

Year Group	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Nursery	Sing a large repertoire of songs (Communication)	Sing songs and say rhymes independently, for example, singing whilst playing.	Sing the pitch of a tone sing by another person (pitch match).	Respond to what they have heard, expressing their thoughts and feelings.  Create their own songs or improvise a song around one they know.  Play instruments with increasing control to express their feelings and ideas	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	
Reception		Listen carefully to rhymes and songs paying attention to how they sound.  Sing in a group or on their own, increasingly matching the pitch and following the melody.	Explore and engage in music making and dance performing solo or in a group.	Listen attentively, move to and talk about music expressing their feelings and responses  Create collaboratively sharing ideas, resources and skills.		
Year 1	<u>Singing</u>  Make different sounds with voice and with instruments  Follow instructions about when to play and sing.	<u>Singing</u>  Make different sounds with voice and with instruments  Follow instructions about when to play and sing.	<u>Playing an instrument</u>  Use instruments to perform and choose sounds to represent different things.	<u>Listening and Appreciate</u>  Say whether they like or dislike a piece of music.	<u>Create own music</u>  Clap and repeat short rhythmic and melodic patterns.  Make a sequence of sounds and respond to different mood in music.	Freedom: Create own pieces of music, new music.
Year 2	<u>Singing – hands, feet, heart and ho,ho,ho</u>  Sing or clap increasing and decreasing tempo	<u>Singing – hands, feet, heart and ho,ho,ho</u>  Sing or clap increasing and decreasing tempo	<u>Playing an instrument and listening and appreciating</u>  Make connections between notations and musical sounds.	<u>Playing an instrument and listening and appreciating</u>  Make connections between notations and musical sounds.	<u>Create own music</u>  Order sounds to create a beginning, middle and an end	<u>Create own music</u>  Order sounds to create a beginning, middle and an end

	Perform simple patterns and accompaniments keeping a steady pulse	Perform simple patterns and accompaniments keeping a steady pulse	Play simple rhythmic patterns on an instrument.	Play simple rhythmic patterns on an instrument.	Create music in response to different starting points	Create music in response to different starting points
Year 3	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	<b>REFLECT AND REWIND</b> <ul style="list-style-type: none"> <li>Revisit work from throughout the year.</li> </ul>
Year 4	<p><b>PERFORMING</b> Sing songs from memory with accurate pitch. (Young Voices)</p> <p><b>APPRECIATE</b> Identify and describe the different purposes of music.</p> <p><b>HISTORY OF MUSIC</b> Begin to identify the style of work of <b>Beethoven</b>, Mozart and Elgar.</p>	<p><b>PERFORMING</b> Sing songs from memory with accurate pitch. (Young Voices)</p> <p><b>APPRECIATE</b> Identify and describe the different purposes of music.</p> <p><b>HISTORY OF MUSIC</b> Begin to identify the style of work of <b>Beethoven</b>, Mozart and Elgar.</p>	<p><b>USE AND UNDERSTAND</b> - Use notation to record and interpret sequences of pitches</p> <p><b>COMPOSE</b> - Use notation to record compositions in a small group or individually</p> <p><b>LISTEN</b> - Explain why silence is often needed in music and explain what effect it has. (Charanga)</p> <p><b>HISTORY OF MUSIC</b> Begin to identify the style of work of Beethoven, <b>Mozart</b> and Elgar.</p>	<p><b>USE AND UNDERSTAND</b> - Use notation to record and interpret sequences of pitches</p> <p><b>COMPOSE</b> - Use notation to record compositions in a small group or individually</p> <p><b>LISTEN</b> - Explain why silence is often needed in music and explain what effect it has. (Charanga)</p> <p><b>HISTORY OF MUSIC</b> Begin to identify the style of work of Beethoven, <b>Mozart</b> and Elgar.</p>	<p><b>COMPOSE</b> - Use notation to record and interpret sequences of pitches</p> <p><b>USE AND UNDERSTAND</b> - Use notation to record compositions in a small group or individually</p> <p><b>LISTEN</b> - Explain why silence is often needed in music and explain what effect it has. (Charanga)</p> <p><b>HISTORY OF MUSIC</b> Begin to identify the style of work of Beethoven, Mozart and <b>Elgar</b>.</p> <p><b>PERFORMING</b> Sing songs from memory with accurate pitch. (Summer Production)</p>	<p><b>COMPOSE</b> - Use notation to record and interpret sequences of pitches</p> <p><b>USE AND UNDERSTAND</b> - Use notation to record compositions in a small group or individually</p> <p><b>LISTEN</b> - Explain why silence is often needed in music and explain what effect it has. (Charanga)</p> <p><b>HISTORY OF MUSIC</b> Begin to identify the style of work of Beethoven, Mozart and <b>Elgar</b>.</p> <p><b>PERFORMING</b> Sing songs from memory with accurate pitch. (Summer Production)</p>
Year 5	<p><b>Livin' on a Prayer Performing</b> Singing in unison. Play instrumental parts (recorders) with the song by ear and/or from notation using the easy or medium part.</p> <p><b>Compose</b> Compose a simple melody using simple rhythms</p>	<p><b>History of Music</b> Classroom Jazz – understand the style of music and when/where it was most prominent</p>	<p><b>Make you feel my love Performing</b> Singing in unison. Play instrumental parts with the song.</p> <p><b>Listen</b></p>	<p><b>The Fresh Prince of Bel Air Performing</b> Singing in unison. Play instrumental parts with the song.</p>	<p><b>Dancing in the Street Performing</b> Singing in unison. Play instrumental parts with the song.</p>	<p><b>REFLECT AND REWIND</b>  <ul style="list-style-type: none"> <li>Revisit work from throughout the year.</li> </ul> </p>

	<p>choosing from the notes G, A + B or G, A, B, D + E (Pentatonic Scale).</p> <p><b>Listen</b> repeat a phrase from the music after listening intently.</p>		To different versions of song			
Year 6	<p><u>LISTEN AND APPRAISE</u> Happy</p> <p><u>SING, PLAY, IMPROVISE AND COMPOSE</u> Style: Pop/Motown</p> <p><u>PERFORM AND SHARE</u></p>	<p><u>LISTEN AND APPRAISE</u> Bacharach Anorak and Meet The Blues</p> <p><u>SING, PLAY, IMPROVISE AND COMPOSE</u> Style: Jazz</p> <p><u>PERFORM AND SHARE</u></p>	<p><u>LISTEN AND APPRAISE</u> A New Year Carol (The music of Benjamin Britten)</p> <p><u>SING, PLAY, IMPROVISE AND COMPOSE</u> Style: Urban Gospel</p> <p><u>PERFORM AND SHARE</u></p>	<p><u>LISTEN AND APPRAISE</u> You've Got A Friend (The music of Carole King)</p> <p><u>SING, PLAY, IMPROVISE AND COMPOSE</u> Style: 70s Pop</p> <p><u>PERFORM AND SHARE</u></p>	<p><u>LISTEN AND APPRAISE</u> Music from four different inspirational female artists – Anna Meredith, Shiva Feshareki, Eska Mtungwazi, Afrodeutsche</p> <p><u>SING, PLAY, IMPROVISE AND COMPOSE</u> Style: Jazz</p> <p><u>PERFORM AND SHARE</u></p>	<p><u>REFLECT AND REWIND</u></p> <ul style="list-style-type: none"> <li>● Revisit work from throughout the year.</li> </ul>