

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Reception	<p><b>Singing and actions</b> Children can sing a range of nursery rhymes with actions in time with music</p>	<p><b>What sounds do instruments make?</b> Children can name basic percussion and play it safely. They can describe sounds and change them (loud/quiet/fast/slow)</p>	<p><b>How can I my voice to make sounds? (includes body percussion)</b> Children use their voice is lots of ways to mimic sounds- high, low, long, short- and can use this in song.</p>	<p><b>Just sing: how can I change my voice in singing?</b> Children to sing songs controlling the rhythm, dynamics and pitch</p>	<p><b>How does music make my body respond?</b> Children to respond to music with music, making a beat/ pulse and talking about the elements.</p>	<p><b>What would an underwater song be like?</b> Children will create a class composition called 'under the sea'. They will recreate sounds for under water</p>
Year 1	<p><b>Exploring Sounds</b> <b>Rhythm and pulse:</b> the differences and playing them together. <b>Compose:</b> have a story and create sound rhythms for each line.</p>	<p><b>Exploring Duration and pitch</b> <b>Duration:</b> making long and short sounds <b>Compose:</b> compose music inspired by outdoor scene (long and short sounds) <b>Record:</b> record symbols on paper for each sound and whether it is long and short.</p>	<p><b>Music in Space</b> <b>Drones and ostinatos:</b> how they are used to create a mood <b>Compose:</b> music inspired by "Earth from Space" using a drone and an ostinato.</p>	<p><b>Xylophone</b> Learning the notes of the xylophone and how to keep in time with a rhythm. They will play C D and E. They will play songs with these notes and improvise their own.</p>	<p><b>Music for the Locals</b> <b>Singing and dynamic:</b> learning a short song and using voice in tune; looking at louder and quieter <b>Compose:</b> short class song about Hayes- chn then changing dynamics, rhythm and pitch <b>Record:</b> annotations on their class song for dynamics using symbols.</p>	<p><b>Music of the continents</b> Pupils will be learning music from all of the continents of the world- comparing them, favouring them and learning to play simple patterns. They will look for similarities in the elements.</p>

Year 2	<p><b>Exploring Musical Principles</b>  <b>Rhythm, pitch and dynamics:</b> review concepts and begin to read and recreate patterns.  <b>Compose:</b> own rhythm patterns changing the pitch and dynamics  <b>Record:</b> begin to record notation with lines   n</p>	<p><b>New Zealand's Music/ Christmas musical</b>  <b>Pulse and pitch:</b> Importance of steady pulse; introducing them to the C major scale  <b>Compose:</b> piece to accompany the Haka.  <b>Record:</b> record notation in letter form (e.g. CEG)</p>	<p><b>Tuned Percussion</b>  <b>Ostinatos:</b> learning longer ostinatos  Introduction to instrument families  <b>Compose:</b> using multiple ostinatos- Florence Nightingale inspired.  <b>Record:</b> record notation in letter form (e.g. CEG)</p>	Recorder by Hillingdon music service		
Year 3	<p><b>Egyptian songs</b>  <b>Singing</b> - varying pitch and rhythm  <b>Compose:</b> short melodies to accompany -  <b>Record:</b> as letters (e.g. CGCCD)</p>	<p><b>Weather</b>  <b>Timbre:</b> Exploring untuned percussion to create sound effects for weather.  <b>Compose:</b> Song for the storm-instruments representing different parts of a storm.  <b>Record:</b> poems with annotations for each sound and change.</p>	<p><b>Music for Fairytales</b>  <b>Pitch and Texture:</b> children will explore how pitch and texture changes peoples reactions  <b>Compose:</b> a piece of music that shifts from light to dark in the context of a fairy tale character (e.g. Malificent).</p>	<p><b>Roman Battle Music</b>  <b>Rhythm and Texture:</b> children will explore how adding texture can build up atmosphere.  <b>Compose:</b> a battle composition for entering, being in and leaving a battle.</p>	<p><b>Music of the rainforest</b>  <b>Rhythm, melody :</b> children will begin to explore polyrhythms and how melodies come together to create music.  <b>Compose:</b> a piece of music to accompany a rainforest picture, recreating sounds of the forest.</p>	<p><b>Ukelele</b>  Children will be learning basic Ukelele. They will learn how to pluck and strum, 2 chords and use these to play songs.</p>

Year 4	<p><b>West African Percussion</b>  <b>Rhythm:</b> call and response patterns.  <b>Compose:</b> and improvising patterns</p>	<p><b>West African Percussion</b>  <b>Rhythm:</b> polyrhythmic patterns on Djembe.  <b>Compose:</b> polyrhythmic patterns in groups</p>	<p><b>Tuned Percussion</b>  <b>Rhythm, ostinatos:</b>  <b>Compose:</b> Piece of music to show the icebergs melting-</p>	<p><b>Songs of the USA</b>  <b>Compose:</b> a short song in the 'Blues' structure: current issue</p>	<p><b>Music inspired by Animals</b>  <b>Compose:</b> a piece of music inspired by a scene with animals (change dynamics and texture)</p>	<p><b>Keyboards</b>  Children will be learning basic keyboards. They will learn the notes, scales, chords and begin to read music on a stave.</p>
Year 5	<p><b>Balinese Gamelan</b>  <b>Texture:</b> how sounds fit together with the same pulse  Introduce pentatonic scale</p>	<p><b>Hip hop</b>  <b>Timbre:</b> how the voice can make different sounds (beatbox)  <b>Compose:</b> children will produce 8 line wrap with beat box and loop rhythm accompaniment.</p>	<p><b>Punjabi Music</b>  <b>Compose:</b> children will compose swing rhythms and melodies in the style of Punjabi music</p>	<p><b>Music for Adverts</b>  <b>Compose:</b> own piece of music to advertise a product-including jingle</p>	<p><b>Music inspired by painting</b>  <b>Compose:</b> a piece of music inspired by a Kandinsky-exploring how rhythm, pitch, tempo, and dynamics and how these can be represented by drawing and mark making.</p>	<p><b>Music Technology (chrome)</b>  <b>Elements:</b> how these can be manipulated digitally  <b>Compose:</b> create a digital composition inspired by a scene from literature (movie music)</p>
Year 6	<p><b>Songs of the Second World War</b>  <b>Timbre, Texture and Dynamics:</b> How songs can portray a mood  <b>Compose:</b> verse, chorus, verse of a</p>	<p><b>Australian music</b>  <b>Drone and ostinato patterns:</b> explore how instruments can make a drone and compose a loop ostinato.</p>	<p><b>West African Percussion</b>  <b>Rhythm:</b> call and response patterns. Polyrhythmic  <b>Compose:</b> own polyrhythmic patterns in the style.</p>	<p><b>Samba</b>  <b>Outcome:</b> Learn and perform a samba rhythm. They will use their chromebooks to record son clave rhythms that overlap with syncopated rhythms.</p>		<p><b>Digital music Production</b>  <b>Compose:</b> own piece of music to digital music. Learn about the process of making and producing.</p>

	WW2 song adjusting timbre and dynamics. <b>Record:</b> their lyrics and changes in texture, dynamic.	<b>Compose:</b> each group will be given a section of an Australian folk story and will compose their accompany creating a class retell.			
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