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| **Subject** | **Autumn 1**  | **Autumn 2**  | **Spring 1**  | **Spring 2**  | **Summer 1**  | **Summer 2**  |
| **EYFS****Listening to a range of genre in assembly****Singing assemblies weekly****Class singing** | **Sound Position**Phase 1 phonics sound games – identifying where the sound it coming from, what instrument is making the sound and what other things make sounds. | **Instrument and Sound**Using our bodies to make music and pattern.Exploring different instruments – the sounds they make and how they are played, categorising these. | **Retelling stories through music**Choosing instruments to represent different characters and events in the story.Sharing and comparing each other’s ideas.Using the stories to retell them in a musical way. | **Music Express Singing**Using songs to explore rhythm, pitch and volume. | **Rhythm and beat**Using our bodies to make rhythm and beats to copy and do call and response.Using instruments to repeat rhythm and create these on their own to play to their group. | **Composition**Children will choose their instruments and create their own piece of music using the skills they have learnt over the year.Using picture maps to create, practise and revisit their pieces. |
| **Class 2** **(Year 1 and 2)****Listening to a range of genre in assembly****Singing assemblies weekly****Class singing**  | **Duration of Sound** Sounds we hear all around us.**Long and short** sounds.Listening to long sounds in songs.Playing long and short sounds on untuned percussion instrumentsClapping rhythms with long and short sounds**Graphic notation** using pictures and symbols | **Feel the pulse**Listen to music and discuss **speed of music –** fast and slowClapping the beat to a song | **Peter and The Wolf**Instruments – representing different charactersDiscussing the **orchestral instruments**Recognising the sounds made by the instruments – matching the instrument and sound.Retell the musical story**(Link to English Traditional Tales)** | **Exploring Pitch****High and low sounds** – relating to songs sungSinging in pitch as a groupPlaying tuned instruments i.e. chime barsSinging songs | **Rhythm**Clapping different **rhythms**Clapping rhythms against a different rhythm – moving on to four parts – using food etc… as the stimuli**Graphic notation** for rhythmsIntroduce – notation for length of notes – crotchet, quaver, minims | **Composition**Playing instruments following a **graphic notation score**Using symbols **compose** a piece of music using untuned percussion instruments Symbols for volumePerform their composition**Compose a song for topic i.e. Osprey –Science Link** |
| **Class 3****(Year 3 and 4)** | **Experimenting with rhythm and beat** – **improvising and composing** own music together using Garage Band app on Ipads and instruments | **Pitch and Volume** – experimenting and noticing changes with instruments/ voices (link to sound work in science) | **History of music** - focusing on different composers and how they influence us now | **Vale Choir** – performing in **solo and ensemble using their voices with focus on dictation, control and expression** | **Leicestershire Schools Music Service - Brass** Learning a new instruments and **playing as an ensemble with accuracy, fluency and control**Listening to music and starting to **read/use music notations** | **Leicestershire Schools Music Service - Brass** Learning a new instruments and **playing as an ensemble with accuracy, fluency and control**Listening to music and starting to **read/use music notations** |
| **Class 4****(Year 5 and 6)** | **Mu2/1.6    develop an understanding of the history of music.**a) develop an understanding of the earliest known forms of musical expression and instrumentation.b) explore the similarities between musical instruments from the past and modern-day instruments.c)compose and perform own piecesd)use a range of platforms to present music. |  |  |  |  |  |