

	Autumn term	Spring term	Summer term	
EYFS	Expressive Arts and Design (Being Imaginative and Expressive)			
	Exploring Sound (Forest Schools)	Music & Movement (Dance – PE)	Musical Stories (Stories - Literacy)	Musical Instruments (Big Band)
	Pitch, Dynamics, Tempo	Pulse, Pitch, Tempo	Pitch, Dynamics, Tempo	Pitch, Dynamics, Tempo
	Explore how to use voices and bodies to make sounds, experimenting with tempo and dynamics when playing instruments and identifying sounds in the environment.	Create simple actions to well-known songs, learning how to move to a beat and expressing feelings and emotions through movement to music.	Move to music with instruction, changing movements to match the tempo, pitch or dynamics and learning that music and instruments can convey moods or represent characters.	Learn about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song.
Year 1 / 2 A	Pulse and Rhythm (All about me)	Pitch & Tempo (Superheroes)	Musical Me	Orchestral Instruments (Traditional stories)
	Pulse, Duration	Pitch, Tempo, Notation	Pulse, Dynamics, Timbre, Notation	Dynamics, Tempo, Timbre
	Listen to a range of different music and play games to identify the difference between the pulse and rhythm of a song.	Learn how to identify high and low notes and to compose a simple tune, Explore with some different instruments, as well as investigate how tempo changes help tell a story and make music more exciting.	Learn to sing and play the song 'Once a Man Fell in a Well' using tuned percussion; adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody.	Learn about and identify the musical instruments of the orchestra and compose music based on familiar stories
Year 1 / 2 B	Musical Vocabulary (Under the Sea)	Timbre & Rhythmic Patterns (Fairly tales – Literacy)	African Call & Response Song (Animals)	Myths & Legends
	Pulse, Pitch, Dynamics, Tempo, Timbre, Texture, Structure	Pulse, Timbre	Dynamics, Timbre, Structure, Notation	Pitch, Dynamics, Tempo, Timbre, Texture, Notation
	Journey under the ocean to explore key musical vocabulary related to inter dimensional elements of music.	Learn that different sounds can represent characters and key moments in a story. Exploring clapping along to the syllables of words and phrases before creating rhythmic patterns.	Use instruments to represent animals, copying rhythms, reading simple notation and learn a traditional African call and response song, before creating their own call and response rhythms.	Listen to music composed to tell stories from famous myths and legends. Develop their understanding of musical language and how timbre, dynamics and tempo affect the mood of a song

Year 3 / 4 A	Developing Singing Technique (Vikings)	Pentatonic Melodies & Composition (Chinese New Year)	Body & Tuned Percussion (Rainforests)	Adapting & Transposing Motifs (Romans)	
	Pulse, Duration, Dynamics, Tempo, Notation	Duration, Dynamics, Tempo, Timbre, Notation	Pitch, Dynamics, Tempo, Texture	Pulse, Pitch, Tempo, Notation	
	Develop singing technique by learning to keep in time. Develop their musical notation and rhythm, culminating in a group performance of a song with actions.	Revise key musical terminology, play and create pentatonic melodies. Compose a piece of music in a group using layered melodies and finally perform their finished pieces.	Explore the rainforest through music. Use a mixture of body percussion and tuned percussion instruments. Pupils create their own rhythms of the rainforest, layer by layer..	Draw upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs and adapt and transpose motifs and perform them to their peers.	
Year 3 / 4 B	Traditional Instruments & Improvisation (India)	Changes in Pitch, Tempo & Dynamics (Rivers)		Ballads	Samba & Carnival Sounds & Instruments
	Pitch, Tempo, Dynamics, Notation	Pitch, Dynamics, Tempo, Texture, Notation		Dynamics, Structure	Pulse, Dynamics, Texture, Structure
	Listen to a range of examples of music from India. Identify traditional instruments as well as creating their own improvisations and performing as a class.	Understand what ballads are. Identify a ballad's features and how to convey different emotions when performing them. Turn vocabulary into lyrics by incorporating rhyming words and following the structure of a traditional ballad.		Represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.	Introduce samba and the sights and sounds of the carnival. Learning about the traditional sounds and instruments, syncopated rhythms and composing their samba breaks.
Year 5 / 6 A	Composition Notation (Ancient Egypt)	Theme & Variations (Pop art)	Blues	Dynamics, Pitch & Texture (Fingal's Cave)	
	Pitch, Tempo, Notation	Pitch, Tempo	Pitch, Notation	Pitch, Dynamics, Texture, Notation	
	Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with notating their composition.	Children explore the musical concept of theme and variations and discover how rhythms can 'translate' onto different instruments	Children are introduced to this famous genre of music and its history, and learn to identify the key features and mood of Blues music and its importance and purpose.	Appraise the work of Mendelssohn and further develop the skills of improvisation and composition	
Year 5/6 B	Advanced Rhythms	Composition to Represent the Festival of Colour (Holi festival)		Traditional Songs (South and West Africa)	Composing & Performing Leavers' Song
	Duration, Notation	Pitch, Tempo, Timbre, Texture		Pulse, Dynamics, Tempo	Dynamics, Tempo, Structure, Notation

	Explore rhythmic patterns in order to build the sense of pulse and use this understanding to create a composition	Explore the association between music, sounds and colour building up to composing and performing their own musical composition..	Learn 'Shosholoza', a traditional South African song, play the accompanying chords using tuned percussion and learn to play the djembe.	Create lyrics, chorus & verses for leavers' song exploring concept of the 4 chord backing track and composing melodies.
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Strands of music:

Performing
Listening
Composing
History of Music

Inter-related dimensions of music:

Pulse – keeping a steady beat like a ticking clock

Pitch – how high or low a note is

Duration – how long a note, section or entire piece of work lasts

Dynamics – describes how loud or quiet a piece of music

Tempo – the speed of music

Timbre – what makes a particular musical instrument or human voice have a different sound from another

Texture – the layers of sound within music

Structure – the arrangement of music, eg verse, chorus

Notation – a series of symbols and markings that inform musicians how to perform a composition

Development of Musical Dimensions

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pitch	High & low notes	Pitch means high and low notes	Ranges of pitch in melodies & instruments	Group of pitches is called a 'key' & pentatonic melodies.	Bass lines (lowest pitch), glissando (sliding effect), transposing (changing key).	Minor key (sad), major chords (happy) & bent notes (varying in pitch).	Major (happy) & minor (sad) key signatures & adapting pitch in melodies.
Duration	Long & short sounds	Pattern of long & short notes	Duration means length of note, phrase or piece.	Notes are worth different durations & crotchets are 1 beat.	Notes played at correct duration & correct speed.	Repeating symbols on a graphic score.	Rests in written music helps play rhythms
Dynamics	Instruments can be played loud or soft	How mood is affected by loud and soft.	Change the effect a sound has on the audience.	Crescendo (sound getting gradually louder).	Changing the dynamics can change the texture.	Varying effects can be made using only your voice.	Melodies can be adapted by changing dynamics.
Tempo	Matching a pulse of fast and slow music to body movement.	Know that pulse is a steady beat and that tempo is speed.	Tempo can be changed to achieve a different effect.	Develop techniques to stay in time whilst singing.	Playing in time, together and at the same speed.	Varying effects can be created using only voice.	Melodies can be adapted by changing tempo.
Timbre	Instruments can sound like a particular character.	A voice can create different timbres to tell a story.	Using instruments to create 'real life' sounds.	The way instruments are played affect the mood and style.	Grouping instruments by timbre creates contrasting textures.	Human voices have individual timbres that can be adapted	Timbre can be known as tone colour.

Texture	Music has more than one sound playing at a time.	Music has layers called 'texture'.	Graphic score can show a picture of texture in music.	Music around the world consists of more than one layer.	Harmony is playing two different notes at same time.	Layering of chords & poly-rhythms.	Counter melodies use different rhythms & complementary notes.
Structure	Recognise a chorus.	Pieces of music have more than one section.	Organisation of sounds - chorus, verse, pattern.	Music from different places often have different structures.	Ostinatos (repeating pattern) & motifs used in music.	Loops (repeated rhythms) & specific sequences of music.	Chord progression, theme (main melodies) & variations.
Notation	Signals tell us where and when to start/stop.	Music can be represented by pictures/symbols.	Notation means writing music for someone to play it.	How note symbols look and their position to play.	Performance directions added to notation.	Know that spaces and lines on staff notation represent pitch.	Difference between graphic & staff notation.