|  |  |  |  |
| --- | --- | --- | --- |
|  | **Improvise and Compose** | **Sing and Play** | **Listen and Appraise** |
|  | **Autumn** | **Spring** | **Summer** | **Autumn** | **Spring** | **Summer** | **Autumn** | **Spring** | **Summer** |
| **Reception** | Explore making sound with voices andpercussion instruments; new words andactions, to create different feelings andmoods.Explore storytelling elements in the music andcreate a class story inspired by the piece.Make up a simple accompaniment usingpercussion instruments.Make up new lyrics and vocal sounds fordifferent kinds of transport. | Explore the range and capabilities of voicesthrough vocal play.Improvise music to accompany a story,considering how to match sound with storyelement i.e.timbre, high/low.Make up new lyrics and accompanyingactions.Improvise a vocal/physical soundscape aboutminibeasts. | Develop a song by composing new wordsand adding movements and props.Improvise music with different instruments,following a conductor and compose musicbased on characters and stories developedthrough listening to Beethoven’s 5thsymphony.Compose a three-beat body percussionpattern and perform it to a steady beat. Invent and perform actions for new verses. | Sing with a sense of pitch,following the shape of themelody with voices.Mark the beat of the songwith actions.Use the voice to adopt differentroles 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 onpercussion instruments. | 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. | 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. | 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. | Develop ‘active’ listening skills byrecognising the ‘cuckoo call’ in apiece of music.Enjoy moving freely andexpressively to music.Use appropriate hand actionsto mark a changing pitch.Listen to a piece ofclassical music andrespond through dance. | Listen to a range of sea-relatedpieces of music and respondwith movement. Develop listening skills,identifying dynamics acrossa range of different musicalstyles.Find the beat in a partnerclapping game.Listen to examples of otherfolk songs from NorthAmerica. |
| **Year 1** | Create a dramatic group performance usingkitchen-themed props.Compose music to march to using tuned anduntuned percussion.Experiment with timbre to create aquarium inspired music and draw the sounds usinggraphic symbols.Explore using timbre, dynamics and pitch totell a story | Compose word patterns and melodies usingmi-re-do (E-D-C).Compose musical sound effects and shortsequences of sounds in response to astimulus.Improvise question-and-answerconversations using percussion instruments.Make up new lyrics and create short bodypercussion patterns to accompany the song. | Create rhythm patterns, sequencing them,and ‘fixing’ them as compositions usingsimple notation.Attempt to record compositions with stick andother notations.Create musical phrases from new wordrhythms that children invent. | Sing a cumulative song frommemory, remembering theorder of the verses and playclassroom instruments tomark the beat.Copy a leader, show pitchshape with actions and singusing me-re-do.Sing a unison song rhythmically andin tune.Play percussion instrumentsexpressively representingthe character of theircomposition.Change voice to suit differentcharacters while performingappropriate actions.Play contrastingaccompaniments toreinforce the versestructure. | 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. | 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. | 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. | Recognise the difference betweena pattern with notes (pitched) andwithout (unpitched).Listen actively by respondingto musical signals and musicalthemes using movement.Create a musical movementpicture.Move and rock to music todevelop a sense of beat.Recognise how graphicsymbols can representsound.Copy short rhythm patternsby ear. | Respond to musical signalsand musical themes usingmovement.Develop awareness ofduration and the ability tomove slowly to music.Create art work, drawingfreely and imaginatively inresponse to a piece of music.Notice how a change of pitchis used to create an effect.Listen to a jig and move intime to the music.Listen and copy patterns onvoices and instruments. |
| **Year 2** | Improvise rhythms along to a backing trackusing the note C or G.Select instruments and compose music toreflect an animal’s character.Experiment with timbre to create aquariuminspired music and draw the sounds usinggraphic symbols.Compose a sequence of sounds in responseto a given stimulus. | Compose 4-beat patterns. Structure short musical ideas to form a largerpiece.Compose musical sound effects in responseto a stimulus and improvise question-and answer conversations using percussioninstruments.Compose an accompaniment using tunedpercussion (playing chords and creatingsound effects). | Create action patterns in 2- and 3-time.Create rhythm patterns, sequencing them,and ‘fixing’ them as compositions usingsimple notation.Attempt to record compositions with stick andother notations.Compose rhythm patterns to accompany thesong. | 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. | 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. | 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. | 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. | Listen to a variety of music andshow the following durationswith actions ‘walk’ (crotchet) and‘jogging’ (quavers).Listen with attention to detailand recall sounds and patterns.Recognise how graphicsymbols can represent sound.Listen to the music andcreate a ‘minibeast’inspired dance. | Listen and move, stepping avariety of rhythm patterns.Understand how beats canbe grouped into patternsand identify them in familiarsongs.Move freely and creatively tomusic using a prop.Listen and copy rhythmpatterns.Notice how a change of pitchis used to create an effect.Listen and copy vocal andrhythm patterns accurately,in tune, and in time with asteady beat. |
| **Year 3** | Compose a pentatonic ostinato.Compose a simple song using symmetry todevelop a melody, structure, and rhythmicaccompaniment.Create clapping patterns using the durationscrotchet, crotchet rest, pair of quavers.Transfer clapping patterns to tunedinstruments and as a group create a layeredpiece of music. | Compose a 4-beat rhythm pattern to playduring instrumental sections.Invent a drone accompaniment for a songthey are singing.Improvise and explore a variety of ways inwhich words can be used to create music.Create word rhythm patterns and longersequences and explore ways to communicateatmosphere and effect. | Improvise (‘doodle’) on-the-spot phrasesusing A minor and C major triads.Invent simple patterns using rhythms andnotes C-D-E.Compose music structuring short ideas into abigger piece. Notate, read, and follow a score | Sing a call-and-responsesong in groups, holding longnotes confidently.Play melodic and rhythmicaccompaniments to a song.Sing by improvising simple melodiesand rhythms.Rap accurately andrhythmically with dynamiccontrasts.Perform crotchet and quaveractions (walk and jogging)on the beat and adapt theseactions when the speed ofthe music changes. | Sing the syncopated rhythms in Latin dance 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. | 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. | Listen and identify wherenotes in the melody of thesong go down and up.Begin to develop anunderstanding andappreciation of music fromdifferent musical traditions.Identify differences in songsfrom around the world, i.e.instruments, beat, tempoand describe using musicalvocabulary.Understand that a folk song ismusic that belongs to the people ofa particular place.Identify how the pitch andmelody of a song has beendeveloped using symmetry. | Listen to music from Cuba anddescribe features of the musicusing music vocabulary.Develop active listening skills byresponding to musical themesthrough movement.Understand the structure ofrondo form (A-B-A-C-A).Develop a sense of beatand rhythmic patternthrough movement.Experience call-and-response patterns throughmoving with a partner.Listen to pieces ofmusic that have cleverlycombined words andmusic and compare howdifferent composers haveapproached it. | Listen and copy back stepwisephrases using mi-re-do.Recognise different arrangementsof m-r-d from dot notation.Recognise and copy rhythmsand pitches C-D-E.Move in time with the beat ofmusic.Talk about what has beenlearnt about Brazilian musicand carnival. |
| **Year 4** | Improvise using the voice and instruments onthe notes of the pentatonic scale.Create atmospheric music for a scene with agiven set of instruments.Compose a simple song using symmetry todevelop a melody, structure, and rhythmicaccompaniment.Compose and perform a whole-class ‘rondo’with pupil composed melodic patterns.Comprising crotchet, quaver and minimdurations. | Improvise (‘doodle’) with voices andinstruments over the chords in a song.Explore how timbre, dynamics and texturecan 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 inwhich words can be used to create musicand communicate atmosphere and effect. | Compose a short piece using major and/orminor chords.Invent simple patterns using rhythms andnotes C-D-E, structuring short ideas into abigger piece. Notate, read, and follow a‘score’.Improvise using a pentatonic scale.Create accompaniment patterns to apentatonic song using graphic and staffnotation to represent musical ideas. | Sing in a gospel style with expression and dynamics.Play rhythm patterns along with This little light of mine. Sing part 1 of a partner song rhythmically. Sing by improvising simple melodies and rhythms. Sing with clear articulation, expression, and actions. | 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. | Sing with expression and a sense of the style of the song. Play an instrumental as part of a whole-class performance. | Listen and move in time tosongs in a gospel style.Recognise elements of the music that establishes the mood and character e.g. the rhythm.Talk about the effect ofparticular instrument sounds(timbre).Identify how the pitch and melodyof a song has been developedusing symmetry.Move to music marking thebeat with action durations forcrotchets, quavers, minims. | Listen and identify similarities anddifferences between acoustic guitarstyles.Recognise and talk about themusical characteristics of afanfare using music vocabulary.Listen to pieces of music thathave cleverly combined wordsand music and compare howdifferent composers haveapproached it. | Compare and understand thatthe pentatonic scale featuresin lots of music traditions andcultures.Recognise and copy rhythmsand pitches C-D-E.Identity similarities anddifferences between folk andfolk-rock styles. |
| **Year 5** | Compose body percussion patterns toaccompany a sea shanty. Write these outusing rhythm grids.‘Doodle’ with sound, playing around withpitch and rhythm to create a strong hook.Create fragments of songs that can developinto fully fledged songs.Using the notes C-E-G (C major triad)compose a fanfare in memory of the menand women who were involved in WW1. | Use major chords to create a droneaccompaniment and improvise freely over adrone.Compose groove based piecesdemonstrating an understanding of drumgrooves and bass lines, and how these fittogether to create memorable and catchyriffs.Work creatively in movement in small groups,learning to share and develop ideas.Improvise rhythms using the chords D andG Major to create a bassline and chordaccompaniment for the chorus or verse. | Compose a kecak piece as part of a group.Create a piece in ternary form using apentatonic scale, and containing anaccompaniment, contrasting dynamics andtempo. Notate ideas to form a simple score toplay from.Compose a gentle melody inspired bylullabies in 3/4 time, using notes from apentatonic scale and question-and-answerphrasing.Create a soundscape for some of thecreatures in the world. | 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 Home fires fanfare as a class from the score with expression. | 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. | 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. | 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. | Listen and copy back simplerhythmic and melodic patterns.Listen to drum patterns andriffs and copy them on voices,instruments, and clappingrhythms.Develop listening skills and anunderstanding of how differentinstrumental parts interact(texture) by responding to eachpart through movement.Demonstrate anunderstanding of thehistory of ArgentineTango.Develop a knowledgeand understanding of theorigins, history, and socialcontext of Reggae music. | Develop knowledge andunderstanding of the Balinesegamelan forms of beleganjurand kecak.Listen and match vocal andinstrumental parts to grid anddot notation.Listen and respond to musicusing drawings and words.Recognise that music candescribe feelings and tell astory.Listen to lullabies fromaround the world,understanding why peoplesing lullabies. Understand thedifferences between 3/4 and4/4 time signatures.”Listen and explore a range oftimbres to use in the creationof a soundscape. |
| **Year 6** | Compose a syncopated melody using thenotes of the C major scale.‘Doodle’ with sound, playing around withpitch and rhythm to create a strong hook.Create fragments of songs that can developinto fully fledged songs.Improvise extended melodies using thepentatonic scale. | Compose an 8-bar piece on percussion,using given rhythms in 3-time with the optionof adding chords F and C major.Compose groove based piecesdemonstrating an understanding of drumgrooves and bass lines, and how these fittogether to create memorable and catchyriffs.Improvise over the chords C minor and G7. | Create a piece in ternary form using apentatonic scale, and containing anaccompaniment, contrasting dynamics andtempo. Notate ideas to form a simple score toplay from.Create a rhythmic piece for drums andpercussion instruments.Compose a short song on the theme ofleavers, using the same or similar chordsequence to Nobody knows (The Lumineers). | 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 Skye boat song. | 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. | Sing a melody with attention to phrasing. Sing with expression and accuracy of rhythm and pitch. Play chords to accompany the song | 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 song-writing process. Listen to traditional Scottish folk music identifying the features that have influenced the composing of the song Touch the sky. | Listen to a piece of music identifyingwhere the texture of the musicchanges.Listen to music from a massand talk about features of themusic using music vocabulary.Recognise and identify keymusical features such asrhythm, tempo, timbre,structure, and instruments.Use musical vocabularyand knowledge todiscuss similarities anddifferences in pieces ofmusic.Listen to drum patternsand riffs and copy them onvoices, instruments, andclapping rhythms.Develop knowledge andunderstanding of the origins,history, and social context ofa song used in the civil rightsmovement in the USA. | Listen and respond to musicusing drawings and words.Recognise that music candescribe feelings and tell a story.Develop knowledge andunderstanding of a variety ofmusical styles from India andtalk about them using musicvocabulary.Show the beat by dancing tobhangra music.Recognise the instrumentsused in the song and identifythe way the texture develops. |