

EYFS	Year 1	Year 2	Year 3/ Year 4	Year 5	Year 6
Exploring Sounds: <i>Lesson 1:</i> To explore using voices to make a variety of sounds <i>Lesson 2:</i> To explore how to use our bodies to make sounds <i>Lesson 3:</i> To explore the sounds of different instruments <i>Lesson 4:</i> To identify sounds in the environment and differentiate between them <i>Lesson 5:</i> To use voices to imitate nature sounds	Pulse and Rhythm (Theme: All about me): <i>Lesson 1:</i> To use my voice and hands to make music. <i>Lesson 2:</i> To clap and play in time to the music. <i>Lesson 3:</i> To play simple rhythms on an instrument. <i>Lesson 4:</i> To listen to and repeat short rhythmic patterns. <i>Lesson 5:</i> To understand the difference between pulse and rhythm.	West African Call and Response Song (Theme: Animals): <i>Lesson 1:</i> To create short sequences of sound <i>Lesson 2:</i> To copy a short rhythm <i>Lesson 3:</i> To learn a traditional song from Ghana <i>Lesson 4:</i> To create rhythms based on call and response <i>Lesson 5:</i> To add dynamics (volume) to a structure of rhythms.	Brass: Performance: <i>Lesson 1:</i> To use musical vocabulary to explain the stylistic features <i>Lesson 2:</i> To explore how actions can impact performance. <i>Lesson 3:</i> To plan a musical structure <i>Lesson 4:</i> To create lyrics that match a melody. <i>Lesson 5:</i> To show awareness of style, structure and features to perform on cornets	Brass: Composition Notation: <i>Lesson 1:</i> To sing with accuracy, fluency, control, and expression <i>Lesson 2:</i> To explore and use different forms of notation <i>Lesson 3:</i> To understand note length <i>Lesson 4:</i> To read simple pitch notation <i>Lesson 5:</i> To use stave notation to write a piece of music	Dynamics, pitch and texture (Fingal's Cave): <i>Lesson 1:</i> To appraise the work of a classical composer (Felix Mendelssohn). <i>Lesson 2:</i> To improvise as a group, using dynamics and pitch. <i>Lesson 3:</i> To improvise as a group, using texture. <i>Lesson 4:</i> To use knowledge of dynamics, texture and pitch to create a group composition. <i>Lesson 5:</i> To use teamwork to create a group composition featuring changes in texture, dynamics and pitch.
Celebration Music: <i>Lesson 1:</i> To learn about music from another culture, particularly related to the festival of Diwali To respond o music with movement <i>Lesson 2:</i> To learn about music from another culture To learn the names of Jewish musical instruments To play and move to traditional Jewish Hanukkah music. <i>Lesson 3:</i> To learn about music from another culture, particularly when related to the festival of Kwanzaa To take part in a traditional call and response song To find classroom objects to use as drums and play in response to African music	Tempo (Theme: Snail and Mouse) <i>Lesson 1:</i> To explore using voices and bodies expressively. <i>Lesson 2:</i> To practice a rhyme using fast and slow beats on instruments. <i>Lesson 3:</i> To use voices to perform a song with a fast and slow beat. <i>Lesson 4:</i> To use singing voices and an instrument to perform a song with a fast and slow beat. <i>Lesson 5:</i> To demonstrate fast and slow beats within the context of a story.	Orchestral Instruments (Theme: Traditional Western stories): <i>Lesson 1:</i> To listen to and analyse an orchestral version of Goldilocks and the Three Bears. <i>Lesson 2:</i> To listen to and analyse a film musical version of a traditional story. <i>Lesson 3:</i> To select appropriate sounds to match events, characters and feelings in a story. <i>Lesson 4:</i> To write a playscript and select appropriate musical sounds to accompany it. <i>Lesson 5:</i> To perform a story script of Jack and the Beanstalk with accompanying music.	Creating Compositions: <i>Lesson 1:</i> To tell a story from a piece of music through movement. <i>Lesson 2:</i> To create a soundscape using percussion instruments. <i>Lesson 3:</i> To create a range of sounds to accompany a theme <i>Lesson 4:</i> To compose and perform a rhythm <i>Lesson 5:</i> To compose and notate a short melody	Blues: <i>Lesson 1:</i> To know the key features of Blues music <i>Lesson 2:</i> To play the first line of the 12-bar Blues <i>Lesson 3:</i> To be able to play the 12-bar Blues <i>Lesson 4:</i> To be able to play the Blues scale <i>Lesson 5:</i> To be able to improvise with notes from the Blues scale	Songs of World War 2: <i>Lesson 1:</i> To use musical vocabulary to identify features of different eras of music <i>Lesson 2:</i> To improve accuracy in pitch and control, singing with expression and dynamics <i>Lesson 3:</i> To identify pitches within an octave when singing <i>Lesson 4:</i> To use knowledge of pitch to develop confidence when singing in parts <i>Lesson 5:</i> To be able to notate a melody using pitches up to an octave

<p><i>Lesson 4:</i> To learn about traditional Christmas music To take part in a group song involving singing, voice sounds and playing instruments To sing and move to a Christmas song</p> <p><i>Lesson 5:</i> To suggest appropriate actions to match song lyrics To sing and move to Christmas songs</p>					
<p>Music and Movement:</p> <p><i>Lesson 1:</i> To understand why songs have actions To learn some simple Makaton signs to accompany a song</p> <p><i>Lesson 2:</i> To explore beat through body movement To express feelings and emotions through movement to music</p> <p><i>Lesson 3:</i> To explore beat through body movement To express feelings and emotions through movement to music</p> <p><i>Lesson 4:</i> To explore pitch and tempo through scarf dancing and body movement To express feelings and emotions through movement to music</p> <p><i>Lesson 5:</i> To perform action songs to a small audience.</p>	<p>Musical Vocabulary (Theme: Under the Sea)</p> <p><i>Lesson 1:</i> To learn the musical vocabulary: pulse and tempo.</p> <p><i>Lesson 2:</i> To explain what dynamics and timbre are.</p> <p><i>Lesson 3:</i> To explain what pitch and rhythm are.</p> <p><i>Lesson 4:</i> To explain what texture and structure are.</p> <p><i>Lesson 5:</i> To understand key musical vocabulary: dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre.</p>	<p>Musical Me:</p> <p><i>Lesson 1:</i> To sing and play an instrument at the same time.</p> <p><i>Lesson 2:</i> To choose and play appropriate dynamics and timbres for a piece of music.</p> <p><i>Lesson 3:</i> To use musical notation to play melodies.</p> <p><i>Lesson 4:</i> To use letter notation to write my own melody.</p> <p><i>Lesson 5:</i> To use timbre and dynamics in musical composition.</p>	<p>Developing Singing Technique:</p> <p><i>Lesson 1:</i> To sing in time with others.</p> <p><i>Lesson 2:</i> To sing in time with others.</p> <p><i>Lesson 3:</i> To recognise simple rhythmic notation by ear and by sight.</p> <p><i>Lesson 4:</i> To use simple rhythmic notation to compose a song.</p> <p><i>Lesson 5:</i> To perform music with confidence and discipline.</p>	<p>Performance:</p> <p><i>Lesson 1:</i> To sing a song unaccompanied</p> <p><i>Lesson 2:</i> To play a chord progression</p> <p><i>Lesson 3:</i> To use vocals to perform a piece of music as an ensemble</p> <p><i>Lesson 4:</i> To play call and response rhythms using instruments</p> <p><i>Lesson 5:</i> To create an eight beat break to play within a performance</p>	<p>Film Music:</p> <p><i>Lesson 1:</i> To appraise different musical features in a variety of film contexts</p> <p><i>Lesson 2:</i> To identify and understand some composing techniques in film music</p> <p><i>Lesson 3:</i> To use graphic scores to interpret different emotions in film music</p> <p><i>Lesson 4:</i> To create and notate musical ideas and relate them to film music</p> <p><i>Lesson 5:</i> To play a sequence of musical ideas to convey emotion</p>
<p>Musical Stories:</p> <p><i>Lesson 1:</i> To listen to the lyrics and melody: “Teddy Bear’s Picnic” by John Walter Bratton and Jimmy Kennedy and recall part of the story. To move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece. To talk about how a piece of music makes you feel</p>	<p>Timbre and Rhythmic Patterns (Theme: Fairytales)</p> <p><i>Lesson 1:</i> To use voices expressively to speak and chant well-known phrases from fairy tales.</p> <p><i>Lesson 2:</i> To select suitable instrumental sounds to represent a character in a fairy tale.</p> <p><i>Lesson 3:</i> To compose and play a rhythm.</p>	<p>Dynamics, timbre, tempo and motifs (Theme: Space)</p> <p><i>Lesson 1:</i> To create a simple soundscape for effect.</p> <p><i>Lesson 2:</i> To listen for and recognise some basic elements of music.</p> <p><i>Lesson 3:</i> To compare two pieces of music by Gustav Holst.</p> <p><i>Lesson 4:</i> To create a musical motif to represent a planet.</p>	<p>Pentatonic melodies and composition:</p> <p><i>Lesson 1:</i> To learn about the music used to celebrate festivals.</p> <p><i>Lesson 2:</i> To play a pentatonic melody on a tuned percussion instrument.</p> <p><i>Lesson 3:</i> To write and perform a pentatonic melody.</p>	<p>Compositions and Colour:</p> <p><i>Lesson 1:</i> To understand that music can be represented with colours</p> <p><i>Lesson 2:</i> To represent a piece of music as a graphic score</p> <p><i>Lesson 3:</i> To create a vocal composition based on a picture</p> <p><i>Lesson 4:</i> To create a piece of music inspired by a single colour</p>	<p>Theme and Variations (Theme: Pop Art):</p> <p><i>Lesson 1:</i> To explore the musical concept of theme and variations</p> <p><i>Lesson 2:</i> To compare and contrast different variations in the piece ‘The Young Person’s Guide to the Orchestra’</p> <p><i>Lesson 3:</i> To use complex rhythms to be able to perform a theme</p>

<p><i>Lesson 2:</i> To use actions to retell a story to music To sing and perform a group song</p> <p><i>Lesson 3:</i> To learn how instruments can represent a certain mood, character or action To experiment with the sounds of different instruments</p> <p><i>Lesson 4:</i> To create a musical story based upon a familiar routine To use instruments to represent moods or actions To play an instrument as part of a group story</p> <p><i>Lesson 5:</i> To create a musical story based upon a familiar routine To use movement to express moods or actions within a musical story To play an instrument as part of a musical story and perform as a group</p>	<p><i>Lesson 4:</i> To recognise how timbre is used to represent characters in a piece of music.</p> <p><i>Lesson 5:</i> To keep the pulse using untuned instruments.</p>	<p><i>Lesson 5:</i> To create short sequences of sound and perform with accuracy.</p>	<p><i>Lesson 4:</i> To perform a group composition.</p> <p><i>Lesson 5:</i> To perform a piece of music as a group.</p>	<p><i>Lesson 5:</i> To work as a group to perform a piece of music</p>	<p><i>Lesson 4:</i> To play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time</p> <p><i>Lesson 5:</i> To use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.</p>
<p>Transport:</p> <p><i>Lesson 1:</i> To explore creating sound effects.</p> <p><i>Lesson 2:</i> To explore making sounds at different speeds.</p> <p><i>Lesson 3:</i> To explore moving to different tempos.</p> <p><i>Lesson 4:</i> To interpret symbols to show a change in speed.</p> <p><i>Lesson 5:</i> To interpret a simple score to show tempo changes.</p>	<p>Pitch and Tempo (Theme: Superheroes):</p> <p><i>Lesson 1:</i> To understand the concept of pitch using audio clips, instruments and voices.</p> <p><i>Lesson 2:</i> To create a pattern using two pitches.</p> <p><i>Lesson 3:</i> To understand the concept of tempo using audio clips and instruments.</p> <p><i>Lesson 4:</i> To create a superhero theme tune using changes in tempo and pitch.</p> <p><i>Lesson 5:</i> To perform a piece of superhero music using previous learning.</p>	<p>British Seaside Sounds:</p> <p><i>Lesson 1:</i> To learn about the British Isles through folk music and use music to create seaside sounds.</p> <p><i>Lesson 2:</i> To identify sounds specific for the countryside and create a related soundscape.</p> <p><i>Lesson 3:</i> To engage with city themes through song, soundscape creation, and music analysis.</p> <p><i>Lesson 4:</i> To create and perform music compositions inspired by the seaside, countryside, or city.</p> <p><i>Lesson 5:</i> To compose and perform a musical piece representing a journey through Britain.</p>	<p>Jazz:</p> <p><i>Lesson 1:</i> To sing and clap a syncopated rhythm</p> <p><i>Lesson 2:</i> To improvise a call and response.</p> <p><i>Lesson 3:</i> To be able to sing using the call and response format.</p> <p><i>Lesson 4:</i> To create a jazz motif.</p> <p><i>Lesson 5:</i> To adapt a familiar tune using jazz rhythms.</p>	<p>Looping and Remixing:</p> <p><i>Lesson 1:</i> To be able to play a simple looped rhythm from notation</p> <p><i>Lesson 2:</i> To create a piece of music using pre-written loops</p> <p><i>Lesson 3:</i> To be able to play a melody line accurately and fluently</p> <p><i>Lesson 4:</i> To select a section of a tune and perform it as a loop</p> <p><i>Lesson 5:</i> To combine loops to create a remix</p>	<p>Composing and Performing a Leaver's Song:</p> <p><i>Lesson 1:</i> To listen to and describe music</p> <p><i>Lesson 2:</i> To write lyrics for a song</p> <p><i>Lesson 3:</i> To organise lyrics into a song structure</p> <p><i>Lesson 4:</i> To use vocal improvisation and known melodies against a backing track</p> <p><i>Lesson 5:</i> To compose a verse melody</p>
<p>Big Band:</p> <p><i>Lesson 1:</i> To discuss what makes a musical instrument</p>	<p>Vocal and Body Sounds (Theme: By the Sea):</p> <p><i>Lesson 1:</i> To understand that music can be used to represent an environment.</p>	<p>Myths and Legends:</p> <p><i>Lesson 1:</i> To create a rhythm based on a phrase from a story.</p>	<p>Instruments and improvisation):</p> <p><i>Lesson 1:</i> To form an opinion of music.</p>	<p>Musical Scenes:</p> <p><i>Lesson 1:</i> To understand the history of musicals</p>	<p>Baroque:</p> <p><i>Lesson 1:</i> To understand the importance of Monteverdi in the history of opera.</p>

<p>To use recyclable materials to create a simple representation of a musical instrument</p> <p><i>Lesson 2:</i> To learn what an orchestra is To learn about the four different groups of musical instruments</p> <p><i>Lesson 3:</i> To copy and follow a beat To follow a beat using an untuned instrument</p> <p><i>Lesson 4:</i> To experiment with playing tuned and untuned instruments To play in time to familiar songs</p> <p><i>Lesson 5:</i> To choose appropriate instruments to represent different parts of a song. To perform a practised song to a small audience.</p>	<p><i>Lesson 2:</i> To understand how music can represent changes in an environment.</p> <p><i>Lesson 3:</i> To select instruments that match seaside sounds.</p> <p><i>Lesson 4:</i> To recognise and use dynamics and tempo.</p> <p><i>Lesson 5:</i> To write music down and perform from a graphic score.</p>	<p><i>Lesson 2:</i> To show structure on a graphic score.</p> <p><i>Lesson 3:</i> To write a graphic score to show texture.</p> <p><i>Lesson 4:</i> To compose a piece of music with a given structure.</p> <p><i>Lesson 5:</i> To perform a group composition.</p>	<p><i>Lesson 2:</i> To be able to improvise using given notes.</p> <p><i>Lesson 3:</i> To be able to improvise using given notes.</p> <p><i>Lesson 4:</i> To create a piece of music</p> <p><i>Lesson 5:</i> To perform a piece of music using musical notation.</p>	<p><i>Lesson 2:</i> To identify character songs and action songs</p> <p><i>Lesson 3:</i> To create a musical scene</p> <p><i>Lesson 4:</i> To rehearse a musical scene</p> <p><i>Lesson 5:</i> To perform a musical scene</p>	<p><i>Lesson 2:</i> To read and play a canon from staff notation.</p> <p><i>Lesson 3:</i> To demonstrate an understanding of Baroque music features when composing.</p> <p><i>Lesson 4:</i> To combine knowledge of staff notation and aural awareness to play a fugue.</p> <p><i>Lesson 5:</i> To apply their understanding of fugue structure when performing with others.</p>
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