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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 instruments  Clapping 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 slow  Clapping the beat to a song | **Peter and The Wolf**  Instruments – representing different characters  Discussing 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 sung  Singing in pitch as a group  Playing tuned instruments i.e. chime bars  Singing 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 rhythms  Introduce – 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 volume  Perform 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 pieces  d)use a range of platforms to present music. |  |  |  |  |  |