

Year group	Skills to cover in each block	Term	Songs being used	Main activities	Composer	Musical era	
1	<ul style="list-style-type: none"> Listen to music with sustained concentration Find the pulse whilst listening to music and using movement Use and understand the correct musical language to describe (dynamics, rhythm, tempo, pitch) Recognise different instruments Discuss feelings and emotions linked to different pieces of music Listen to, copy and repeat a simple rhythm or melody Learn to follow the conductor or band leader Learn and perform chants, rhythms, raps and songs Sing songs musically and understand how to warm up and project the voice while demonstrating good posture 	2	– Vivaldi 4 seasons	<ul style="list-style-type: none"> Listening and moving to music Creating a piece of artwork in response to music Copying and repeating rhythms using different instruments Composing their own piece of music using similar instruments 	Vivaldi		
		3 – fairy tale	Production <ul style="list-style-type: none"> Mostly singing objectives being covered 		n/a		
		6 - Pirates	Pirates of the Caribbean theme music		n/a		
2	<ul style="list-style-type: none"> Listen with concentration and understanding Understand and use the correct musical vocabulary to describe a piece of music; pulse, rhythm, timbre, texture, structure, melody Use their voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence Sing songs in two parts Uses tuned and untuned percussion to play accompaniments and tunes Use tuned and untuned instruments to compose Play instruments with the correct techniques and respect Practise, rehearse and present performances to audiences with a growing awareness of the people watching Experiment with and combine different sounds 	1 - India	Traditional Sitar music Modern Bollywood music	<ul style="list-style-type: none"> Listening and moving to music Creating a piece of artwork in response to music Copying and repeating rhythms using different instruments Composing their own piece of music using similar instruments 	n/a		
		4 - Rainforests					
		6 - Brunel	The storm Albatross			Vivaldi Fleetwood Mac	
3	<ul style="list-style-type: none"> Listen with direction to a range of high quality music 				Mozart	Classical	

	<ul style="list-style-type: none"> • Confidently recognise musical instruments • Find the pulse with ease • Understand that improvisation is when a composer makes up a tune within boundaries • Understand that composition is when a composer writes down and records a musical idea • Sing songs with multiple parts with increasing confidence • Play and perform in solo or ensemble contexts with confidence • Develop an understanding of formal written notation which includes crotchets and rests 				Beethoven	
4	<ul style="list-style-type: none"> • Confidently recognise a range of musical instruments and the different sounds they make • Confidently recognise and explore a range of musical styles and traditions • Use musical language to appraise a piece of music • Copy increasingly challenging rhythms using body percussion and untuned instruments • Sing as part of an ensemble with confidence and precision • Play and perform in solo or ensemble contexts with increasing confidence • Develop an understanding of formal written notation including minims and quavers, semibreves and dotted crotchets 	Skills to be covered through the teaching of violin and cello with Mrs Rowe (Swindon Music Service) and through the Easter production				
5	<ul style="list-style-type: none"> • Compose complex rhythms • Understand how pulse, rhythm and pitch work together • Improvise with increasing confidence • Sing as part of an ensemble with increasing confidence and precision • Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression • Use and develop understanding of formal notation including staff, 					Romantic
						Rhythm and Blues
						Rock and Pop

	<p>crotchets, minims, quavers, semibreves and dotted crotchets</p> <ul style="list-style-type: none"> • Develop an increasing understanding of the history of music 					
6	<ul style="list-style-type: none"> • Sing as part of an ensemble with full confidence and precision • Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression • Create a simple composition and record using formal notation • Appropriately discuss the dimensions of music and recognise them in music heard • Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great composers • Deepen understanding of formal written notation • Improvise and compose music for a range of purposes 	Term 4 (Block)	TBC	<p>Appreciate and compare live music from a variety of Baroque composers</p> <p>Develop knowledge of the orchestra</p> <p>To recognise and create musical introductions with understanding of how themes can be used to describe different characters or moods; compose music for different occasions; evaluate how venue, occasion and purpose affect the way music is created and heard</p>	TBC	Baroque
		Term 2 (Block)	Fresh Prince of Bel Air	<p>Put into historical context</p> <p>Perform following the beat</p> <p>Accompany a tuned instrument (keyboard/ glockenspiel)</p> <p>Accompany untuned instruments</p> <p>Read notation – pentatonic scales</p> <p>Compose using formal notation</p> <p>Perform as ensemble</p> <p>Evaluate performance of self and others</p>	Quincy Jones and Will Smith	Rock and Pop
		Term 6	End of Year Production	Perform as ensemble		