

Term		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Year 1 Autumn 1	Music – Music express book 1 Exploring sound (Music CDs and resources saved on Shared area, Staff only,1LW)	Sounds all around Sing sound song to focus listening and recognise variety of sounds. Sing hands can hold, make sounds using hands. Create a piece of hand music.	Sounds Unusual Sing sound song adding vocal sounds and body percussion. Play sound song identify sounds. Identify sounds on sound menu.	Sounds interesting Sing choose an instrument to explore percussion sounds. Sing listen to the east demonstrate ways to play instruments. Discriminate sounds made in different ways.	Stop start sounds. Sing choose an instrument to develop skill handling instruments. Play traffic lights to conduct starting and stopping. Listen to big blue jeep and add sounds.	Sounds on the move. Sing wheels on the bus use expressive ways with our voice. Perform wheels on the bus with instruments. Add instruments to big blue jeep.	Sounds in the city. Listen to little train of the Caipira look at the expression. Explore playing city sounds. Listen to sing a song of people and add city sounds.
Year 1 Autumn 2	Music – Music express book 1 Exploring duration (Music CDs and resources saved on Shared area, Staff only,1LW)	Sounds long or short Sit in circle & sing song, pass bean bag round, at end of verse child with beanbag makes long/short sound, repeat. Listen to fireworks, as a class match firework pictures to sounds (Track 13) Discuss are they long/short? Use voices to make firework sounds, then put actions to the sounds. Choose a conductor to point to each firework in an order of their choosing. Repeat with other children.	Firework night 3 groups – selection of instruments on each table. Allocate firework cards from lesson 1 (Catherine wheel, banger, rocket) Groups select instruments to match their card. Allow time to experiment, ask each group to play to rest, discuss choices. Are the sounds long/short or effective sequence?	Sound waves Listen to song fade or float, discuss whether instrument plays long/short sound. Show and name cymbal, tambour, woodblock, chime bar. Play each and ask which sounds fade, which float. In a circle, have selection of instruments in middle, give child a rubber-headed beater and take turns to chooses instrument and predict if it'll play a long or short note.	Pop, ripple & freeze In a circle, child chooses instrument, can they make a long and short sound on each instrument, repeat with different children. Listen to Rippling rhythm on CD, discuss any long/short sounds and instruments they can hear. Add actions...water bubbles (piano) – wiggle fingers...tap noses with fingertip to short piano sounds...tip head side to side for tick tock sounds...what instrument can you hear at same time as tick tock? (violin) make bow action	Long winter, cold snap Listen t Ho! Jack Frost, identify instrument (drum) is a long/short sound? Which instruments make long sounds? (triangle, chime bars) Which questions does the triangle accompany? (1 st , 2 nd , 4 th) chime bars? (3 rd) are they a good choice? Why? Children choose 4 long sound instruments to add to each question and 4 short sound instruments to accompany 'Ho! Jack Frost'	Moving into winter Learn and sing 'Coming down' and perform with movements. In colour groups, each have picture (rain, snow, fireworks, ice) and instruments to play along, use long/short and combination sounds, choose conductor to point to cards and each group perform in turn, keeping the order secret...can rest of class identify order? Class choose best from each picture and perform whole song together with one group for each bit. Groups not performing sing song.
Year 1 Spring 1	Music – Music express book 1 – Exploring pulse and rhythm (Music CDs and resources saved on Shared area, Staff only,1LW)	Move yourself Move to beat of song, join in with actions, clap and move to beat. Repeat with Raga abhogi and Country dance, discussing different beats and movements. Sing <i>Okki-tokki-unga</i> with actions.	Follow me Sing Pinocchio's band, choose different children to play beat on drums. Play 'Get on board' game. Listen to Bransle de chevaux and identify beat, does it change? (speed)	Beat and rhythm Echo-sing each line of 'I hear thunder' song and clap to beat. Show children <i>thunder beats</i> and they clap as you point to cloud and sing song. Compare rhythm and beats. Repeat with <i>Okki-tokki-unga</i> adding <i>thunder</i>	Drum beats and rhythms Sing ' <i>This old man</i> ' clap beat and rhythm. Listen to track 33, can you hear beat or word rhythms? Practise each line with words and without. Show children drum rhythm sheet and	Read the rhythm Show children ' <i>The old man's drum</i> ' and explain beat of 4 in rhythm and put into song. Repeat with ' <i>Clap and wiggle</i> ' score and ' <i>A dragon's very fierce</i> '	Dragon beats Add actions and sounds to ' <i>A dragon's very fierce</i> ' put class into 5 groups to create accompaniments and perform.

				<i>rhythms</i> and combining beat and rhythm.	tap knees to beat/rhythm.		
Year 1 Spring 2	Music - Music express book 1 – Exploring pitch (Music CDs and resources saved on Shared area, Staff only,1LW)	Singing and percussion for the Spring production, incorporating pitch. Block lessons round rehearsals – high/low voices and instruments					
Year 1 Summer 1	Music – Music express book 1 – Exploring instruments and symbols (Music CDs and resources saved on Shared area, Staff only,1LW)	Asia day composition – monsoon – incorporating – beat, loud, quiet, Roll small ball with either hand & collect Roll small ball with either hand & collect					
Year 1 Summer 2	Music - Music express book 1 – exploring timbre, tempo and dynamics	Minibeast manoeuvres Listen to <i>Playful pizzicato</i> what minibeasts can you imagine? Choose a minibeasts and move to music. Sing action song <i>Says the bee</i> and respond with movement to <i>Lots of worms</i> .	Minibeast band Choose sounds to accompany <i>Says the bee</i> . Sing <i>lots of worms</i> and add an instrumental accompaniment. Listen to <i>Bird calls</i> and improvise vocal patterns.	Gardens in the rain Sing <i>Rillaby rill</i> and add an instrumental accompaniment. Listen to and discuss <i>Gardens in the rain</i> . Sing <i>Rain rain go away</i> and add body percussion, responding to graphic score.	When the rain stops Listen to <i>Shall I sing?</i> and add movement. Choose instrumental sounds to accompany <i>Rain rain go away</i> . Draw the sounds onto the <i>April showers</i> score.	Sun and rain rehearsals Learn <i>Shall I sing?</i> Practise playing the <i>Shall I sing?</i> interludes. Add sounds to the recording of <i>Rain rain go away</i> .	April showers Prepare a complete score for <i>April showers</i> , a class composition. Prepare the performance of <i>April showers</i> . <i>Perform April shower</i> .

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Year 2 Autumn 1	Music Music Express					Exploration Explore long and short sounds with voices and instruments. Combine long and short sounds to fit in with a steady beat.	Exploration Explore long and short sounds with voices and instruments. Combine long and short sounds to fit in with a steady beat.
Year 2 Autumn 2	Music Music Express	Feel the Pulse – Intro Know what is meant by a steady beat and rhythm.	Feel the Pulse – Exploration Know what is meant by a steady beat and rhythm.		Feel the Pulse – Exploration Combine beat and rhythm using percussion instruments.	Feel the Pulse – Bring it all together Know how to create rhythm patterns based on words and phrases. Use beats and rhythm to accompany chants and songs.	
Year 2 Spring 1	Music Music Express Book 2				Composition (Rossini - William Tell's Train Overload) Identifying different ways percussion instruments and own voice make sounds and change pitch	Composition (William Tell's Train Overload) Understand how symbols can be used to represent sounds and describe changing sounds	Composition (William Tell's Train Overload) Understand how symbols can be used to represent sounds and describe changing sounds
Year 2 Spring 2	Music White File Planning	Composition Compose compositions using symbols to describe changing sounds.	Composition Compose compositions using symbols to describe changing sounds.	Composition Perform own compositions to an audience and improve and evaluate our work.			
Year 2 Summer 1			Exploring Duration Music: Music Express (pg. 8-15) Can I hear and identify long and short sounds in music?	Exploring Duration Music: Music Express (pg. 8-15) Can I make long and short sounds using my body as an instrument?	Exploring Pulse and Rhythm Music: Music Express (pg. 16-23) Can I find the beat in a piece of music?	Exploring Pulse and Rhythm Music: Music Express (pg. 16-23) Can I hear the rhythm in a piece of music?	
Year 2 Summer 2	Exploring Instruments and Picture Symbols (linked to Castles) Music: Music Express (pg. 34-43- Hairy Scary Castle) Can I link picture symbols to different part of a piece of music?	Exploring Instruments and Picture Symbols (linked to Castles) Music: Music Express (pg. 34-43- Hairy Scary Castle) Can I create my own music and record it as picture symbols?		Music Week: Parents perform Orchestra perform Teachers perform			

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Year 3 Autumn 1	Ukulele Can I name the parts of the ukulele? Ukulele How to hold it, the parts of a ukulele Rhythms Can I play rhythmic patterns using clapping and on an instrument? Through clapping	Ukulele Can I play a range of strumming patterns? Strumming patterns Rhythms Can I play rhythmic patterns using clapping and on an instrument? Through clapping	Ukulele Can I play the C chord? The 'c' chord Rhythms Can I play rhythmic patterns using clapping and on an instrument? Through clapping	Ukulele Can I play the C chord? The 'c' chord Rhythms Can I play rhythmic patterns using clapping and on an instrument? Using instruments	Ukulele Can I play the C / F chords? The 'f' chord Rhythms Can I play rhythmic patterns using clapping and on an instrument? Using instruments	Ukulele Can I play the C / F chords? The 'f' chord Composition Can I play rhythmic patterns using clapping and on an instrument? Following a composition	Ukulele Can I play the C / F chords? Changing between 'c' and 'f'. C/F chord practice. Composition Can I play rhythmic patterns using clapping and on an instrument? Following a composition
Year 3 Autumn 2	Ukulele Can I play the C / F / G7 chords? The 'g7' chord. Twinkle Twinkle Little Star. Chord Practice.	Victorian machines Composition Can I compose a piece of music that represents the sound of a mill? Mill Music	Ukulele Can I play the C // F / G7 chords? The 'g7' chord. Chord Practice. Lava.	Ukulele Can I play the C // F / G7 chords? Changing between 'c', 'f' and 'g7' Chord Practice. The Lion Sleeps Tonight.	Ukulele Can I play the C // F / Am / G7 chords? Christmas Songs	Victorian songs Can I recognise songs from the Victorian era? Music Hall – Where'd You Get That Hat?	Victorian songs Can I recognise songs from the Victorian era? Music Hall – Daisy Bell
Year 3 Spring 1	Ukulele Can I play songs using 'c', 'f', 'g7' and 'am' chords? Strumming pattern – Stay With Me Performance Joseph/Moses Singing songs	Ukulele Can I play songs using 'c', 'f', 'g7' and 'am' chords? The 'am' chord – C major chord practice. Stay With Me Performance Joseph/Moses Singing songs	Ukulele Can I play songs using 'c', 'f', 'g7' and 'am' chords? Playing songs using 'c', 'f', 'g7' and 'am' chords – C major chord practice. Someone You Loved Performance Joseph/Moses Singing songs	Exploring Beat and Composition Can I compose music based on an Egyptian God? Egyptian God Chant Performance Joseph/Moses Singing songs	Exploring Beat and Composition Can I compose music based on an Egyptian God? Egyptian God Composition Performance Joseph/Moses Singing songs	Ukulele Can I play songs using 'c', 'f', 'g7' and 'am' chords? Playing songs using 'c', 'f', 'g7' and 'am' chords. C major chord practice. Let it Be Performance Joseph/Moses Singing songs	Ukulele Can I play songs using 'c', 'f', 'g7' and 'am' chords? Playing songs using 'c', 'f', 'g7' and 'am' chords. C major chord practice. Let it Be Performance Joseph/Moses Singing songs
Year 3 Spring 2	Performance Joseph/Moses	Performance Joseph/Moses	Performance Joseph/Moses	Performance Joseph/Moses	Performance Joseph/Moses	Performing Joseph/Moses	

	Rehearsing Performance (in class)	Rehearsing Performance (in class)	Rehearsing Performance (in class)	Rehearsing Performance (on stage)	Rehearsing Performance (on stage)		
Year 3 Summer 1	Ukulele Can I play songs using 'c', 'f', 'g7', 'g', 'd' and 'am' chords? The 'g' chord.	Ukulele Can I play songs using 'c', 'f', 'g7', 'g', 'd' and 'am' chords? Rockin' all over the world	Ukulele Can I play songs using 'c', 'f', 'g7', 'g', 'd' and 'am' chords? Surfin' USA	Ukulele Can I play songs using 'c', 'f', 'g7', 'g', 'd' and 'am' chords? This is Me	Ukulele Can I play songs using 'c', 'f', 'g7', 'g', 'd' and 'am' chords? Rise Up	Ukulele Ukulele Can I play songs using 'c', 'f', 'g7', 'g', 'd' and 'am' chords? The D chord Exploring Beat and Composition Can I compose music based on butterflies? Butterfly chant	Ukulele Can I play songs using 'c', 'f', 'g7', 'g', 'd' and 'am' chords? Wonderful World Exploring Beat and Composition Can I compose music based on butterflies? Butterfly composition
Year 3 Summer 2	Ukulele Can I play songs using 'c', 'f', 'g7', 'g', 'd' and 'am' chords? Hawaiian Rollercoaster Ride Exploring Beat and Composition Can I compose music based on butterflies? Butterfly composition	Ukulele Playing songs using 'c', 'f', 'g7', 'g', 'd' and 'am' chords Preparing for concert	Ukulele Playing songs using 'c', 'f', 'g7', 'g', 'd' and 'am' chords Preparing for concert	Ukulele concert Can I play songs using 'c', 'f', 'g7', 'g', 'd' and 'am' chords?	Ukulele Playing songs using 'c', 'f', 'g7', 'g', 'd' and 'am' chords All request ukulele	Ukulele Playing songs using 'c', 'f', 'g7', 'g', 'd' and 'am' chords All request ukulele	Ukulele Playing songs using 'c', 'f', 'g7', 'g', 'd' and 'am' chords All request ukulele

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Year 4 Autumn 1						Songs from the Seaside Production Sea sound composition	Songs from the Seaside Production Sea sound composition
Year 4 Autumn 2	Songs from the Seaside Production	Songs from the Seaside Production	Robin Hood's Bay Production				
Year 4 Spring 1	BBC Roman Time and Tune Signals Explore the use of Roman instruments to convey battle	BBC Roman Time and Tune Is that a fact? Famous characters and stories. Exploring finger	BBC Roman Time and Tune Boudicca Driving rhythm patterns, changing	BBC Roman Time and Tune Spin that coin Roman pastimes and games. Regular quavers and a tune hovering around 2/3 notes at a time. Roman instruments. Spinning and rolling sounds.	BBC Roman Time and Tune Gods and Goddesses Song which explores atmospheres	BBC Roman Time and Tune Make a Mosaic Combining different musical elements – rhythm, harmony,	

	signals using fanfares. Performing rhythm actions. Melodic shape going up and down.	clicking and beat box patterns. Children invent a 5 note melody.	speed and changing volume.			melody, texture, as in a mosaic.	
Year 4 Spring 2			BBC Anglo-Saxon Time and Tune Alfred the Great <i>Understanding that music is divided into sections called bars.</i> <i>Clapping along to 4 beats in a bar.</i> <i>Identifying and clapping fast, word rhythms.</i>	BBC Viking Tim and Tune Viking Saga Songs 'Loki the joker' Listening to lines and repeating them; identifying notes; identifying a coda and it can get progressively quieter.	BBC Viking Tim and Tune Viking Saga Songs 'Odin, Mighty World Creator' Exploring melodies and repeated melodies.	Testing how sounds are made using various musical instruments (science)	
Year 4 Summer 1	Rainforest Composition Sounds of the Rainforest in the morning using graphic scores						
Year 4 Summer 2	Samba Rhythms Compare and analyse a traditional and modern samba. The Girl from Ipanema by Joao Gilberto and Wavin' Flag by K'Naan	Samba Rhythms Watch a clip of the Rio Carnival from South America. Call and response Samba rhythms. Using percussion instruments and body percussion.	Samba Rhythms Split children into groups with a rhythm per group to create a percussion Samba band. Use cards with music notation showing the rhythms, Children take turns at being conductor.	Samba Rhythms Show videos of Samba bands using https://www.youtube.com/watch?v=n0qs4_bY4vg and https://www.youtube.com/watch?v=B1-3G-O4pik Talk about instruments, rhythms and melodies. Talk about how people move and how silence is used to create effects.	Samba Rhythms Divide children into teams. Provide each team with classroom percussion and recyclable rubbish, e.g. tines, buckets, boxes, tubes. Children to create their own Samba tune for a Mardi Gras parade, using 'fish and chips and' rhythm.	Samba Rhythms	

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Year 5 Autumn 1				WW2 songs Can I recognise and appreciate music from the war years era? Big Band – Glenn Miller (Big Band instruments)	WW2 songs Can I recognise and appreciate music from the WW2 era? George Formby (ukulele)	WW2 songs Can I recognise and appreciate music from the WW2 era? Boogie Woogie Bugle Boy Andrews sisters)	WW2 songs Can I recognise and appreciate music from the WW2 era? (The Ink Spots Whispering grass etc.)
Year 5 Autumn 2		Christmas concert songs and performance with percussion bells etc.	Christmas concert songs and performance with percussion bells etc.	Christmas concert songs and performance with percussion bells etc.	Christmas concert songs and performance with percussion bells etc.	Christmas concert songs and performance with percussion bells etc.	
Year 5 Spring 1	Water Cycle Song	River Songs	River Songs	Listen, compare and appreciate river music.	River Songs	River Songs	River Songs

				Blue Danube and The Moldau. Listen to the music, identify the tone, pitch and instruments that are used in the pieces of music. Identify the timing of a Waltz. Compose own river composition.			
Year 5 Spring 2	Songs of the Stone Age <i>Can I listen to and appreciate music from ancient times?</i>	Songs of the Stone Age <i>Can I listen to and appreciate music from ancient times?</i>	Songs of the Stone Age <i>Can I listen to and appreciate music from ancient times?</i>	Songs of the Stone Age <i>Can I listen to and appreciate music from ancient times?</i>	Songs of the Stone Age <i>Can I listen to and appreciate music from ancient times?</i>	Songs of the Stone Age <i>Can I listen to and appreciate music from ancient times?</i>	Songs of the Stone Age <i>Can I listen to and appreciate music from ancient times?</i>
Year 5 Summer 1							
Year 5 Summer 2		<u>The history of music/ Music drawn from different traditions-</u> <i>It Must Be Love – Labi Siffre and Madness</i> <i>Valerie- The Zutons and Amy Winehouse</i> <i>A Message To You Rudy- Dandy Livingstone and The Specials</i>	<u>The history of music/ Music drawn from different traditions-</u> Use a song to listen to and compose a different version of in groups			<u>Steel Pan workshop</u> exploring music from different parts of the world	

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Year 6 Autumn 1	Listen to a range of Tudor music Compare and contrast.	Listen to a range of Tudor music Compare and contrast.	Listen to a range of Tudor music Compare and contrast.	Listen to a range of Tudor music Compare and contrast.	Listen to a range of Tudor music Compare and contrast.	Listen to a range of Tudor music Compare and contrast.	John Blanke , See History Identifying different instruments Listening to Tudor music Listen with attention to detail, and recall sounds with increasing aural memory. Develop

							an understanding of the history of music.
Year 6 Autumn 2	Singing Mountain songs Club Volcano	Singing Mountain songs Run from the Mighty Volcano	Singing Mountain songs In the Middle of The Earth	Singing Mountain songs Poor Pompeii Blues	Singing Mountain songs Medley with actions	Singing Mountain songs Medley with actions	
Year 6 Spring 1	Compare and analyse music from other countries. Chn list vocabulary they know and then match other 'new words' to the description. Then, analyse, compare and contrast a range of music inspired by Islamic countries.						
Year 6 Spring 2				Listening Mussorgsky: Pictures at an exhibition Listen with attention to detail. Appreciate and understand music drawn from different traditions and Great Composers. Improvise and compose music for a range of purposes. Use and understand staff and other musical notations.		Composition Introduction to the pentatonic scale and composing using two parts.	
Year 6 Summer 1	'Pictures at the Hepworth Gallery' Composing and taking part in a class performance, related to a BH sculpture. Using self-made instruments in addition to class instruments.			Auditions for end of year play / Learning songs.	Auditions for end of year play / Learning songs.	Rehearsal for play	
Year 6 Summer 2					Rehearsal for play	Rehearsal for play	Rehearsal for play