

| Class | Autumn A | Autumn A | Spring A | Spring A | Summer A | Summer A |
|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Robins (One Year Cycle) | Exploring Sound Exploring how we can use our voice, bodies and instruments to make sounds, and identifying sounds in the environment | Celebration Music Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas | Music and Movement Creating simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music. | Musical Stories Moving to music with instruction, changing movements to match the tempo, pitch or dynamics and learning that music and instruments can convey moods or represent characters. | Transport Identifying and copying sounds produced by different vehicles using voices, bodies and instruments, demonstrating tempo changes and understanding how symbols can represent sound. | Big Band 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 |
| Kingfishers | Sound Patterns (Y1) Theme: Fairytale This unit uses fairytales to introduce children to the concept of sound patterns (rhythms). They explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairytale. | Contrasting Dynamics (Y2) Theme: Space Developing knowledge and understanding of dynamics using instruments; learning to compose and play rhythms to represent planets. | Pitch (Y1) Theme: Superheroes Children learn how to identify high and low notes and to compose a simple tune to represent a superhero. They can hear the difference between differing pitches and tempos. | Structure (Y2) Theme: Myths and Legends Children develop an understanding of structure by exploring and ordering rhythms. They read, clap and write rhythms, leading them to compose a short structure which can be performed. | Musical Symbols (Y1) Theme: Under The Sea Combining all the musical concepts learned throughout Year 1 for an underwater-themed performance incorporating instrumental, vocal and body sounds. Children will recap on tempo, pitch, rhythm and dynamics. | Pitch (Y2) Theme: Musical Me Exploring the song 'Once a Man Fell in a Well', playing it using tuned percussion and reading simple symbols representing pitch. Children will learn how to identify different pitch patterns and begin to explore musical notation. |
| Owls | Haiki, Music and Performance (Y4) Theme: Hanami Festival A Japanese inspired unit exploring the Hanami Festival and using this to consider how sounds can represent objects. Haiku poetry is | Pentatonic Melodies and Composition (Y3) Theme: Chinese New Year Revising key musical terminology, playing and creating pentatonic melodies and composing a piece of music using layered melodies. | Samba and Carnival Sounds and Instruments (Y4) Theme: South America Recognising and identifying the main aspects of samba music and to understand and play basic syncopated | Jazz (Y3) Learning about ragtime style music, traditional jazz and scat music. Children create a jazz motif using a swung rhythm and tuned percussion instrument. Understanding how to play on the 'off | Adapting and Transposing Motifs (Y4) Theme: The Romans Drawing upon their understanding of repeated patterns in music, pupils are introduced to the concept of motifs. Pupils will play | Traditional Instruments and Improvisation (Y3) Theme: India Listening to a range of rag and tal music, identifying traditional music and instruments as well as creating their rag and tal music. |

| | | | | | | |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | written using descriptive language and performed within the class. | Developing knowledge of Chinese New Year and the music used to celebrate this. | rhythms. Composing short pieces of music within a group and performing this with confidence. | beat' and sing a syncopated rhythm. | repeated patterns on tuned instruments, create their own motifs and combine these within a group for a performance. | |
| Eagles | <p>Compsition Notation (Y5) Theme: Egypt</p> <p>Children learn to identify the pitch and rhythm of written notes, they can improvise their own piece of music and play a melody with reasonable accuracy. Children learn the skills of contributing meaningfully to a group.</p> | <p>Dynamics, Pitch and Texture (Y6) Theme: Coasts</p> <p>Appraising the work of Mendelssohn and further developing improvisation and composition skills. Children will continue the skills of improvisation, focusing on dynamics and pitch and learn the skills of adding texture of a piece of music. Resulting in a group composition featuring changes in dynamics, texture and pitch.</p> | <p>Blues (Y5)</p> <p>Introducing children to this genre of music and its history, learning to identify the key features of blues music. Understand the meaning of a chord and be able to play the chord C. Using tuned instruments to play a Blues scale in the correct order, ascending and descending.</p> | <p>Songs of World War Two (Y6)</p> <p>Developing further accuracy in pitch and control; identifying pitches within an octave when singing. Being able to follow a score with a sense of timing, understanding which section of pitch they are singing.</p> | <p>South and West America (Y5)</p> <p>Children learn 'Shosoloza' a traditional African song, play the accompanying chords using tuned percussion and learn to sing using the correct pronunciation. Pupils will learn to play more complicated rhythms with rests, keeping in time with the group.</p> | <p>Composing and Performing a Leaver's Song</p> <p>Children create their own leaver's song personal to their experiences as a class. Use their musical knowledge to consider melody, rhythm, lyrics and tuned/untuned instruments.</p> |