



Term	Autumn		Spring		Summer	
Nursery	Listen with increased attention to sounds.		Respond to what they have heard, expressing their thoughts and feelings. Play instruments with increasing control to express their feelings and ideas.		Create their own songs, or improvise a song around one they know.	
Reception	Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.		Watch and talk about dance and performance art, expressing their feelings and responses. Listen attentively, move to and talk about music, expressing their feelings and responses.		Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.	
	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
KS1	Sing songs and speak chants and rhymes. Play instruments. Listen/respond to music. Experiment with sounds					
Year 1	Respond to signals Recognise and name percussion instruments Louis Armstrong	Keep the pulse Play/clap rhythms Mark phrases of a song Winter Soundscapes	Play along to songs Trace the shape of a song Introduce ostinatos	Copy a given rhythm Recognise rests Ostinatos	Play from symbols Experiment with sounds Saint-Saens – Carnival of the Animals	Create question and answer phrases with a partner Saint-Saens – Carnival of the Animals
Year 2	Play given rhythms Play/sing with varying dynamics/tempo Create musical patterns with a partner Bob Marley	Trace shape of a song Read simple rhythms (crotchets / quavers) Tchaikovsky – The Nutcracker	Create an ostinato rhythm Clap pulse against rhythm	Improvise rhythms Play pulse against rhythm Storm Benjamin Britten	Explore metre Read simple pitch notation (G and E) Sea Shanties	Explore metre Experiment with, create, select and combine sounds The Beatles
KS2	Sing with increasing accuracy, fluency, and control in solo and ensemble contexts. Play /perform instruments with increasing accuracy, fluency and control in solo and ensemble contexts. Improvise and compose music. Listen to and appraise a range of music. Read musical notation. Develop an understanding of the history of music.					
Year 3	Follow an up and down story on a xylophone Play a given ostinato Hans Zimmer	Read rhythm notation (crotchet, quavers and crotchet rests) Explore different metres	Read pitch notation (G, E and A) Play rhythm against metre Egyptians	Play melodic phrases Compose using repeated rhythms Egyptians	Read and play rhythm notation (8 beats) Combine (clapping) ostinato rhythms European composers	Combine ostinato rhythms Explore and use changes of tempo/dynamics Greig – Hall of the Mountain King



	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
KS2	Sing with increasing accuracy, fluency, and control in solo and ensemble contexts. Play /perform instruments with increasing accuracy, fluency and control in solo and ensemble contexts. Improvise and compose music. Listen to and appraise a range of music. Read musical notation. Develop an understanding of the history of music.					
Year 4	Play A, B on the recorder Improvise melodic phrases Ravi Shankar (trip to an Indian classical music live performance Sikh/Hindu temple)	Composing using a structure A, B, A, B Recorders Combine ostinato rhythms	Composing changing structure AA, BB Recorders Create a simple up and down tune	Create a pentatonic tune Recorders	Explore different metres Recorders Improvise in the metre of three	Play three ostinatos Recorders Perform a composed piece of music
Year 5	Combine ostinato rhythms Perform as a group Florence Price	Compose and create using words as a stimulus Using structures	Play a tune by ear Compose using 'The Firebird' as a stimulus Stravinsky – The Firebird Vivaldi – Winter from the Four Seasons	Garageband	Create an accompaniment to a Nasheed Explore drones Islamic Nasheed	Play a tune by ear Read / play from musical stave Create an arrangement of a song Xylophone melodies
Year 6	Combine Ostinato Rhythms Perform as an ensemble Develop an understanding of the origins of samba music Samba Music Heitor Villa Lobos – The little train of the Caipira		Sing in harmony Create a musical motif Improvise using the blues scale Chords and triads George Gershwin – Rhapsody in blue		Body Percussion Create sounds using body percussion Compose and create music using the musical cannon Garageband Work collaboratively with others Anna Meredith – Connect it	