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| **Year group**  **/Term** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Reception | - Nursery rhymes  - Counting songs  - Songs for routines | - Christmas Play  - Singing Christmas songs  - Colours of the rainbow  - Being imaginative and expressive with percussion instruments where appropriate | - Joining in with hymn practise  - Simple songs from Charanga  - Joining in with songs as a group, keeping time with the music | - Counting songs  - African drumming/ keeping to the beat  - Call and response patterns (copying a rhythm) | - Matching the melody when singing  - Responding to music and expressing their feelings about what different songs sound like | - To move their body in time to the Music, be expressive with their movements, to perform dances as a class in time with the music – following cues |
| Year 1 | - Music from around the world  - Listen with concentration and understanding to a range of high-quality live and recorded music  - Use their voices expressively by singing songs and speaking chants and rhymes. | - Christmas  - Listen with concentration and understanding to a range of high-quality live and recorded music  - Use their voices expressively by singing songs and speaking chants and rhymes. | - Music inspired by the Great Fire of London  - Play tuned and un-tuned instruments musically  - Experiment with, create, select and combine sounds using the inter-related dimensions of music. | - Wildlife and Nature  - Play tuned and un-tuned instruments musically  - Experiment with, create, select and combine sounds using the inter-related dimensions of music. | - Traditional music from the UK  - Listen with concentration and understanding to a range of high-quality live and recorded music  - Use their voices expressively by singing songs and speaking chants and rhymes. | - Music related to the Seasons  - Play tuned and un-tuned instruments musically  - Experiment with, create, select and combine sounds using the inter-related dimensions of music. |
| Year 2 | - Hands, Feet, Heart  - Use their voices expressively and creatively by singing songs and speaking chants and  - Listen with concentration and understanding to a range of high-quality live and recorded music. | - Ho Ho Ho  - Use their voices expressively and creatively by singing songs and speaking chants and  - Listen with concentration and understanding to a range of high-quality live and recorded music. | - I Wanna Play in a Band  - Use their voices expressively and creatively by singing songs and speaking chants and  - Listen with concentration and understanding to a range of high-quality live and recorded music. | - Zootime  - Rhymes.  - Play tuned and untuned instruments musically.  - Experiment with, create, select and combine sounds using the inter-related dimensions of music. | - Friendship Song  - Play tuned and untuned instruments musically.  - Experiment with, create, select and combine sounds using the inter-related dimensions of music. | - Reflect, Rewind, Replay  - Play tuned and untuned instruments musically.  - Experiment with, create, select and combine sounds using the inter-related dimensions of music. |
| Year 3 | - Charanga: Glockenspiel Stage 1  - To play notes on an instrument clearly, including steps and leaps in pitch.  - To improvise and use call and response within a group using 1 or 2 notes.  - To show some control when playing musical instruments so that they begin to sound as they should. - To compose and perform melodies using 3 notes | - Charanga: Glockenspiel Stage 1  - To play notes on an instrument clearly, including steps and leaps in pitch.  - To improvise and use call and response within a group using 1 or 2 notes.  - To show some control when playing musical instruments so that they begin to sound as they should. - To compose and perform melodies using 3 notes | - Charanga: Three Little Birds  - To sing songs from memory, following the tune (melody) well, with accurate pitch and use of expression.  - To use voice to maintain a part within an ensemble. - To perform with others, singing in unison and following instructions from a leader | - Year3/4 Play  - To sing songs from memory, following the tune (melody) well, with accurate pitch and use of expression.  - To use voice to maintain a part within an ensemble. - To perform with others, singing in unison and following instructions from a leader | - Charanga: Bringing Us Together  - To identify the rhythm and beat in music  - To recognise changes in timbre, dynamics and pitch. - To internalise the pulse in music.  - To know the difference between pulse and rhythm. - - To listen carefully to music, recognising the build-up of layers, including the use of different instruments.  - To improve performance | - Charanga: Bringing Us Together  - To identify the rhythm and beat in music  - To recognise changes in timbre, dynamics and pitch. - To internalise the pulse in music.  - To know the difference between pulse and rhythm. - - To listen carefully to music, recognising the build-up of layers, including the use of different instruments.  - To improve performance |
| Year 4 | - Clarinet  - Improvise and compose music for a range of purposes using the inter-related dimensions of music.  - To listen with attention to detail and recall sounds with increasing aural memory. | - Clarinet  - Improvise and compose music for a range of purposes using the inter-related dimensions of music.  - To listen with attention to detail and recall sounds with increasing aural memory. | - Clarinet  - To use and understand staff and other musical notations. | - Clarinet  - To use and understand staff and other musical notations. | - Clarinet  - To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. | - Clarinet  - To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. |
| Year 5 | - ‘Let’s Go Sing’ Blackburn Music Service  - Use full voice range within a song Sing syncopated rhythms accurately over the beat  - Manage breathing efficiently when singing  -Improve sound quality through the formation of good vowel sounds  - Sing with an awareness of changing tempo  - Identify the off beats and accent these as I sing  - Communicate lyrics effectively by singing with clear diction | - ‘Let’s Go Sing’ Blackburn Music Service  - Use full voice range within a song Sing syncopated rhythms accurately over the beat  - Manage breathing efficiently when singing  -Improve sound quality through the formation of good vowel sounds  - Sing with an awareness of changing tempo  - Identify the off beats and accent these as I sing  - Communicate lyrics effectively by singing with clear diction | - ‘Let’s Go Sing’ Blackburn Music Service  - Use full voice range within a song Sing syncopated rhythms accurately over the beat  - Manage breathing efficiently when singing  -Improve sound quality through the formation of good vowel sounds  - Sing with an awareness of changing tempo  - Identify the off beats and accent these as I sing  - Communicate lyrics effectively by singing with clear diction | - ‘Let’s Go Sing’ Blackburn Music Service  - Use full voice range within a song Sing syncopated rhythms accurately over the beat  - Manage breathing efficiently when singing  -Improve sound quality through the formation of good vowel sounds  - Sing with an awareness of changing tempo  - Identify the off beats and accent these as I sing  - Communicate lyrics effectively by singing with clear diction | - The Liverpool Philharmonic Orchestra (SOW)  - End of year production (Y5/6)  - (Scheme of Work available from 12th, November, 2021) | - The Liverpool Philharmonic Orchestra (SOW)  - End of year production (Y5/6)  - (Scheme of Work available from 12th, November, 2021) |
| Year 6 | - Viking Saga Music  - Develop an understanding of the history of music.  - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  - improvise and compose music for a range of purposes using the inter-related dimensions of music | - Viking Saga Music  - Develop an understanding of the history of music.  - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  - improvise and compose music for a range of purposes using the inter-related dimensions of music | - Music from around the World  - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  - Listen with attention to detail and recall sounds with increasing aural memory | Music from around the World  - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  - Listen with attention to detail and recall sounds with increasing aural memory | Year 5/6 End of Year play  - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  - Listen with attention to detail and recall sounds with increasing aural memory | Year 5/6 End of Year play  - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  - Listen with attention to detail and recall sounds with increasing aural memory |