwriting process.	Respond to music with action durations for crotchet, minim, semiquaver, and dotted quaver semiquaver.
	Year 6	Listen to historical recordings of big band swing and describe features of the music using music vocabulary.	Explore the influences on an artist by comparing pieces of music from different genres.	Recognise and identify features of timbre/instrumentation and expression in an extract of recorded music.	Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music.	Understand techniques for creating a song and develop a greater understanding of the songwriting process.	Listen to traditional Scottish folk music identifying the features that have influenced the composing of the song <i>Touch the sky</i> .

TERM 2							
Listen and Appraise	Reception	Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music. (so-mi)	Enjoy moving freely and expressively to music.	Use appropriate hand actions to mark a changing pitch.	Listen to a piece of classical music and respond through dance.		
	Year 1	Recognise the difference between a pattern with notes (pitched) and without (unpitched).	Listen actively by responding to musical signals and musical themes using movement.	Create a musical movement picture.	Move and rock to music to develop a sense of beat.	Recognise how graphic symbols can represent sound. Copy short rhythm patterns by ear.	
	Year 2	Listen to a variety of music and show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers).	Listen with attention to detail and recall sounds and patterns.	Recognise how graphic symbols can represent sound.	Listen to the music and create a 'minibeast' inspired dance.		
	Year 3	Listen to music from Cuba and describe features of the music using music vocabulary.	Develop active listening skills by responding to musical themes through movement.	Understand the structure of rondo form (A-B-A-C-A).	Develop a sense of beat and rhythmic pattern through movement.	Experience call-and-response patterns through moving with a partner.	Listen to pieces of music that have cleverly combined words and music and compare how different composers have approached it.
	Year 4	Listen and identify similarities and differences between acoustic guitar styles.	Recognise and talk about the musical characteristics of a fanfare using music vocabulary.	Listen to pieces of music that have cleverly combined words and music and compare how different composers have approached it.			
	Year 5	Listen and copy back simple rhythmic and melodic patterns.	Listen to drum patterns and riffs and copy them on voices, instruments, and clapping rhythms.	Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement.	Demonstrate an understanding of the history of Argentine Tango.	Develop a knowledge and understanding of the origins, history, and social context of Reggae music.	
	Year 6	Listen to a piece of music identifying where the texture of the music changes.	Listen to music from a mass and talk about features of the music using music vocabulary.	Recognise and identify key musical features such as rhythm, tempo, timbre, structure, and instruments.	Use musical vocabulary and knowledge to discuss similarities and differences in pieces of music.	Listen to drum patterns and riffs and copy them on voices, instruments, and clapping rhythms.	Develop knowledge and understanding of the origins, history, and social context of a song used in the civil rights movement in the USA.

TERM 3							
Listen and Appraise	Reception	Listen to a range of sea-related pieces of music and respond with movement.	Develop listening skills, identifying dynamics across a range of different musical styles.	Find the beat in a partner clapping game.	Listen to examples of other folk songs from North America.		
	Year 1	Respond to musical signals and musical themes using movement.	Develop awareness of duration and the ability to move slowly to music.	Create art work, drawing freely and imaginatively in response to a piece of music.	Notice how a change of pitch is used to create an effect.	Listen to a jig and move in time to the music.	Listen and copy patterns on voices and instruments.
	Year 2	Listen and move, stepping a variety of rhythm patterns.	Understand how beats can be grouped into patterns and identify them in familiar songs.	Move freely and creatively to music using a prop.	Listen and copy rhythm patterns.	Notice how a change of pitch is used to create an effect.	Listen and copy vocal and rhythm patterns accurately, in tune, and in time with a steady beat.
	Year 3	Listen and copy back stepwise phrases using mi-re-do. Recognise different arrangements of m-r-d from dot notation	Recognise and copy rhythms and pitches C-D-E.	Move in time with the beat of music.	Talk about what has been learnt about Brazilian music and carnival.		
	Year 4	Compare and understand that the pentatonic scale features in lots of music traditions and cultures.	Recognise and copy rhythms and pitches C-D-E.	Identify similarities and differences between folk and folk-rock styles.			
	Year 5	Develop knowledge and understanding of the Balinese gamelan forms of beleganjur and kecak.	Listen and match vocal and instrumental parts to grid and dot notation.	Listen and respond to music using drawings and words. Recognise that music can describe feelings and tell a story.	Listen to lullabies from around the world, understanding why people sing lullabies. Understand the differences between 3/4 and 4/4 time signatures."	Listen and explore a range of timbres to use in the creation of a soundscape.	
	Year 6	Listen and respond to music using drawings and words. Recognise that music can describe feelings and tell a story.	Develop knowledge and understanding of a variety of musical styles from India and talk about them using music vocabulary.	Show the beat by dancing to bhangra music.	Recognise the instruments used in the song and identify the way the texture develops.		