

EYFS	Autumn		Spring		Summer	
Unit Title	Robots	Pitch	Tempo	Dynamics	Duration	I can Compose
Outcome	The children will explore and perform songs about robots and will create their own robot pieces and perform them on classroom percussion.	The children will explore hearing and performing high and low sounds through games, songs and activities.	The children will explore hearing and performing fast and slow sounds through games, songs and activities	The children will explore hearing and performing loud and quiet sounds through games, songs and activities	The children will explore hearing and performing long and short sounds through games, songs and activities	The children will compose using all of the elements they have explored across the year. They will explore different ways to compose using a range of methods and instruments.
Skills	Listening, performing, composing,	Listening skills Beginning to compose. Leading the class at different points	Listening skills Creating fast and slow sounds	Listening skills Creating loud and quiet sounds	Listening skills Creating long and short sounds	Composition Performance Listening & Appraising (review one another's performances)
Key Vocabulary	Listen, sign, compose/composition	Pitch, high sound, low sound	Tempo, fast sounds, slow sounds	Volume, loud, quiet,	Long sound, short sound,	Use language from across the year: Pitch, tempo, volume, duration, long, short,
Instruments	Classroom percussion	Classroom percussion	Classroom percussion	Classroom percussion	Classroom percussion	Classroom percussion
Links to curriculum						
Assessment Criteria						
Listen & Appraise	I can listen to and comment on different songs	I can recognise high and low sounds. I can recognise changes in pitch.	I can recognise fast and slow sounds. I can recognise changes in tempo.	I can recognise loud and quiet sounds. I can recognise changes in dynamic.	I can recognise long and short sounds. I can recognise changes in duration of sound.	I can listen to and comment on the performances of others
Compose	I can create a composition using pictorial prompts	I can create simple patterns of high and low sounds	I can create simple patterns of fast and slow sounds	I can create simple patterns of loud and quiet sounds	I can create simple patterns of long and short sounds	I can compose using different musical elements.
Perform	I can perform as part of the class group	I can play simple patterns of high and low sounds.	I can play simple patterns of fast and slow sounds.	I can play simple patterns of loud and quiet sounds.	I can play simple patterns of long and short sounds.	I can perform in a group

Year 1	Autumn		Spring		Summer	
Unit Title	Body Percussion	Hands, Feet, Heart	Glockenspiel	Carnival of the Animals	Finlandia	The Enormous Turnip
Outcome	The children will explore the making of music and sound using parts of their body. They will begin to learn basic western notation and experience an alternative notation system through musicogramas	The children will fluently perform 'Hands, Feet, Heart' with expression, listen and comment on related songs. They will have opportunities to improve and compose	The children will recall and perform a variety of songs with expression on the glockenspiel from both and score, listen and comment on musical elements. They will learn and use musical language appropriate to the task.	The children will study Saint-Saens Carnival of the Animals and discuss how different sounds are used to represent the characteristics of each animal. The children will compose on percussion instruments and perform as part of an ensemble. The children will evaluate and comment on their own performance and that of others, learn musical language appropriate to the task.	The children will explore the work Finlandia by Jean Sibelius and learn about instruments of the orchestra. They will listen to a new piece of music, explore loud and quiet sounds, make sounds on their body, sing in different languages, hear music from another country, move to a pulse and to music, play classroom instruments	The children will select sounds and elements of music to represent characters and use layering to compose on percussion instruments and perform as part of an ensemble. The children will evaluate and comment on their own performance and that of others, learn musical language appropriate to the task.
Skills	Performance, listening, Maintain the pulse, beginning to read notations	Listen, appraise, perform, compose and improvise	Reading western notation, Performance	Listening & Appraising, Performing as a group, Evaluate and comment on one another's performances	Compose their own (storm) piece of music Listen, Appraise,	Connect sounds with descriptions. Choose musical elements to describe a character. Control of classroom percussion. Perform as an ensemble
Key Vocabulary	Pulse, crotchet, quaver, crotchet rest, beat	Improvise, compose,	Pulse, crotchet, quaver, crotchet rest, pitch	Composer, Camille Saint-Saens, instrument names (from other musical pieces) Pitch dynamics tempo	Composer, Jean Sibelius,	Names of classroom percussion instruments, dynamics, pitch, tempo
Instruments	N/A	Glockenspiels	Glockenspiels	Classroom percussion instruments	Classroom percussion instruments	Classroom percussion instruments
Links to curriculum				Linked to Science: Animals	Linked to Weather- the music contains a storm, children will compose their own storm piece.	
Cultural Capital		Links to South Africa, Nelson Mandela, different languages and instruments from	Links to German instrument and words	Links to French composer- Camille Saint-Saens First experience of classical/orchestral music	Learn about how Finland used to be ruled by Russia and composer wrote music to encourage and inspire his people.	
Assessment Criteria						
Listen & Appraise	I can listen to different music and give an opinion.	I can listen to music from other cultures and give an opinion I can identify instruments playing	I can listen to the performances of others and give an opinion.	I can listen to pieces from carnival of the animals and comment on how they describe a character	I can listen to a longer piece and give an opinion	I can listen to the performances of others and give feedback and ideas for improvement
Compose	I can create simple rhythms using a rhythm grid	I can compose on glockenspiel within a limited framework of notes/rhythms	I can improvise a simple solo within a limited framework of notes.	I can create music for a given animal using musical elements to describe its' character or movements.	I can create a longer composition with simultaneous parts as part of a small group using pictorial prompts.	I can create a composition to describe a character as part of a class and with more independence in a small group.
Perform	I can respond to indications of when to perform and stop	I can perform with a backing track on Glockenspiel. I can sing/sign a song with the class	I can perform on the Glockenspiel with accuracy.	I can perform as part of a small group.	I can perform my composition in front of an audience.	I can perform a longer composition with focus.

Year 2	Autumn		Spring		Summer	
Unit Title	Blackbird	Musical Passport	Holst: Mars	Classroom Jazz	Florence Price	Recorders
Outcome	The children will fluently perform 'Blackbird' with accuracy, recognise tempo and instruments in related songs, develop an understanding of this piece within the history of British music, improvise and compose on unpitched percussion and glockenspiels with dynamics.	The children will explore music from around the world through listening and performing. They will learn and use musical language appropriate to the music studied and the tasks set.	The Children will explore 'Mars' from The Planets Suite by Gustav Holst and learn about instruments of the orchestra. They will explore spiky and smooth in the context of music, learn a new song and sing it in different styles, write new lyrics to a familiar tune about all the things you might find on your way to Mars! Play some classroom instruments	The children will fluently perform a range of jazz style songs with expression, control and accuracy, listen with attention to detail recognise tempo, dynamics and instruments in contrasting songs, compose on pitched percussion with dynamics. Learn simple staff notation. They will learn and use musical language appropriate to the task.	The children will study a work by Florence B Price and explore the cultural influences in her work. They will listen and reflect on a piece of orchestral music, create their own piece of music using instruments and voice, perform as an ensemble, learn musical language appropriate to the task	The children will continue to explore simple western notation and begin to explore accurate performance on the recorder. They will have opportunities to perform as part of an ensemble with a sense of pulse as focus and develop listening skills, and to appraise and feedback on each others' performances. They will create simple compositions to perform on the recorder.
Skills	Performing, listening, composition and simple improvisation. Singing/signing	Broader Listening and performing music from other cultures as part of an ensemble	Listening performing and composing with pictorial prompts.	Performing as part of an ensemble and improvising	Performing, listening and composing. Using body percussion, chanting rhythms.	Performing and listening. Appraising the performances of others.
Key Vocabulary	Glockenspiel Words associated with the structure of the song.	Words associated with music studied including the name of the music (gamelan, Raga, Samba) and the names of the instruments involved	Gustav Holst, names of instrument families and orchestral instruments.	Words associated with a jazz performance (head, improvisation, middle 8) Names of instruments heard in listening activities. Names of note values	Florence Price Trailblazer Body Percussion names of instrument families and orchestral instruments.	Names of note values Names of parts of the instrument Stave Treble clef
Instruments	Glockenspiel	Classroom Percussion and glockenspiel	Classroom Percussion	Glockenspiel	Classroom Percussion and glockenspiel.	Recorders
Links to curriculum	Links to Local history study: Beatles		Spanish: space and planets		Significant individuals of the past.	In support of year 3 whole class ensemble brass.
Cultural Capital	Links to civil rights movement/ protest songs.	Links to music from other cultures their context and uses within that culture.	Orchestral music and it's importance in the past.	Some discussion of the development of jazz	First Black Female composer to have her work performed by a major orchestra. Links to African heritage through rhythms and body percussion.	Understanding of western notation.
Assessment Criteria						
Listen & Appraise	I can listen to different music and give an opinion and identify instruments heard	I can listen to music from different cultures and give an opinion. I can listen to the performances of others and give an opinion and offer feedback for improvement.	I can listen to a longer piece. I can identify some instruments of the orchestra and the family they belong to.	I can listen to music from a different genre and give an opinion. I can comment on the performances of others I can identify instruments playing in jazz pieces.	I can listen to a longer piece. I can identify some instruments of the orchestra and the family they belong to. I can give an opinion on the music I hear.	I can listen to the performances of others and give an opinion and offer feedback for improvement.
Compose	I can compose a simple melody on Glockenspiel within a limited framework of notes.		I can compose a longer piece using pictorial prompts and layering.	I can improvise a solo within a limited framework of notes	I can compose with more independence as part of a group using rhythms from the piece studied. (less teacher support in creative practice)	I can create simple compositions using a rhythm grid as well as standard western notation
Perform	I can perform as part of the class with a sense of pulse.	I can perform as part of a class and in a small group I can use a variety of instruments	I can perform as part of a small group in front of an audience.	I can perform longer pieces and improvise with a backing track as part of an ensemble and as a soloist.	I can perform in front of an audience.	I can perform with accuracy on the recorder as part of the class and as a soloist. I can perform with a sense of pulse

Year 3	Autumn	Spring	Summer
Unit Title	Whole Class Brass		

	The children will learn to play brass instruments, read notation, improvise and compose using their instruments and voices. They will explore ensemble skills and listening practice while developing their individual knowledge as practical musicians.		
Outcome	Holding instrument reading and playing first 5 notes. More complicated rhythm reading note 6	Improvisation, notes below the stave Longer pieces and more solo work	Composition Longer pieces and ensemble skills
Skills	Reading simple western notation, listening and giving an opinion on recorded music, Performing on brass instruments as a class.	Reading simple western notation, listening and giving an opinion on recorded music and the performances of others, Performing on brass instruments in a group and as a soloist. Improvisation.	Reading simple western notation, listening and giving an opinion on recorded music and the performances of others, Performing on brass instruments in a group and as a soloist.
Key Vocabulary	Names of brass instruments, names of parts of the instrument, note values. Rhythm, Pitch, Tempo.	Reinforcing vocabulary as before with the addition of soloist, improvisation, syncopation.	Reinforcing vocabulary as before.
Instruments	Trumpets and Cornets		
Cultural Capital	An understanding of the brass family, basic western notation, some discussion of the development of the brass family.		

Listen & Appraise	I can identify performed rhythms I can listen to and give an opinion on recorded examples of brass music	I can identify performed rhythms I can listen to and give an opinion on recorded examples of brass music and the performances of my peers.	I can identify performed rhythms I can listen to and give an opinion on recorded examples of brass music and the performances of my peers.
Compose		I can improvise a solo on my instrument within a limited given frame work of notes	I can create a simple composition using a composition grid and western notation
Perform	I can verbally perform written rhythms I can play the first 5 notes I can perform simple written rhythms	I can perform as a soloist and in a group I can play notes below the stave I can play longer pieces with focus	I can play with increasing accuracy and sense of pulse I can perform longer pieces and maintain focus I can perform as a group with sensitivity as well as a soloist.

Year 4	Autumn	Spring	Summer
Unit Title	Whole Class Brass		
	The children will continue learn to play brass instruments, read notation, improvise and compose using their instruments and voices. They will explore ensemble skills, part playing and listening practice while developing their individual knowledge as practical musicians.		
Outcome	Recap Holding instrument reading and playing first 6 notes. Notes to the octave Articulation (slurs and staccato)	Longer pieces, improvising within a broader framework, ensemble playing in parts More advanced rhythms (dotted, triplets)	Composition within a broader framework Part playing and maintaining an independent part within an ensemble Performing with dynamics
Skills	Reading simple western notation, listening and giving an opinion on recorded music, Performing on brass instruments as a class and as a soloist.	Reading simple western notation, listening and giving an opinion on recorded music and the performances of others, Performing on brass instruments in a group and as a soloist. Improvisation.	Reading simple western notation, listening and giving an opinion on recorded music and the performances of others, Performing on brass instruments in a group and as a soloist. Performing an independent part.
Key Vocabulary	Names of brass instruments, names of parts of the instrument, note values. Rhythm, Pitch, Tempo slur legato staccato	Reinforcing vocabulary as before with the addition of soloist, improvisation, dotted rhythms, triplets	Reinforcing vocabulary as before. Forte piano crescendo diminuendo
Instruments	Trumpets and Cornets		
Cultural Capital	An understanding of the brass family, basic western notation, some discussion of the development of the brass family and the types of music associated with brass instruments.		

Listen & Appraise	I can identify performed rhythms I can listen to and give an opinion on recorded examples of brass music	I can identify performed rhythms I can listen to and give an opinion on recorded examples of brass music and the performances of my peers.	I can identify performed rhythms I can listen to and give an opinion on recorded examples of brass music and the performances of my peers.
Compose		I can improvise a solo on my instrument within a given frame work of notes	I can create a simple composition using a composition grid and western notation
Perform	I can verbally perform written rhythms I can play a full octave of notes I can play with different articulation I can perform simple written rhythms	I can perform as a soloist and in a group I can play notes below the stave I can play longer pieces with focus	I can play with increasing accuracy and sense of pulse I can perform as a group with sensitivity as well as a soloist. I can use dynamics I can maintain an independent part

Year 5						
Unit Title	Happy	Graphic Score	Minimalism	Whole Class Ukulele		
Outcome	The children will fluently perform 'Happy' with expression, listen and comment on related songs. They will have opportunities to improvise and compose their own short melodies.	The children will explore the alternative notation system of graphic score. They will interpret and perform from a graphic score and will create a score for a given piece and discuss the use of symbols in other composer's work. They will learn musical language appropriate to the task.	The children will explore the minimalist genre through listening and composing. They will develop an understanding of the devices used in this genre composition and reproduce them in compositions of their own on Glockenspiel and percussion. They will develop an understanding of this music's place in history and influences and learn musical language appropriate to the task.	The children will learn to play ukulele, read notation, improvise and compose using their instruments and voices. They will explore ensemble skills and listening practice while developing their individual knowledge as practical musicians.		
Skills	Singing/signing the song Performing as part of the group Improvisation and composition on glockenspiel	Interpreting an alternative notation system. Composing, listening and appraising performing as part of a group.	Composing using minimalist devices Manipulating an original cell to create minimalist composition Rehearsing and Performing compositions as part of a group,	Performing on ukulele, reading pitch and rhythm notation, maintaining a pulse. Performing as part of the class or small groups.	Performing on ukulele, reading pitch and rhythm notation, (addition of new time signatures and more complex rhythms) maintaining a pulse. Performing as part of the class or small groups or as a soloist. Improvisation within a limited framework.	Performing on ukulele, reading pitch and rhythm notation, maintaining a pulse, performing with dynamics. Performing as part of the class or small groups or as a soloist. Composition using notation within a limited framework.
Key Vocabulary	Words associated with song structure (verse Chorus etc) Names of instruments Improvisation Dynamics Tempo	Graphic score Dynamics Pitch Tempo Texture	Retrograde, augmentation, diminution, inversion minimalism. Steve Reich.	Names of note values, stave, treble clef Names of parts of the instrument. Neck, strings (pitch names) tuning pegs	Reinforcing previous key vocabulary plus improvisation.	Reinforcing previous key vocabulary
Instruments	Glockenspiel					
Links to curriculum						
Cultural Capital	Broader listening to multiple genres	Experience of an alternative notation system	Exploring contemporary composers	Songs from Hawaii		
Assessment Criteria						

Listen & Appraise	I can comment on recorded music and give opinions. I can identify instruments playing in recorded music I can identify changes in dynamic and tempo	I can comment on the relationship between the sound heard and the image in a graphic score. I can comment on the performances of others and myself and offer feedback	I can comment on recorded music and give opinions. I can identify instruments playing in recorded music	I can listen to recordings and comment on the instruments used and features of the performance. I can listen to the performance of other groups and give feedback and suggest improvements. I can listen to and comment on my own performance
Compose	I can compose a short motif on Glockenspiel I can improvise within a framework of notes	I can create a composition using ostinato.	I can create a short composition utilising minimalist composition devices.	I can improvise a solo within a given framework of notes I can create a simple composition using a composition grid and western notation
Perform	I can sing/sign a song accurately and with a sense of pulse. I can perform an improvisation in time with a backing track I can perform a short motif on glockenspiel in time with a backing track	I can perform a composition by following and interpreting a graphic score. I can maintain a pulse as part of an ensemble I can alter dynamics, pitch, and tempo during my performance in reference to a graphic score	I can maintain a pulse as part of an ensemble I can perform longer pieces and maintain my focus I can	I can perform as part of an ensemble or alone I can perform in time with the group and a backing track I can perform with sensitivity and accuracy I can perform using dynamics I can perform longer pieces and maintain focus.

Year 6	Autumn		Spring		Summer	
Unit Title	Body Percussion	Elgar: Enigma Variations	Blues	Whole Class Guitar		
Outcome	The children will explore the making of music and sounds using parts of their body. They will begin to learn basic western notation and experience a alternative notation system through musicogramas. They will explore composition using body percussion through rhythm grids, notation and ostinato.	The children will listen and reflect on a piece of orchestral music, learn to play a tune and compose pieces inspired by Elgar. Perform as an ensemble using simple staff notation. Learn musical language appropriate to the task.	The children will learn about the conventions and cultural significance of blues music. They will explore its' origins and influences and create blues performances of their own following the conventions of a 12-bar blues. They will learn musical language appropriate to the task	The children will learn to play guitar, read notation, improvise and compose using their instruments and voices. They will explore ensemble skills and listening practice while developing their individual knowledge as practical musicians.		
Skills	Performance, listening, Maintain the pulse, reading basic notation, composition	Listening to longer works with attention to detail and focus. Composing rehearsing and performing as part of a small group	Listening to Blues music and identifying instruments and offering opinions. Composing, rehearsing and performing as part of a small group.	Performing on guitar, reading basic pitch and rhythm notation, maintaining a pulse. Performing as part of the class or small groups.	Performing on guitar, reading basic pitch and rhythm notation, maintaining a pulse. Performing as part of the class or small groups or as a soloist. Improvisation within a limited framework.	Performing on guitar, reading basic pitch and rhythm notation, maintaining a pulse, performing with dynamics. Performing as part of the class or small groups or as a soloist. Composition using notation within a limited framework.
Key Vocabulary	Names of note values Percussion Ostinato	Edward Elgar, Names of orchestral instruments and families.	Names of note values 12 bar blues, improvisation, blues scale.	Names of note values, stave, treble clef Names of parts of the instrument. Neck, strings (pitch names) tuning pegs	Reinforcing previous key vocabulary plus improvisation.	Reinforcing previous key vocabulary plus words associated with dynamics and dynamic change.
Instruments		Classroom Percussion and Glockenspiels	Glockenspiels	Guitar		
Links to curriculum			Comparison study with north America?	Some pieces will reference other areas of study eg Summer 2 we will focus on Female composers and artists in our study.		
Cultural Capital		Historical British composer.	Some discussion of the development of the Blues in America and its' roots in the slave trade.	An understanding of the string family, basic western notation, some discussion of the development of the guitar and the types of music associated with it.		

Assessment Criteria				
Listen & Appraise	I can listen to recorded performances and the performances of my peers and offer opinions, feedback and suggest improvements.	I can listen to longer works with focus and attention I can identify the instruments playing or the families they belong to I can listen to other groups performances and offer feedback.	I can listen to blues recordings and comment on the instruments used and features of the performance. I can listen to the performance of other groups and give feedback and suggest improvements.	I can listen to recordings and comment on the instruments used and features of the performance. I can listen to the performance of other groups and give feedback and suggest improvements. I can listen to and comment on my own performance
Compose	I can create a body percussion performance using a rhythm grid and notation	I can compose with more independence as part of a small group. I can plan my composition and performance I can create a piece of descriptive (programme) music.	I can improvise a solo using the blues scale I can create a blues song as part of a group	I can improvise a solo within a given framework of notes I can create a simple composition using a composition grid and western notation
Perform	I can maintain the pulse in a performance I can use different body percussion sounds in one performance. I can follow more complex signals in my performance.	I can perform my own composition as part of a group. I can devise and follow signals to start and stop I can perform with accuracy and consistency.	I can perform the 12-bar blues accurately and maintain a pulse I can perform as part of a group in front of an audience	I can perform as part of an ensemble or alone I can perform in time with the group and a backing track I can perform with sensitivity and accuracy I can perform using dynamics I can perform longer pieces and maintain focus.