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| **TERM**  | **Reception**  | **Year 1**  | **Year 2**  | **YEAR 3**  | **YEAR 4**  | **YEAR 5**  | **YEAR 6**  |
| **Advent 1**  | **Find the beat** Identify, move, clap, and play to the beat.   | **Introduce basic Notation**Walk, move, clap, and play a steady beat. Compose using simplified music notation.    | **Rhythm notation** Compose a four-beat rhythm using and understanding the difference between crotchets, paired quavers, and crotchet rest.   | **Call and Response**Develop skills on a new instrument in a class carousel of Trumpet/ Ukulele and recorder.    | **Introducing Dynamics**Play and perform melodies using stave notation and a small note range as part of a group with dynamics. | **Orchestra & Conducting**Explore instrument families and their place in the orchestra. Develop and understanding of time signatures through conducting.   | **Ostinato** Compose and notate a rhythmic and melodic ostinato.   |
| **Advent 2**  | **Rhythms** Copy simple rhythms through call and response. Sing a range of well-known nursery songs.   | **Improvise** Create improvised question and answer phrases on classroom instruments. Compare high and low sounds through listening and singing.   | **Call and Response**Improvise simple question and answer phrases creating a musical conversation.  | **Stave notation** Introduce the stave, lines, and spaces.  Notate a composition on the stave within a range of two notes.  | **Reading Notation**Perform in two or more parts from simple stave notation.  | **Dynamics**Explore and understand a wide dynamic range.   | **Scales** Explore scales and chords.  Sing as part of a choir with a sense of ensemble and performance.   |
| **Lent 1**  | **Introduce Untuned Instruments**Create rhythms on classroom instruments.   | **Music history** Listen, review, and evaluate music from a range of historical periods, cultures, and traditions.    | **Composing** Compose, using known rhythmic notation and notes known on instrument.   | **Reading Notation**Carousel; developing skills on new instrument through improvisation.   | **Graphic Score**Explore knowledge of musical components by creating music/sound effects in a Graphical Composition. | **Writing a Song**Understand how chords are formed, creating an accompaniment to their piece.     | **Play in an Ensemble**Read and perform from rhythm notation in up to four parts, identifying note names, expanding on known rhythm notation.   |
| **Lent 2**  | **Improvise** Create rhythms on classroom instruments using one note.   | **Call and Response** Create improvised question and answer phrases on classroom instruments using at least 2 notes.   | **Improvising**Sing with increased control and accuracy of pitch.  Compose short rhythmic phrases.     | **Layering**Understand and perform layered, rhythmic ostinato patterns.   | **Layering**Understand and perform layered, melodic ostinatos patterns.   | **Reading Notation**Develop the skill of playing by ear through improvising, developing a sense of shape and character and exploring a wider dynamic range.  | **Technology**Use technology to create and record musical ideas, building to a composition.    |
| **Pentecost 1**   | **Compose**Create rhythms on classroom instruments using two notes.   | **Compose**Explore ways to represent sound with symbol, understanding the difference between a melody and an accompaniment.   | **Chords & Harmony**Identify the difference in sound between major and minor.   | **Composing** Final carousel; developing skills on new instrument through improvisation.   | **Pentatonic**Compose short, pentatonic phrases, notation on a stave.   | **Improvisation**Improvise and play a melody, introducing semiquavers.   | **Rhythm**Explore samba music, and the use of syncopation. Play together as a Carnival Band. |
| **Pentecost 2**  | **Graphic score** Make long/short, high/low, fast/slow sounds on classroom instruments. Create a visual representation of sound.   | **Reading rhythms** Begin to understand basic rhythm notation.   | **Perform** Perform together, following instructions that combine the musical elements.   | **Improvising**Compose a four-bar rhythmic phrase using crotchets, paired quavers, minims, semibreves, and rests.   | **Improvisation**Follow and perform a simple score to a steady beat, maintaining individual part accurately, achieving a sense of ensemble.   | **Perform**Read and perform melodies using pitch notation within an octave range.   | **TDRIPS** Plan, compose, and notate an 8 or 16 beat melody in ternary form. Accompany composition with chords.   |