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|  | **Improvise and Compose** | | | **Sing and Play** | | | **Listen and Appraise** | | |
|  | **Autumn** | **Spring** | **Summer** | **Autumn** | **Spring** | **Summer** | **Autumn** | **Spring** | **Summer** |
| **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. | 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. | 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. | 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. | 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 by  recognising the ‘cuckoo call’ in a  piece of music.  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. | 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** | 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 | 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. | 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. | 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. | 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 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. | 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** | 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. | 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). | 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. | 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 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. | 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** | 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. | 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. | 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 | 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. | 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 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. | 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. | 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** | 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. | 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. | 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. | 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 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. | 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. | Compare and understand that  the pentatonic scale features  in lots of music traditions and  cultures.  Recognise and copy rhythms  and pitches C-D-E.  Identity similarities and  differences between folk and  folk-rock styles. |
| **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. | 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. | 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. | 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 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. | 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** | 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. | 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. | 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). | 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 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. | 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. |