

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Jolly Music – Finding the singing voice Listening and responding Find the pulse	Jolly Music Finding the singing voice Listening and responding Find the pulse Christmas performance	Jolly Music Pitch – high and low Tempo – fast and slow Perform pulse actions precisely	Jolly Music Pitch – high and low Tempo – fast and slow Perform pulse actions precisely	Jolly Music Use the voice in different ways Perform the rhythm of songs Begin to show pitch with hand movements Begin to work with visual representations of pulse	Jolly Music Use the voice in different ways Perform the rhythm of songs Begin to show pitch with hand movements Begin to work with visual representations of pulse
1	<u>Menu Song</u> Active listening (movement), beat, progression snapshot 1 (echo singing, showing pitch moving).	Christmas performance	<u>Football</u> Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C), progression snapshot 2.	<u>Who stole my chickens and my hens?</u> 4-beat patterns, rests, dotted quaver – semiquaver rhythm ('skipty' rhythm), clapping games.	<u>The king is in the castle & self-composition</u> Structure, timbre, pitch, dynamics, rhyme	<u>Come dance with me</u> Call-and-response, echo singing and playing, playing percussion, developing beat skills, crotchet, quavers and crotchet rest, progression snapshot 3.
2	<u>Tony Chestnut</u> Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion, progression snapshot 1. <u>Carnival of the Animals</u> Timbre, tempo, dynamics, pitch, classical music	<u>Composing music – inspired by Birdsong</u> Composing using a non-musical stimulus, creating music inspired by birds and birdsong, improvising and playing a solo on instruments. Christmas performance	<u>Grandma Rap</u> Duration (crotchet, quavers, crotchet rest), unison, round, progression snapshot 2 <u>Orawa</u> Beat, rhythm, repetition, structure, 20th century classical music.	<u>Trains</u> To create music inspired by train travel, volume/dynamics (crescendo, diminuendo), speed/tempo (accelerando, ritenuto)	<u>Swing-a-long with Shostakovich</u> 2- and 3-time, beat, beat groupings, 20th century classical music. <u>Charlie Chaplain</u> To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft).	<u>Tanczomy labada</u> Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns, progression snapshot 3.
3	Introduction to the ocarina	Introduction to the ocarina Carol singing at Kennet Court	Ocarina repertoire	Ocarina repertoire	Ocarina repertoire	Ocarina repertoire Performance to parents



<p>4</p>	<p>Berkshire Maestros – cornet lessons</p>	<p>Berkshire Maestros – cornet lessons</p> <p>Performance to parents</p>	<p>Year 4 production- performing together, call and response songs African drumming and percussion</p>	<p>Year 4 production- performing together, call and response songs African drumming and percussion</p>	<p><u>Global Pentatonic</u> Pentatonic scale, different music traditions and cultures, graphic/dot notation <u>The Horse in Motion</u> To create music inspired by one of the first ever motion pictures that shows the movement of a horse, composing to a moving image, graphic score, orchestration, ostinatos, dynamics.</p>	<p><u>Favourite Song</u> Triads, chords: C, F, G major, A minor, chord structure, folk-rock styles, progression snapshot 3.</p>
<p>5</p>	<p><u>What shall we do with the drunken sailor?</u> Sea shanties, beat, rhythm, chords, bass, dot notation, progression snapshot 1. Singing at Kennet Court Harvest Songs</p>	<p><u>Songwriting</u> Structure (verse/chorus), hook, lyric writing, melody. <u>Why we sing?</u> Gospel music, instruments, structure, texture, vocal decoration.</p>	<p><u>Madina tun nabi</u> Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal decoration, microtones, progression snapshot 2.</p>	<p><u>Building a groove</u> Beat, rhythm, basslines, riffs. <u>Epoca</u> Texture, articulation, rhythm, tango.</p>	<p><u>Balinese gamelan</u> Gamelan from Bali, interlocking rhythms, vocal chant, structure (musical cycles). <u>Composing in ternary form</u> Structure (Ternary form/ABA), pentatonic scale, tempo, dynamics, 20th-century orchestral music.</p>	<p><u>Kisne banaaya</u> A song from India and Pakistan, melody, accompaniment, four-part singing in a round, creating an arrangement, progression snapshot 3.</p>

<p>6</p>	<p><u>Touch the Sky</u> To recognise features of Scottish folk music, to move, sing, and play in 3/4 time, to improvise using a pentatonic scale, to sing in two parts with dynamic contrast and expression.</p>	<p><u>Composing for Protests:</u> Artists and their influences, compare musical genres (country, electronic dance music, rock, classical, soul). To create music inspired by Ethel Smyth and a picture of the suffragettes. Composing using a non-musical stimulus. Lyrics, melody, steady beat, tempo, ostinato, coda.</p>	<p><u>Shadows</u> Explore the influences on an artist by comparing pieces of music from different genres. 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. Create a shadow movement piece in response to music.</p> <p><u>Twinkl Variations</u> Decipher a graphic score. Play <i>Twinkle, twinkle, little star</i>. Create variations using a wide variety of composing techniques. Improvise on top of a repeating bassline.</p>	<p><u>You to me are Everything</u> Use music vocabulary and knowledge to discuss similarities and differences in pieces of music. Learn some simple choreography to accompany a disco song. Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments.</p>	<p><u>Race!</u> Create an accompaniment. Create an extended melody with four distinct phrases. Experiment with harmony. Structure their ideas into a full soundtrack.</p> <p><u>Calypto Sole Leve - percussion</u> Calypto clave rhythm, hand drumming, hand-to-hand sticking, tuned playing within I-IV-I-V chord structure, ensemble performance, learning to play by ear.</p>	<p>Year 6 production</p> <p><u>Exploring identify through song</u> Identify ways songwriters convey meaning: through lyrics, the music, and the performance. Understand different ways that rhymes work in songs. Identify different elements of a song's structure. Understand the concept of identity and how you can express that in songs.</p>
-----------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------