Key Stage 1	Focus	Year 1	Year 2
Pupils should learn to -			
Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Performing	1 – 2 - 3 4 5 - Telling Stories 6 - Robots	Musical Me Christmas (The Nutcracker) The Sea Animals (Carnival of the Animals) Australia Seaside
Play tuned and untuned instruments musically.	Performing		The Sea Animals (Carnival of the Animals) Australia Seaside
Listen with concentration and understanding to a range of high-quality live and recorded music.	Listening		Christmas (The Nutcracker) The Sea Animals (Carnival of the Animals) Australia Seaside
Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Composing		Musical Me The Sea Animals (Carnival of the Animals) Australia Seaside

Key Stage 2	Focus	Year 3	Year 4	Year 5	Year 6
Pupils should learn to -					
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	Performing	1-Stone Age (Rock and Roll) 2- Christmas 3-Africa/Djembes 4- Egypt 5- Soundscapes 6- Graphic Scores and Rhythm Grids	1-Romans 2- Christmas 3- Indian Ragas 4- Sound/Djembes 5- Recorders 6 - Recorders	1- Ancient Greeks 2- Christmas 3 - Anglo Saxons 4- Japan 5- Minimalism 6 - Fanfares	1 - WW2 2 -Christmas 3 -Vikings 4 - Mambo 5 -Samba 6 – Leavers' Musical Theatre - Matilda
Improvise and compose music for a range of purposes using the inter-related dimensions of music.	Composing	Stone Age Africa Egypt	Romans Indian Ragas	Ancient Greeks Anglos Saxons Minimalsim	Samba
Listen with attention to detail and recall sounds with increasing aural memory.	Listening	All	All	All	All
Use and understand staff and other musical notations	Composing Performing	Stone Age Africa/Djembes Egypt Soundscapes	Romans Christmas Indian Ragas Djembes Recorders	Ancient Greeks Anglo Saxons Japan Minimalism	WW2 Vikings Mambo Samba Leavers'
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	Listening History	All	All	All	All
Develop an understanding of the history of music.	Listening History	All	All	All	All

Year 2	Musical Me	Christmas	The Sea	Animals	Australia	Seaside
	Learn to sing and play London's Burning, using	**(The Nutcracker)** Listen to and recount the Nutcracker story.		Inspired by Carnival of the Animals, children use	Children learn about	Taking inspiration from the British Isles,

	tuned percussion; adding sound effects, experimenting with timbre and dynamics and using simple letter notation/graphic scores to write a melody.	Listen to/watch sections of the ballet. Move in time to the music recognising pulse/tempo/ rhythm. Learn and perform Christmas songs.		instruments to represent animals, copy rhythms, read simple notation. Learn traditional African call and response songs, and create their own call and response rhythms.	traditional Australian songs and Aboriginal music and instruments. Create a simple piece to accompany a traditional story using tuned and untuned percussion.	children compose soundscapes to represent the contrasting landscapes of the UK on a journey to the seaside.
Curriculum Map	Singing and playing untuned instruments at the same time. Playing a simple melody from letter notation. Repeating a melody by ear. Choosing appropriate dynamics and timbre for a piece of music.	Performing a story using vocal and instrumental sound effects. Recognising timbre changes. Improvising vocal sound effects for a story. Creating a tune to describe a character. Singing together and participating in a performance to an audience.		Recognising playing a short rhythm from simple notation. Suggesting improvements to their work. Relating music to feelings. Creating short sequences of sound on a given idea.	Performing traditional folk songs with voices and instruments. Creating an Australian inspired composition using drone. Consider how music has developed differently in other parts of the world.	Singing with confidence and expression. Using musical vocabulary to describe the music they hear. Creating and making improvements to a soundscape.
Cross Curricular Links	History	Literacy RS		Science	Literacy	Geography

Year 3	**Stone Age** **(Rock and Roll)**	**Christmas** **(The Nutcracker)**	**Djembes** Learn and perform traditional	**Egyptians** Learn to	**Soundscapes**	

	Children learn about the significance of dancing within the evolution of music and learn to play a walking bass line, which is characteristic of this genre of music.	Listen to and recount the Nutcracker story. Listen to/watch sections of the ballet. Move in time to the music recognising pulse/tempo/ rhythm. Learn and perform Christmas songs.	African songs, playing the accompanying chords using tuned percussion and play the djembes.	identify the pitch and rhythm of written notes and then experiment with notating their own compositions using Hieroglyphs, as well as standard staff notation.		
Curriculum Map	Performing a walking bass Line. Singing in time and in tune. Recognising the features of rock and roll music. Identifying the links between this and other genres of music.	Performing a story using vocal and instrumental sound effects. Recognising timbre changes. Improvising vocal sound effects for a story. Creating a tune to describe a character. Singing together and participating in a performance to an audience.	Singing traditional African songs. Playing chord progressions on tuned percussion. Recognising the stylistic features of African music. Composing an eight-beat rhythmic break. Learning how music has evolved in different traditions.	Performing accurately from graphic notation using voices and instruments. Identifying how the key features of music are written down, by following a score whilst listening. Creating a sound story using voices and instruments, and notate it using Hieroglyphs.		
Cross Curricular Links	History	Literacy RS	Geography	History		

Year 4	**Romans** Using ostinato and introducing the concept of motifs, create a piece to represent a Roman scene chosen by the children e.g battle, chariot race, gladiators etc.	**Christmas** **(The Nutcracker)** Listen to and recount the Nutcracker story. Listen to/watch sections of the ballet. Move in time to the music recognising pulse/tempo/ rhythm. Learn and perform Christmas songs.	**Indian Ragas** Children learn about traditional music from India and to play and create ragas. Create simple accompaniments on tuned and untuned percussion. Create an accompaniment to the story of Rama and Sita.	**Djembes** Learn and perform traditional African songs, playing the accompanying chords using tuned percussion. Learn a Congo on the Djembe drums.	**China** Listen to the story of Chinese New Year. Watch dragon dances. Revise key musical terminology, play and create pentatonic melodies compose a piece of music as a group using layered melodies.	**Recorders** Introduction to playing a tuned wind instrument
Curriculum Map	Playing melody parts on tuned instruments with accuracy and control, with developing vocal technique Recognising the use and	Performing a story using vocal and instrumental sound effects. Recognising timbre changes. Improvising vocal sound effects for a story. Creating a tune to	Performing traditional songs with voices and instruments and using staff notation. Consider how music developed differently in	Singing a traditional African songs. Learning the Congo. Composing a twelve beat rhythmic break. Learning how music has evolved	Playing a pentatonic melody from letter notation. Maintaining a part during a group performance. Discussing the features of	Children will learn how to play simple tunes using notes B,A,G (possibly E), using staff notation. Playing together in time. Controlling sound. Listening.

	development of motifs in music Creating a motif-based composition and notating.	describe a character. Singing together and participating in a performance to an audience.	other parts of the world.	in different traditions	Chinese music using musical vocabulary. Combining three pentatonic melodies with untuned percussion to create a group composition.	
Cross Curricular Links	History	Literacy RS	Geography	Geography	Geography History	

Year 5	**Ancient Greeks**	**Christmas** **(The Nutcracker)** Listen to and recount the Nutcracker story. Listen to/watch sections of the ballet. Move in time to the music recognising pulse/tempo/ rhythm. Learn and perform Christmas songs.	**Anglo Saxons**	**Japan** Children learn about the Japanese festival of Hanami which celebrates spring. Create sound effects and music to represent the falling cherry Blossoms. Learn Sakura song.	**Djembes** Learn and perform traditional African songs, playing the accompanying chords using tuned percussion. Learn Jongo on the Djembe drums.	**Musical Theatre - Oliver!** Children begin to learn how singing, acting and dancing can be combined to give an overall performance to tell a story. Create their own scene from a musical.
Curriculum Map		Performing a story using vocal and instrumental sound effects. Recognising timbre changes. Improvising vocal sound effects for a story. Creating a tune to describe a character. Singing together and participating in a performance to an audience.		Explore timbre using voices expressively. Recognising, naming and explaining the function of the interrelated dimensions of music. Creating and performing a group composition within a given structure using both	Singing traditional African songs. Recognising the stylistic features of African music. Composing an twelve -beat rhythmic break. Learning how music has evolved in different traditions.	Participating in a group performance which tells a story. Identify the features of songs from musical theatre.

				melodic and rhythmic instruments.		
Cross Curricular Links	History	Literacy RS	History	Geography	History	Geography

Year 6	**Film Music/ WW2** Learn about music and songs from the WW2 period. Consider the importance of music for maintaining morale. Pupils learn about the importance of music in film before composing their own motif/theme to represent a character.	**Christmas (The Nutcracker)** Listen to and recount the Nutcracker story. Listen to/watch sections of the ballet. Move in time to the music recognising pulse/tempo/ rhythm. Learn and perform Christmas songs.	**Vikings** Developing singing skills whilst learning to recognise staff notation.	**Mambo**	**Samba** Learn about instruments traditionally found in a Samba band. Learn about syncopated rhythms and how to compose a samba break.	**Musical Theatre** Children continue to learn how singing, acting and dancing can be combined to give an overall performance to tell a story. Learn how the genre has changed over time before creating their own scene from a musical to perform as a flash mob in their Leavers' Assembly.
Curriculum Map	Playing melodies on tuned instruments incorporating appropriate use of tempo and dynamics and experimenting using tuned and untuned instruments. Participate in a group performance which reflects the	Performing a story using vocal and instrumental sound effects. Recognising timbre changes. Improvising vocal sound effects for a story. Creating a tune to describe a character. Singing together and participating in	Singing songs with accuracy and control and developing vocal technique. Discussing the features of battle songs using musical vocabulary. Creating a battle song with voices and untuned percussion.		Playing syncopated rhythms with accuracy, control and fluency. Recognising the stylistic features of Samba music. Composing a rhythmic Break. Learning about the origin of Samba music.	Participating in a group performance which tells a story. Identify the features of songs from musical theatre. Composing an original piece or using familiar songs to tell a story. Understanding what musical

	feelings of a child during WW2. Identify the features of songs from the period. Composing an original piece or learnt songs to tell a story. Understand what popular music looked and sounded like across decades.	a performance to an audience.				theatre looked and sounded like across decades.
Cross Curricular Links	Literacy/Drama	Literacy RS	History	Geography	History	English/Drama/PE