

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nurs		High and Low Skills: Singing and listening to a variety of songs from high to low and the middle.	Structure Skills: Performing and singing when signalling directions in sections.	Texture Skills: Playing a variety of percussion instruments, shakers, plastic, metal, bells and drums.	Loud and Quiet Skills: Creating and performing songs using loud and quiet voices, and control instruments when performing.	Speed and Tempo Skills: Playing and time keeping to a variety of songs.
R		High and Low Skills: Singing and listening to a variety of songs from high to low and the middle.	Structure Skills: Performing and singing when signalling directions in sections.	Texture Skills: Playing a variety of percussion instruments, shakers, plastic, metal, bells and drums.	Loud and Quiet Skills: Creating and performing songs using loud and quiet voices, and control instruments when performing.	Speed and Tempo Skills: Playing and time keeping to a variety of songs.
1		Exploring Duration Skills: Creating and controlling long and short sounds. Playing using voices and instruments.	Exploring instruments and Symbols Skills: Identifying instruments and the way their sounds can be changed.	Exploring Sounds Skills: Identifying a variety of sound sources. Practicing and making different sounds using their bodies. Links: Reinforcing and extending use of voice as a sound	Exploring pulse and Rhythm Skills: Finding the beat in different pieces of music and joining in at a faster or slower tempo. (speed) Links: Physical education in dance.	Exploring Timbre, Tempo and Dynamics Skills: Recognising carefully and confidently, choosing, and ordering sounds to achieve an image; recognise change in timber and dynamics.

				source to create mood.		Links: Dance and physical education.
2		<p>Exploring Duration</p> <p>Skills: Identifying long and short sounds. They can explore long and short sounds on classroom instruments in responds to symbols.</p>	<p>Exploring instruments and Symbols</p> <p>Skills: Identifying different groups of instruments and performing together using symbols as support.</p>	<p>Exploring Sounds</p> <p>Skills: Recognising how sound can send a message using a variety of sound sources to describe a scene and reflect mood.</p> <p>Links: Reinforcing and extending use of voice as a sound source to create mood.</p>	<p>Exploring pulse and Rhythm</p> <p>Skills: Finding the beat and rhythm in different pieces. Identifying rhythms of words and performing rhythms to a given beat.</p> <p>Links: Physical education in dance.</p>	<p>Exploring Timbre, Tempo and Dynamics</p> <p>Skills: Choosing carefully and ordering sounds within simple structure to recognise change and use of timber, dynamics and tempo.</p> <p>Links: Dance and physical education.</p>
3		<p>Exploring Musical Arrangements</p> <p>Skills: Performing and composing in small and large ensemble groups. Arranging fitting parts together.</p> <p>Links: English in development of a presentation and expressive use of voice.</p>	<p>Exploring Pentatonic Scales</p> <p>Skills: Recognising and using the pentatonic scale to create short melodies. Selecting a range of pitched instruments to enhance arrangement.</p> <p>Links: RE and drama.</p>	<p>Exploring Sound Colours</p> <p>Skills: Creating performing, and analysing compositions and extend sound vocabulary.</p> <p>Links: On-going skills of expressive use of musical elements and emotion to link PSHE.</p>	<p>Exploring Rhythmic Patterns</p> <p>Skills: Recognising how patterns fit together performing and maintaining their own rhythmic patterns confidently.</p> <p>Links: Cultural differences.</p>	<p>Exploring Descriptive Sounds</p> <p>Skills: Classifying descriptive elements based on animals that use sequence of sound and movement</p> <p>Links: Drama and physical education.</p>

4		<p>Exploring arrangements</p> <p>Skills: Understanding how instruments can be used to accompany songs using a variety of accompaniment devices and selecting appropriate structures to complete a given tune.</p>	<p>Exploring Melodies and scales</p> <p>Skills: Finding drones and ostinatos of a pentatonic scale to uplift a given song. Composing simple melodies selecting notes of different scales.</p>	<p>Exploring Sound Colours</p> <p>Skills: Recognising descriptive features in music; comment and analyse how sounds are used to create different moods.</p> <p>Links: On-going skills of expressive use of musical elements and emotion to link PSHE.</p>	<p>Exploring Signals</p> <p>Skills: Identifying, creating, and listing a range of signals through sound. Recognising signals around the community.</p> <p>Links: Music signals in community, e.g. fire alarm, fog horn, ambulance.</p>	<p>Exploring Descriptive Sounds</p> <p>Skills: Distinguishing how musical elements are used and combined to different themes and places, and creating different effect in musical movements.</p> <p>Links: Drama, movement and physical education.</p>
5		<p>Exploring Rounds</p> <p>Skills: Singing, rehearsing and performing two-part rounds using instruments and voices. Holding a part in a song to support group performance.</p> <p>Links: Drama Performing Arts and English.</p>	<p>Exploring Sound Sources</p> <p>Skills: Creating and extending sound vocabulary, using ICT in composing soundscapes. Capturing and changing communication sounds.</p> <p>Links: Ability to listen with attention to details over long periods of time.</p>	<p>Exploring Musical Processes</p> <p>Skills: Demonstrating musical skills, understanding and knowledge of composing, performing together and listening. Taking lead in performing and suggesting to others.</p> <p>Links: Preparation for Key Stage 3 and</p>	<p>Exploring Lyrics and Melody</p> <p>Skills: Recognising the relationship between lyrics and melody; creating and performing simple melodies working on structure and theme to create mood.</p> <p>Links: PSHE as it explore social influences and how music affects the way people feel.</p>	<p>Performing Together</p> <p>Skills: Demonstrating and taking part in class performance with confidence, expression and control. Taking part in singing, playing a two-part song with instruments, accompaniment and rehearsing musical performance ideas.</p> <p>Links: Reinforcing</p>

				review of other units.		singing, expression and good presentation.
6		<p>Exploring Rounds</p> <p>Skills: Singing, performing, arranging music in two or more parts. Identifying melodies sang in unison and harmony. They will play notes and pitch cluster sounds to drone accompaniments.</p> <p>Links: Drama Performing Arts and English.</p>	<p>Exploring Sound Sources</p> <p>Skills: Creating carefully and choosing sounds and linear sequences in music to compose soundscapes. Performing with a range of sound sources to build atmosphere.</p> <p>Links: Ability to listen with attention to details over long periods of time.</p>	<p>Exploring Musical Processes</p> <p>Skills: Recognising how musical elements are combined and used. Leading musicianship in creating music which reflect given intention and improvisation. Building confidence in leading and directing performances.</p> <p>Links: Preparation for Key Stage 3 and review of other units.</p>	<p>Exploring Lyrics and Melody</p> <p>Skills: Writing and composing a song with an awareness of the relationship between lyrics and melody. Distinguishing the importance played by lyrics and melody; creating moods and conveying meaning and setting these to melodies.</p> <p>Links: PSHE as it explore social influences and how music affects the way people feel.</p>	<p>Performing Together</p> <p>Skills: Singing melodies confidently and using a range of instruments to deliver attention to detail. Performing with expression and control. Demonstrating strong musicianship in musical performance ideas.</p> <p>Links: Reinforcing singing, expression and good presentation.</p>