

Year Group	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Reception	<p><u>All About Me</u> <u>Good To Be Me.</u> <u>'Boomer!'</u></p> <p>*Can children join in with musical experiences?</p> <p>*Listening to recorded music – both pieces.</p> <p>*Follow and move to a steady beat.</p> <p>*Singing simple songs. Call and Response – 'Boomer!'</p> <p>*Copycat rhythms</p>	<p><u>Celebrations</u> <u>Fireworks.</u> <u>Christmas.</u></p> <p>*Exploring instruments – picture compositions. Fireworks!</p> <p>*Singing simple songs. Repetition and Actions.</p> <p>*Chants 'The Star'</p> <p>*Listening to songs, responding with pulse.</p> <p>*Reception Performance – collection of songs, actions to support.</p>	<p><u>Toys</u> <u>Paper Dolls</u></p> <p>*Musical Story</p> <p>*Knowing when to play.</p> <p>*Singing melodies, joining in with repetitive elements.</p> <p>*Play and create simple repeating patterns.</p> <p>*Beginnings of pitch with xylophones – 'upstairs.'</p> <p>*Performance with understanding and energy!</p>	<p><u>Jolly Postman</u> <u>Jolly Postman</u> <u>Characters</u></p> <p>*Musical Story</p> <p>*Singing simple songs and chants.</p> <p>Song creation – What's in the Soup?</p> <p>*Responding to music with movement.</p> <p>*Playing simple rhythms.</p>	<p><u>Growing</u> <u>Hungry</u> <u>Caterpillar –</u> <u>Musical Poem</u></p> <p>*Listening – Hans Zimmer's 'Earth.'</p> <p>*Movement to music – pulse and freely</p> <p>*Keeping a steady pulse</p> <p>*Musical Poem</p> <p>*Hungry Caterpillar musical poem</p> <p>*Musical sound effects</p> <p>*Playing at the right time with instruments</p> <p>*Performance opportunities</p>	<p><u>Minibeasts</u> <u>'Five Fine</u> <u>Bumblebees'</u> <u>Nature Trail!</u></p> <p>*Listening – recorded songs</p> <p>*Sing simple songs with action.</p> <p>Pitch</p> <p>*Use instruments to accompany. Notes of E and F for 'Bzzz!'</p> <p>*Garden Games! Simple rhythms with 'Slap, clap, clap!'</p> <p>*Nature Compositions – vocal, body sounds. Sound effects.</p>
Year One	<p><u>Home Sweet Home</u> <u>Building</u> <u>Rhythms!</u></p> <p>Warm Up – Charanga, pulse, beat</p> <p>*Madness 'Our House'</p> <p>*Find and move to the pulse.</p> <p>Chorus Vocal</p>	<p><u>Their Homes/</u> <u>Performance</u> <u>Journey Across</u> <u>The Ice.</u></p> <p>*Listening 'Journey across the ice!'</p> <p>*Understanding how sounds are representing as pictures.</p> <p>*Create sounds to represent an Antarctic journey.</p>	<p><u>Significant</u> <u>People/Explorers</u> <u>Jungle</u> <u>Adventure!</u></p> <p>*Dynamics, tempo and pitch through Jungle song and composition</p> <p>Drama and song.</p> <p>*Adventure! Chant.</p> <p>*Composition – Creation of sounds through jungle!</p>	<p><u>Africa</u> <u>Cultural</u> <u>Songs</u> <u>African</u> <u>Drumming.</u></p> <p>*Listening to African songs – finding pulse, beat with movement!</p> <p>*Call and Response.</p>	<p><u>'Oh I do like to</u> <u>be beside the</u> <u>seaside!'</u> <u>Soundscapes.</u></p> <p>*Graphic Scores – applying dynamics, texture, timbre</p> <p>'Storm' Listening and Appraising.</p> <p>Creating compositions using pictures to represent sounds – Interactive!</p>	<p><u>'Oh I do like to</u> <u>be beside the</u> <u>seaside!'</u> <u>Rockpool Rock!</u></p> <p>*Singing Expressively and matching movements to the song. Pulse.</p> <p>*Playing tuned percussion for simple melodic patterns.</p>

	<u>Building Materials</u> *Rhythmic patterns created and played from materials. *Improvisation <u>Lego! 'Building The Dream.'</u> *Sing simple songs.	*Christmas Performance.	*Listening – 'Song of the Sea.' *Tempo and Pulse. *'Sailing Across the Sea.' *Simple melody sung. *Response through movement.	*African Drumming Rhythms – look into instruments or external. *Creation of simple rhythms	Dynamics and tempo.	Pitch – two note patterns.
Year Two	<u>Castles</u> <u>Castle Songs</u> <u>Castle Rhythms</u> <u>Rhythm Raps</u> *Listening and Appraising. <u>Recognising different style of music.</u> Follow a melody when singing for an audience. *Castles through History *Broken Castle (Listening and response) *Pulse and rhythm *Castle Mundigan Rap, finding pulse. *Simple pitch – castle brick compositions. (Consider 'The King is in His Castle' – Rhythm work.)	<u>Around the UK/Performance</u> <u>Liverpool</u> *'Up! Up! Up!' *Beatles – look at culture of music in UK. *Listening and commenting on music with terms. *Singing focusing on pitching notes and following melodic shape. Christmas Performance – Singing assessments.	<u>At the Farm</u> <u>Folk/Country Music on the Farm...</u> *Oats and Beans and Barley Grow. (Trad) *Farmer in the Dell Movement to rhythm *Keeping the pulse and overlapping rhythms. *'Square Dance Cadence' *Create own movements adding clapping rhythms and question/answer with percussive instruments. <u>Pitch</u> *Using different instruments to follow melodies. Follow simple notation...	<u>Great Fire of London</u> Using different instruments to follow melodies. Follow simple notation. *London's Burning Round – small pitch range Learn as round. Use hands to mark pitch Learn to play with alphabetical notes (dot notation to support 'pitching' of the melody. *BBC teaching resources for songs linked to events.	<u>Transport Through The Ages</u> Listening and Appraising *Waltz of the Sirens, by Alma Deutscher Using signs and symbols to notate ideas. *Transport Compositional work – Rhythms with symbols, dynamics and texture focus. <u>Create interesting musical patterns for others to copy.</u> Traffic conversations. *Structure - improvisation using question and answer phrases! Apply simply! <u>Pitch...</u> Traffic conversations.	<u>G'day Australia</u> *Learning cultural songs. *Singing to pitch and with expression. *'Songline' composition in groups. Story with instrumental accompaniment... Dynamics, texture. Tempo...

			'Old Macdonald' 'Farmer in the Dell' <u>Additional Songs</u> 'Yankee Doodle' 'Oh Susanna' 'Home on the Range.' 'I had a Rooster' Consider dynamics of pieces.		Songs for performance: 'Up, Up, Up!' Ballooning	
Year Three	<u>Stone Age Rocks</u> 'Stone Age Man' *Listening and Appraising- musical vocabulary. *Singing with expression and pitching. *Actions with confidence. <u>Rhythm-</u> *Beginnings of standard notation. *Rhythmic Stone age sequences – Graphic into Standard Notation. <u>Pitch -</u> *Melodic sequences – standard notation. (Limit to three notes)	<u>Iron Age</u> <u>Iron Age Music – demonstrating rhythm and melody.</u> *Listening and Appraising. Pulse and overlapping rhythms, texture *Consolidating knowledge of rhythmic/melodic patterns from Autumn 1. (Limit to three notes) <u>Add question and answer melodies!</u> *Composition created from students extracts. *Improvisation using two/three notes.	<u>Tomb Raiders</u> <u>Graphic Compositions. Musical Contexts</u> *Listening and Appraising – Egyptian inspired music to inform. *Dynamics – Egyptian Pyramid scores. Graphic notation. *Texture in music. *Harmonic Scale (Egyptian sounds)	<u>Best of British (Authors)</u> <u>Roald Dahl 'Performance'</u> *Reading a simple score to play. Note names/ length of notes. Include dynamics in performance... consider texture of instruments. *Perform using glocks. <u>Structuring Musical Ideas</u> *Simple song writing structure. *Creative ideas to form rap section.	<u>Iron Man</u> <u>The Coming of the Iron Man (Poem – Brenda Williams)</u> *Pete Townsend 'I Eat Heavy Metal.' *Create soundscape to accompany poem using ICT.AC to create 'metallic' backing. *Children create sounds to communicate story. *Consider texture of music and using robotic/ metallic sounds. *Select one to use for performance.	<u>Commotion in the Ocean</u> <u>'Drop in the Ocean'</u> *Listening and Appraising. Finding rhythms in piece. Pitch, tempo, beat. *Singing – dynamic and texture. *Overlapping rhythms over pulse – percussive instruments. *Reading dot notation and performing chorus. *Perform combining all parts.

Year Four	<p align="center"><u>Groovy Greeks</u> <u>'Musical Contexts'</u></p> <p><i>*Repeating rhythms – 3/4.</i> <i>*Consolidation and focus on simple standard notation extracts using pentatonic scale.</i></p> <p><i>*Leitmotifs – use rhythms and pentatonic scale to help to build character.</i> <i>(Decide on break down to support children)</i></p>		<p align="center"><u>Reckless Romans</u> <u>'Gladiator.'</u> <u>Story of the Gladiator</u></p> <p><i>*Story stimulus – introduction of A minor key.</i> <i>Specific mood.</i></p> <p><i>*Applying knowledge of rhythmic patterns and ostinato.</i></p> <p><i>*Using Standard Notation for melodic ideas.</i></p>	<p align="center"><u>Reckless Romans</u> <u>'Song of our Gladiator!'</u></p> <p><i>*Create verses using story stimulus to inform.</i> <i>*Song writing structure taught.</i> <i>*Performance with dynamics applied.</i></p>	<p align="center"><u>Blackbourne Rivers</u> <u>'Musical Contexts'</u></p> <p><i>*Singing and glocks... 'Water Round' Performing from a score. Note names and duration.</i> <i>Step and leap melodies.</i> <i>*Listening and Appraising 'The River Cam.'</i> <i>Use to inform river composition – rhythmic and melodic (c scale).</i></p>	<p align="center"><u>Deserts</u> <u>'May The Force'</u></p> <p><i>*Star Wars. Desert scenes.</i> <i>*Listening and Appraising – John Williams. Links to 'Rite of Spring Stravinsky.'</i> <i>Texture, tempo, type of instrument.</i> <i>*Percussive instruments – improvisation to create desert sounds.</i> <i>*Standard Notation. Read and perform the Force theme.</i></p>
Year Five	<i>County Music</i>	<i>County Music</i>	<i>County Music</i>	<i>County Music</i>	<i>County Music</i>	<i>County Music</i>
Year Six	<p align="center"><u>Norton at War Refugees</u></p> <p><i>Song composition.</i> <i>Discuss different musical styles.</i> <i>*Listening and Appraising – Music reflecting feelings. Elbow and Roger Waters.</i> <i>*Composition – Song structure to create verses, bridge, chorus.</i> <i>Shape of melody</i></p>	<p align="center"><u>Power 'Energise!'</u></p> <p><i>Perform the song 'Energise!'</i> <i>Understand crotchets, minims and semibreves to write melodic sequences. 'Electric melodies'</i> <i>*Standard Notation – Create extracts in key of A minor applying knowledge of notes and duration – 4/4.</i></p>	<p align="center"><u>Evolution and Inheritance Anglo Saxon & Power Struggle for Britain</u></p> <p><i>*Performance 'Hallelujah' Jeff Buckley</i> <i>*Evolution of Composition' – Revisit 'Mike Oldfield – Tubular Bells' as textural piece to inspire.</i></p>	<p align="center"><u>Evolution and Inheritance Anglo Saxon & Power Struggle for Britain</u></p> <p><i>Evolution of music? Blues and influence moving forward...</i> <i>Improvisation – pentatonic</i></p>	<p align="center"><u>Ancient Maya Healthy Lifestyles</u></p> <p><i>Perform music in parts.</i> <i>Playing on glockenspiels and additional instruments including voice!</i> <i>Healthy lifestyle as inspiration?</i> <i>Chords and Triads too.</i></p>	<p align="center"><u>Local Study – Traffic in Norton</u></p> <p><i>Singing songs in parts...</i> <u>Production Standard Notation Recording Composition</u></p>

	and chords- autochords to choose chord progressions. Dynamics in creation. *Singing – fluency, expression, understanding. *Record. Blackbird. Consider meanings.	*Paired working to consolidate skills throughout ks2. Duration of notes, stepped and leaping melodies using c scale (pentatonic or full scale).	Write and note interesting compositions - Continuation of Bandlab. *Drumbeats *Melodic Extracts *Triads	scale in different keys. Chord backing for this.		
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Model Curriculum

KS1 - Singing Listening Composing Musicianship

KS2 - Singing Listening Composing Performance