

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
EYFS	Nursery – All About Me! Reception - What makes us unique?	Nursery – Let's Celebrate Reception – Around the world	Nursery – Stories Reception – Once upon a time	Nursery — Shapes are everywhere Reception — Build it!	Nursery — In the garden Reception — The great outdoors	Nursery – People who help us Reception – We're going on an adventure		
	Throughout the year, children will 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. We will develop children's artistic and cultural awareness to support their imagination and creativity. They will have regular opportunities to engage							
Year 1	Hey You! Old School Hip-Hop How pulse, rhythm	them to explore and play Rhythm in the walk we walk/Banana rap Reggae	In the Groove Blues, Baroque, Latin, Bhangra, Folk, Funk	Round and Round Bossa Nova	Your imagination Pop Use your imagination	Reflect, rewind and replay Classical		
	and pitch work together. <b>Finding the pulse:</b> March in time with	Pulse, rhythm and pitch, rapping, dancing and singing.	How to be in the groove with different styles of	Pulse, rhythm and pitch in different styles of music.	Finding the pulse: Can you be a pop star finding the pulse? Rhythms:	The history of music, look back and consolidate your learning, learn		
	the pulse <b>Rhythms:</b> Copy and clap back rhythms Clap the rhythm of your name Make up your own rhythm <b>Singing:</b>	Finding the pulse: March and find the pulse Rhythms: Copy and clap back rhythms Clap the rhythm of your name	music. Finding the pulse: What animal can you be finding the pulse Rhythms: Copy and clap back rhythms Clap the rhythm of your name	Finding the pulse: Use your imagination to find the pulse! Rhythms: Copy and clap back rhythms Clap the rhythm of your name	Copy and clap back rhythms Clap the rhythm of your name Clap the rhythm of your favourite colour Make up your own rhythm <b>Singing:</b> Singing the song, using their	some of the language of music. Revise existing skills		



Primary School				•		
	Rap and sing Hey You! Playing instruments: using one or two notes (C or C + G) (Glockenspiel and recorder) Compose: Compose a simple melody using simple rhythms, choosing between the notes C+D or C, D + E. Perform and share: A class performance of Hey You! With rapping, singing and playing. Introduce your performance to an audience.	Clap the rhythm of your favourite colour Make up your own rhythm Singing: Rap and sing the songs Pitch: High and low sounds Perform and share: A class performance with rapping, singing and playing. Introduce your performance to an audience.	Clap the rhythm of your favourite food Make up your own rhythms <b>Singing:</b> in all the different styles <b>Playing instruments:</b> using one or two notes (C or C + D) (Glockenspiel and recorder) <b>Compose:</b> Compose a simple melody using simple rhythms, choosing between the notes C+D or C, D + E. <b>Perform and share:</b> A class performance of In the Groove – with singing and playing. Introduce your performance to an audience	Clap the rhythm of your favourite animal Make up your own rhythms <b>Pitch:</b> High and low sounds <b>Singing:</b> Sing the song <b>Playing instruments:</b> using up to three notes D or D, F, C+D. (Glockenspiel and recorder) <b>Perform and share:</b> A class performance of Round and Round singing and playing. Introduce your performance to an audience.	imagination <b>Playing instruments:</b> Using one or two notes: C or C+G. (Glockenspiel and recorder) <b>Compose:</b> Compose a simple melody using simple rhythms choosing from the notes C+D or C, D and E. <b>Perform and share:</b> A class performance of Your Imagination singing and playing. Introduce your performance to an audience.	
Year 2	Hands, feet and heart Afropop, South	<mark>Ho Ho Ho</mark> A song with rapping and	<mark>I wanna play in a</mark> band Rock	<mark>Zootime</mark> Reggae	Friendship song Pop	Reflect, rewind and replay Classical
	African	improvising for Christmas	Playing together in	Reggae and animals	A song about being friends	The history of music,
	South African Music	Christillas	a band		intertus	look back and
		Festivals and		Finding the pulse:	Finding the pulse:	consolidate your
	<b>Finding the pulse:</b> What animal can you	Christmas	<b>Finding the pulse:</b> You decide what you	Be an animal of your choice	Children decide how to find the pulse	learning, learn some of the language of



Primary School	be finding the pulse	Finding the pulse:	will be	Rhythms:	Rhythms:	music
	Rhythms:	You can march and	Rhythms:	Copy and clap back	Copy and clap back	
	Copy and clap back	find the pulse	Copy and clap back	rhythms	rhythms	Revise existing skills
	rhythms	You can be a rapper	rhythms	Clap the rhythm of	Clap the rhythm of	5
	Clap the rhythm of	and find the pulse	Clap the rhythm of	your name	your name	
	your name	Rhythms:	your name	Clap the rhythm of	Clap the rhythm of	
	Make up your own	Copy and clap back	Clap the rhythm of	your favourite	your favourite colour	
	rhythm	rhythms	your favourite food	animal	Make up your own	
	Singing:	Clap the rhythm of	Make up your own	Make up your own	rhythm	
	Singing Hands, feet	your name	rhythms	rhythms	Singing:	
	and heart in groups	Clap the rhythm of	Singing:	Pitch:	in two parts	
	Playing instruments:	your favourite colour	In all different styles	High and low	Playing instruments:	
	using up to three	Make up your own	Playing instruments:	sounds. We add	using up to three notes	
	notes G or G, A + C.	rhythm	using up to three	pitch to the pulse	– C or E and G	
	(Glockenspiel and	Pitch:	notes – F or D and C.	and rhythm when we	(Glockenspiel and	
	recorder)	is high and low	W	sing and play an	recorder)	
	Compose:	sounds. We add pitch	(Glockenspiel and	instrument.	Compose:	
	Compose a simple	to the pulse and	recorder)	Singing:	Compose a simple	
	melody using simple	rhythm when we sing	Compose:	Singing Zootime	melody using simple	
	rhythms, choosing	and play an	Compose a simple	Playing instruments:	rhythms, choosing from	
	from the notes $C + D$	instrument.	melody using simple	using up to two	the notes C + D or C,	
	or C, D and E.	Playing instruments:	rhythms, choosing	notes – C or C + D	D or E	
	Perform and share:	using up to three	from the notes $F + G$	(Glockenspiel and	Perform & Share:	
	A class performance of	notes – G or G, A and	or F, G + A	recorder)	A class performance of	
	Hands, feet and heart.	B.	Perform and share:	Compose:	Friendship Song.	
	Introduce your	(Glockenspiel and	A class performance	Compose a simple	Introduce your	
	performance to an	recorder)	of I Wanna Play In A	melody using simple	performance to your	
	audience.	Singing:	Band. Introduce your	rhythms, choosing	audience.	
		Rapping and singing	performance to your	from the notes C +		
		Ho Ho Ho.	audience.	D or C, D + E.		
		Perform and share:		Perform & Share:		
		A class performance		A class performance		
		of Ho, Ho, Ho.		of Zootime.		
		Introduce your		Introduce your		
		performance to an		performance to your		
		audience.		audience		



Primary School		ſ	I	1	1	,
Year 3	Let Your Spirit Fly RnB RnB and other styles Find the pulse as you are listening: Dance, clap, sway, march, be an animal or a pop star Singing let your spirit fly in 2 parts Playing instruments: Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E (glocks and/or recorders) Compose:	Glockenspiel Stage 1 Exploring and developing playing skills Playing instruments: Musical activities using glocks Learn to play and read the notes C, D, E + F Learn to play these tunes: Easy E Strictly D Play Your Music Drive Dee Cee's Blues What's Up D-E-F-initely Roundabout March of the Golden Guards Portsmouth	Three Little Birds Reggae Reggae and animals Find the pulse as you are listening: Dance, clap, sway, march, be an animal or a pop star. Playing instruments: Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E. (glocks and/or recorders) Singing: Song in unison Compose: Compose a simple	The Dragon Song A Pop song that tells a story Music from around the world, celebrating our differences and being kind to one another Find the pulse as you are listening: Playing instruments: Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – G, A + B. (glocks and/or recorders) Singing: Sing the dragon	Bringing Us Together Disco Disco, friendship, hope and unity Find the pulse as you are listening: Dance, clap, sway, march, be an animal or a pop star. Playing instruments: Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, A + G (glocks and/or recorders) Singing: Singing bringing us together in 2 parts Compose: Compose a simple	Reflect, rewind and replay Classical The history of music, look back and consolidate your learning, learn some of the language of music Revise existing skills
	recorders) Compose: Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G	Guards Portsmouth <b>Compose:</b> Compose using the notes C, D, E + F. <b>Perform and share</b> : Decide how your class	<b>Compose:</b> Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G. <b>Perform and share</b> :	and/or recorders)	<b>Compose:</b> Compose a simple melody using simple rhythms choosing from the notes C, A + G or C, D, E, G + A. ( Pentatonic scale)	
	Perform and share:	will introduce the	Decide how your class	from the notes G, A	Perform and share:	



Primary School						
rrimary School	Decide how your class will introduce the performance. Perhaps add some funky dance moves? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: - Improvisations Instrumental performances Compositions	performance. Tell your audience how you learnt the music and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: Improvisations Instrumental performances Compositions	will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: : Improvisations Instrumental performances Compositions	+ B or D, E, G, A + B. (Pentatonic scale) <b>Perform and share:</b> Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: Improvisations Instrumental performances Compositions	Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards. The performance will include one or more of the following: Improvisations Instrumental performances Compositions	
Year 4	Mamma Mia Pop ABBA's Music Pulse: Find the pulse as you are listening. Playing instruments: Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – G, A + B.	Glockenspiel 2 Mixed Styles Exploring and developing playing skills using the glockenspiel Playing instruments: Musical activities using glocks Learn more complex rhythm patterns. Revise, play and read	Stop! Grime Writing lyrics linked to a theme Pulse: Can you find the pulse as you are listening - Dance, clap, sway, march, be an animal or a pop star. Playing instruments:	Lean on me Gospel Soul/Gospel music and helping one another Pulse: Can you find the pulse as you are listening? Dance, clap, sway, march, be an animal or a pop star.	Blackbird The Beatles/Pop The Beatles, equality and civil rights Playing instruments: Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E.	Reflect, rewind and replay Classical The history of music, look back and consolidate your learning, learn some of the language of music Revise existing skills



(glocks and/or recorders)the notes C, D, E, F, + G.warm-up games play and copy back using up to 2 notes - C + D (using glocks and/or recorders)Playing instrumental parts with the song by ear and/or from to add or from to add or fromSinging: unionSinging Mamma Mia in unisonLearn to play these tunes:up to 2 notes - C + D (using glocks and/or recorders)Playing instrumental parts with the song by ear and/or from notation using the easy or medium part. You will beSinging: melody using simple rhythms choosing from the notes C, A + B B or G, A, B, D + E from the notes G, A + B or G, A, B, D + E the perform and share:File a Fly Singing and rapping in unison and in parts compose your own rapped lyrics about bullying or another topic or theme that you decidePlaying instruments: part. You will be using up to 4 notes or C, E, F + G. (using glocks and/or pentatonic scale).Singing: melody using simple rhythms choosing from the notes C, D + E or (using glocks and/or pentatonic scale).Compose pentatonic scale).Compose pentatonic scale).Perform and share: Decide how your classPortsmouth Put Your Music Drive Will introduce the performance. Perhaps add some funky dance moves? Tell yourProform and share: Decide how your class perform and share: Decide how your classPerform and share: perform and share: Decide how your classCompose a simple topic or theme that you decideCompose a simple topic or theme that you decideSinging Lean on me topic or theme that you decideDecide how you topic or theme that you decideCompose: topic or theme that	
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why. Record the performance. Tell your audience how A The performance will	
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The performance will and why. Record the performance and talk class will introduce Improvisations	
include one or more of performance and talk about it afterwards. the performance. Tell Instrumental	
the following: about it afterwards. The performance will your audience how performances	
Improvisations The performance will include one or more you learnt this song Compositions	
Instrumental include one or more of the following: and why. Record the	
performances of the following: Improvisations • performance and	
Compositions Improvisations Compositions talk about it	
Instrumental Rapped lyrics that afterwards. The	
performances you composed performance will	
Compositions include one or more	
of the following:	
Improvisations	
Instrumental	



				performances		
				periornances		
				Compositions		
				·		
Year 5	ivin' on a prayer	Classroom Jazz	Make you feel my	The fresh prince	Dancing in the	Reflect, rewind
			love	of bel air	street	and replay
				or bet all	street	una replay
R	lock	Bossa Nova and	Pop Ballads			
		Swing		Old-School Hip-	Motown	Classical
P	lock Anthems	J	Pulse:	Нор		
K		Jazz and	Can you find the	Пор	Pulse:	
			pulse as you are	<b>-</b>		The history of
Pi	ulse:	Improvisation		To learn how to	Can you find the pulse	music, look back
C	Can you find the pulse		listening? Is the	listen to music.	as you are listening? Is	and consolidate
as	s you are listening?	Play instruments:	tempo fast, slow or	To sing the song.	the tempo fast, slow or	your learning, learn
	s the tempo fast, slow	Play instrumental	inbetween?	To understand the	inbetween? Dynamics?	5
	r inbetween?	parts with the music	Dynamics? Texture?	geographical origin	Texture?	some of the
			Play instruments:	of the music and in	Playing instruments:	language of music
	lay instruments:	by ear using the notes	Play instrumental	which era it was	Play instrumental parts	
	ynamics? Texture?	G, A + B and D, E, G,	parts with the song		with the song by ear	
	lay instrumental	A + B. (using glocks	by ear and/or from	composed.	5 5	Revise existing skills
po	arts with the song by	and/or recorders)	5	To experience and	and/or from notation	Revise existing skills
ec	ar and/or from	Perform and share:	notation using the	learn how to apply	using the easy or	
	otation using the	Decide how your class	easy or medium part.	key musical	medium part. You will	
	asy or medium part.	will introduce the	You will be using up	concepts/elements,	be using up to 2 notes	
	ou will be using G, A	performance. Perhaps	to 3 notes – C, D + E.	eg finding a pulse,	– F + G (complex	
			Singing:	clapping a rhythm,	rhythms).	
	B or D, E, F& + G	add some	Singing Make you feel		Singing:	
	Vhich part did you	choreography? Tell	my love in unison	use of pitch.	5 5	
pl	lay? (Using glocks	your audience how	nig love in unison	To play the	Singing in unison. And	



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	and/or recorders)	you learnt this song	Compose:	accompanying	with backing vocals	
	Compose:	and why. Record the	Compose a simple	Instrumental parts	Compose:	
	Compose a simple	performance and talk	melody using simple	(optional).	Compose a simple	
	melody using simple	about it afterwards.	rhythms choosing	To work together in	melody using simple	
	rhythms choosing	The performance will	from the notes C, D +	a band/ensemble.	rhythms choosing from	
	from the notes G, A +	include one or more	E or C, D, E, F + G	To develop creativity	the notes C, D, E, F +	
	B or G, A, B, D + E	of the following:	Perform and share:	through improvising	G	
	(Pentatonic Scale).	Improvisations	Decide how your class	and composing	Perform and share:	
	Perform and share:	Instrumental	will introduce the	within the song.	Decide how your class	
	Decide how your class	performances	performance. Perhaps	To understand and	will introduce the	
	will introduce the		add some	use the first five	performance. Perhaps	
	performance. Perhaps		choreography? Tell	notes of the scale	add some	
	add some		your audience how	while improvising	choreography? Tell	
	choreography? Tell		you learnt this song	and composing.	your audience how you	
	your audience how		and why. Record the	To experience links	learnt this song and	
	you learnt this song		performance and talk	to other areas of the	why. Record the	
	and why. Record the		about it afterwards.	curriculum (see	performance and talk	
	performance and talk		The performance will	Extension	about it afterwards.	
	about it afterwards.		include one or more	Activities).	The performance will	
	The performance will		of the following:	To recognise the	include one or more of	
	include one or more of		Improvisations	style of the music	the following:	
	the following:		Instrumental	and to understand	Improvisations	
	Improvisations		performances	its main style	Instrumental	
	Instrumental		Compositions	indicators.	performances	
	performances			To understand and	Compositions	
	Compositions			use general musical		
				vocabulary and		
				specific vocabulary		
				linked to the song		
				(see Keywords		
				document).		
				To undertake all		
				these independently.		
		1		ander andependentig.		



Year 6	<mark>Нарру</mark>	Classroom Jazz 2	<mark>A new year carol</mark>	You've got a	Music and Me	Reflect, rewind
	Pop/Neo Soul	Bacharach and	Classical or Urban	<mark>friend</mark>	Create your own music	<mark>and replay</mark>
		Blues	Gospel	70s Ballad/Pop	inspired by your	Classical
	Being happy!				identity and women in	
		Jazz, improvisation	Benjamin Britten's	The music of Carole	the music industry	The history of mus
	Playing instruments:	and composition	music and cover	King		look back and
	Play instrumental		versions	Diauina instrumente		consolidate your
	parts with the song by	Playing instruments:		<b>Playing instruments:</b> Play instrumental		learning, learn son of the language of
	ear and/or from	Play instrumental	Pulse, rhythm and	parts with the song		music
	notation using the	parts with the music	pitch games:	by ear and/or from		music
	easy or medium part. You will be using up	by ear using the notes	Learn to clap some of	notation using the		
	to 3 notes – A, G + B	your audience how you learnt this song	the rhythms used in the song Learn some musical phrases that you will sing in the song <b>Singing:</b> Singing in unison. Sing the song in its original style, and the Urban Gospel version.	easy or medium part. You will be using up to 4 notes – B, A + G and C, D, E + F. (using glocks and/or		
	(using glocks and/or					Revise existing skills
	recorders).					
	Singing:					
	Singing in 2 parts					
	Compose:					
	Compose a simple			recorders)		
	melody using simple			<b>Composer:</b> Compose a simple		
	rhythms choosing			melody using simple rhythms choosing from the notes E, G + A or E, G, A, C + D. <b>Perform and share:</b>		
	from the notes A, G + $P_{A}$		Perform and share:			
	B or C, E, G, A + B <b>Perform and share</b> :		Decide how your class			
	Decide how your class		will introduce the			
	will introduce the		performance. Perhaps			
	performance. Perhaps	about it afterwards.	add some choreography? Tell			
ada cha you you ana	add some	The performance will	your audience how	Decide how your		
	choreography? Tell	include one or more	you learnt this song	class will introduce		
	your audience how	of the following:	and why. Record the	the performance.		
	you learnt this song	Improvisations • Instrumental performances •	performance and talk	Perhaps add some		
	and why. Record the		about it afterwards.	choreography? Tell your audience how		
	performance and talk			you learnt this song		
	about it afterwards.	Compositions		and why. Record the		
	The performance will include one or more of			performance and		
	include one or more of			' ·		l



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	the following		talk about it	
	_		afterwards. The	
			performance will	
			include one or more	
			of the following:	
			Improvisations	
			Instrumental	
			performances	
			Compositions	
			•	