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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. |