

<b>EYFS</b>	Through teaching and continuous provision, music in EYFS enables children to:	<ul style="list-style-type: none"> <li>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with the music.</li> <li>Work and play cooperatively and take turns with others.</li> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Join in with singing familiar songs and rhymes.</li> <li>Make up songs and rhymes of their own.</li> <li>Match the pitch of their voice to the pitch of the song they are singing.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to live and recorded music, hearing lyrics, rhymes and instruments.</li> <li>Listen to live and recorded music, hearing changes in tempo, rhythm and dynamics.</li> <li>Respond to live and recorded music, expressing how it makes them feel, and what it makes them imagine.</li> <li>Respond to music, including individual instruments with movement and dance.</li> <li>Match movements to the rhythm and pulse of a piece of music.</li> <li>Explore the range of sounds made by different instruments.</li> <li>Use a range of percussive instruments to enhance songs and rhymes.</li> <li>Know the names of instruments that they have explored and used.</li> </ul>
	<ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with the music.</li> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>		

Class	Cycle	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>Year 1 / 2</b>	<b>A</b>	West African call and response song (Theme: Animals)	Orchestral instruments (Theme: Traditional Western stories)	Musical me	Dynamics, timbre, tempo and motifs (Theme: Space)	On this island: British songs and sounds	Myths and legends
	<b>B</b>	Pulse and rhythm (Theme: All about me)	Tempo (Theme: Snail and mouse)	Musical vocabulary (Theme: Under the sea)	Vocal and body sounds (Theme: By the sea)	Timbre and rhythmic patterns (Theme: Fairytales)	Pitch and tempo (Theme: Superheroes)
<b>Year 3 / 4</b>	<b>A</b>	Body and tuned percussion (Theme: Rainforests)	Rock and Roll	Changes in pitch, tempo and dynamics (Theme: Rivers)	Haiku, music and performance (Theme: Hanami festival)	Samba and carnival sounds and instruments (Theme: South America)	Adapting and transposing motifs (Theme: Romans)

	<b>B</b>	Creating compositions in response to an animation (Theme: Mountains)	Developing singing technique (Theme: the Vikings)	Ballads	Pentatonic melodies and composition (Theme: Chinese New Year)	Jazz	Traditional instruments and improvisation (Theme: India)
<b>Whole class tuition: Ukuleles</b> <ul style="list-style-type: none"> <li>Children will begin by learning the notes A, B, and C, and will read music notation to play simple melodies with these notes.</li> <li>They will also learn the chords of C, F and Am. and will follow a simple strumming pattern (down, 2, 3, 4) to accompany a range of songs.</li> <li>They will progress to a wider range of notes, enabling them to transfer their knowledge of rhythm and melody from earlier years to a new instrument.</li> <li>They will also expand their chord repertoire to include the chords of G, D and Em, and a small range of strumming patterns to accompany songs. <ul style="list-style-type: none"> <li>All children will also have the option to continue access to Violin tuition and guitar tuition within a small group setting.</li> </ul> </li> </ul>							
<b>Year 5 / 6</b>	<b>A</b>	Baroque	Dynamics, Pitch and Texture	Songs of World War 2	Film Music	Theme and Variations (Pop Art)	Composing and Performing a Levers' Song
	<b>B</b>	Composition Notation	Blues	South and West Africa	Composition to Represent the Festival of Colour	Looping and Remixing	Musical Theatre