

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Listening & Vocabulary</p> <p>Respond to sung instructions</p> <p>Signals game (respond to sung instructions without words)</p> <p>Learn signals for teacher sings/ class sing</p> <p>Vocab: Pulse, song, rhyme, 'thinking voice', quartet, rhythm, duet, rest</p>	<p>Musical Literacy & Pitch</p> <p>Work with visual representation of the pulse (hearts) in several songs</p> <p>Distinguish between high and low</p> <p>Show the pitches of known material with hand movements or actions</p> <p>Match someone else's pitch</p>	<p>Pulse and Rhythm</p> <p>Perform actions in time with pulse of song or rhyme, individually and in pairs</p> <p>Learn the concept of pulse ('heartbeat') and later the word 'pulse'</p> <p>Tap the rhythm of songs</p> <p>Learn the word 'rhythm'</p> <p>Compare the rhythms of two songs</p>	<p>Rest & Improvising</p> <p>Improvise pulse actions to a song</p> <p>Improvise different words to 'Up and Down'</p> <p>Improvise actions and sounds in a rest</p> <p>Learn songs with rests</p> <p>Perform an action in a rest</p> <p>Learn what rests are; revise songs with rests and identify the rests</p> <p>Work on consciously</p>	<p>Phasing & Structure</p> <p>Develop a feeling for the length of a song (trotting game)</p> <p>Group and duet work with Q&A songs</p> <p>Q&A games (e.g. 'Doggie, Doggie')</p>	<p>Performance</p> <p>Perform a song or rhyme solo</p> <p>Explore different kinds of voice production</p> <p>Be able to alter the speed of a song</p> <p>Change voices (speak, sing, whisper) at a given signal</p>

				showing the rests		
1	<p>Listening & Vocabulary</p> <p>Add more sung instructions to repertoire</p> <p>Signals game</p> <p>Listen to variations of known songs; analyse the changes ('Jelly on a Plate')</p>	<p>Musical Literacy & Pitch</p> <p>Show the shape of a melody with hand movements and body movements</p> <p>Be able to sing at a different pitch from someone else</p> <p>Show pitches sung by the teacher in random order (<i>so</i> and <i>mi</i> only)</p> <p>Learn the solfa names and handsigns for <i>so</i> and <i>mi</i></p>	<p>Pulse and Rhythm</p> <p>More complex circle, line and counting games</p> <p>Understand how rhythm relates to pulse</p> <p>Perform rhythm and pulse together in groups</p> <p>Play 'pass the song' (group of children, each child sings one beat of the song)</p> <p>Echo short rhythms performed by the teacher</p>	<p>Rest & Improvising</p> <p>Continued work on showing rests.</p> <p>Learn the rest gesture</p> <p>Improvise sung answers to a sung question ('What do you wish for?')</p> <p>Improvise words to the rhyme 'Jelly on a Plate'</p>	<p>Phrasing & Structure</p> <p>Continued work on Q&A songs</p> <p>Observe same rhythms in different songs</p>	<p>Performance</p> <p>Work on getting louder and getting softer</p>

			Develop a sense of accent			
2	Listening & Vocabulary	Musical Literacy & Pitch	Pulse and Rhythm	Rest & Improvising	Phasing & Structure	Performance
Because of the lack and gaps in Music knowledge last year, the Year 2s will follow the same targets outlined in Year 1.						
3	Composition & Beat	Exploring Sounds & Performance	Pitch & Beat	Pitch & Composition	Structure & Pitch	Structure & Performance
	explore songs and poems about places exploring and creating rhythms.	How are sounds produced and classified? The children explore timbre and structure use voices, body percussion, instruments and movement to create their own expressive performances	explore the pentatonic scale and ways of notating pitch. develop their understanding of beat, metre and rhythm.	origins of pitch notations are introduced explore music inspired by technology and computing	Percussion instruments are used to improvise, create word rhythms, Songs of different languages	perform a song cycle and a round, and compose their own ostinati. word rhythms, singing a round, and creating musical recipes
4	Performance & Composition	Exploring Sound & Structure	Beat & Pitch	Structure & Pitch	Composition & Beat	Notation & Performance
			Building-themed	Explore 20th		

	<p>Making descriptive accompaniments and discovering how the environment has inspired composers throughout history.</p> <p>performances of continuing poems. Using voices to speak expressively and rhythmically, and discover ways to create ostinato accompaniments to enhance their performances.</p>	<p>Making instruments from junk and use them to improviser, compose and play junk jazz music in a variety of different musical styles.</p> <p>use their voices to make beatbox sounds, sing four-part songs, and perform a jazzy round.</p>	<p>songs allow the children to explore how music can be structured to provide different textures. They use layers and rondo structure to combine ostinati played on body percussion and tuned instruments.</p> <p>explore pentatonic melodies and syncopated rhythms, learning that the fundamental dimensions of music are the same all over the world.</p>	<p>century minimalist music inspired by the age of Akhenaten.</p> <p>explore part-singing and accompaniments in four contrasting songs.</p>	<p>Using songs and raps, to explore and communicate current events and news</p> <p>Music featuring bells and clocks helps the children to understand rhythm and syncopation.</p> <p>Sing and play bell patterns, listen to an orchestral clock piece, and create their own descriptive music.</p>	<p>Use a variety of notations to build performances from different periods and styles. They learn a Renaissance dance</p>
5	<p>Performance</p> <p>The song <i>Jerusalem</i> provides the basis for looking at changes</p>	<p>Listening</p> <p>Embark on a musical journey through the solar system, exploring how</p>	<p>Structure</p> <p>Explore the human life cycle with music by Johannes Brahms, Luciano</p>	<p>Beat</p> <p>From body-popping and gospel-singing to swimming and cycling, the</p>	<p>Composition</p> <p>Explore music from 1920s animated films to present day movies. The</p>	<p>Performance</p> <p>A lively celebration in song for the children to perform at a</p>

	<p>through time. The children are given opportunities to compose and perform music inspired by their local community, both past and present.</p>	<p>our universe inspired composers including Claude Debussy, Gustav Holst and George Crumb. The children learn a song, and compose pieces linked to space.</p>	<p>Berio, Franz Liszt and Claudio Monteverdi. The wide variety of musical moods, styles and genres inspires singing, performing and composing using new techniques and structures.</p>	<p>children are taken through their paces, and they put together an invigorating performance using new musical techniques.</p>	<p>children learn techniques for creating soundtracks and film scores, and they compose their own movie music.</p>	<p>class assembly, a school concert or fete. The celebratory, upbeat mood will soon have the audience joining in.</p>
6	<p>Song Cycle Performance</p> <p>rhythm and melody in singing, movement and dance. Learn about beat, syncopation, pitch and harmony</p>	<p>Step Dance Performance</p> <p>songs with thoughts of change and transition, song cycle performance.</p>	<p>Street Dance Performance</p> <p>‘explore Ravel’s <i>Bolero</i> through rhythmical mine, learn songs with instrumental accompaniments, and create a dance to build into a thrilling street performance.</p>	<p>Mini Musical Performance</p> <p>A complete musical performance about the effects of the slave trade on a West African village. The integrated music features traditional Ghanaian songs and percussion rhythms, and the infamous spider-man Anansi, who saves the day.</p>	<p>Award Show Performance</p> <p>An ideal opportunity to celebrate the children’s achievements at the end of primary school with a musical awards show</p>	<p>Leavers Assembly Performance</p> <p>Two songs, one looking back, one looking forward, and a musical device for linking them provide a moving celebration of the children’s happy memories and their hopes for the future.</p>

